

**A STUDY ON EFFICACY OF HUMAN RESOURCE TRAINING  
PROGRAMME AMONG THE EMPLOYEES IN PRO KNITS  
PVT,LTD.TIRUPUR**

**P.PREETHI  
11PSW06**

A THESIS SUBMITTED TO THE AVINASHILINGAM INSTITUTE FOR  
HOME SCIENCE FOR HIGHER EDUCATION FOR WOMEN, COIMBATORE IN  
PARTIAL FULFILMENT OF THE REQUIREMRNTS FOR THE  
MASTER'S DEGREE IN SOCIAL WORK

DEPARTMENT OF HOME SCIENCE EXTENSION EDUCATION

APRIL, 2013

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*Changai 6-5-13*  
Signature of the Head of the  
Department

*T. Radha*  
Signature of the  
Guide

# **CERTIFICATE**





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TO WHOMSOEVER IT MAY CONCERN

\*\*\*\*\*

Date: 15.02.2013

This is to certify that **Ms.P.PREETHI** (Reg No 11PSW06 ) a Student of B.S.W from Avinashilingam University For Women , Coimbatore 641043 has undergone training in our Garment factory from **11.02.2013 to 15.02.2013** to gain over all Knowledge of Process and Functional Areas of the Knitted Garment. Her Performance was excellent during the course of time.

We wish her all success in her career

For PRO KNITS

For PRO KNITS

*[Handwritten Signature]*  
Partner

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## INTRODUCTION

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. We typically say training can involve the changing of skills, knowledge, attitudes, or behavior. It may mean changing what employees know, how they work, their attitudes towards their work, or their interaction with their co-workers or supervisor (Robbins, 1996).

Training constitutes a basic concept in human resource development. It is the systematic modification of behavior through learning, which occurs as a result of education, instruction, development and planned experience. Training is a highly useful tool which can bring an employee into a position where he can do his job correctly, effectively and conscientiously, in that he can apply whatever he has been taught, effectively, in that he may be in a position where he can perform to the expected standards, and conscientiously, in that the behaviour of the trainers can bring the trainees to the position where they can put their maximum effort at the right time (Tapomoydeb, 2008).

Training is an important activity of human resources management after the acquisition activity. It is natural that the people who join the organization have varying degree of knowledge, skill, ability, aptitude, attitude, value, belief and personality trait. Because of non-possession/non-acquisition of optimum level of core components, people cannot deliver goods and services as per requirements, needs and demands of customers. That means, people cannot perform due to short of basic components and obviously cannot achieve goals. Hence, organization should have some mechanism, to increase knowledge, skill, competences of people

in a planned and systematic manner, so that they can improve performance. (Zahn,2001).

Training is a systematic and planned activity to improve current job performance. ‘A planned effort to facilitate the learning of job related knowledge, skills and behavior by employees’. Training also prepares people for growth and development. Thus, training is an activity that makes the people perform their present job and also prepares for advancement ( Wright,1997).

Training is a process of enhancing skill, knowledge, competencies of employees so that they can perform present jobs. The basic objective of training is to help organization to achieve its goals by adding value to the employees. ‘Training of any kind should have as its objective the redirection or improvement of, behaviour, so that the performance of the trainee becomes more useful and productive for himself and for the organization of which he is a part. Training normally concentrates on the improvement of, operative skills, interpersonal skills, decision making skills, or a combination of these’ (Ghosh, 2006).

A training programme should constitute a key feature in a formal development programme, and this could be a standard offering by various specialist bodies or in-house courses developed for the organization’s specific needs. Increasingly, these options are being combined so that there is the possibility (Carnevale, 1990).

‘Training,’ ‘Education’, and ‘Development’ terminologies are often used interchangeably. It is very difficult to differentiate as apparently it seems that these are similar. Training involves learning that relates to present job, and the purpose of training is to improve performance on the present job, of the individual, while the focus of education is on learning, to prepare the individual for a different but

identified job. The purpose of education is preparation of an individual for an identified job, in the not too distant future. The development as learning for growth of the individual but not related to a specific present or future job. The main objective of development is for general growth not related to any specific job (Nadler, 1979).

Organizational activities are performed through the people at work in organization and it is possible to function, if the people possess required skill, knowledge, abilities, attitude to perform. But, it is evident from the experience, research work that the degree/level of core competence, attitudes differ from employee to employee. Hence, the employees who lack skill, ability, knowledge need reinforcement, strengthening of the deficit areas. Training provides necessary input to such people so that they can perform their best to achieve their goals and the goals of organization as well. So, training is needed to help the people and also to help organization to survive, grow and develop (Ajitkumar,2006).

The training and development plans are aimed at developing talents to perform effectively in the present and future higher levels on more challenging work situations. The training activities are the techniques of enhancing on the human capital whose potential is much more than any other resources in the organization. The rapid increases in the size of the organization and the technological advancement have resulted in delegating the authorities and responsibilities to the supervisors. This has added new dimensions to the role profile of a supervisor (Snelbecker,1993).

The increased emphasis on professional activities has resulted in the development of many professionals who are capable of designing programmes to meet the instructional objectives based on clearly specified needs. The types of

instructional goals that organizations hope training programmes can achieve vary widely but could not include producing quality goods in a shorter time or implementation of a management system that is more service oriented towards its customers. Unfortunately some programmes are not based on appropriate needs assessment, and many organizations do not collect the information to determine usefulness of their own instructional programmes. Their techniques remain unevaluated, except for the high esteem with which they may be regarded by their developers. Many more outstanding efforts in the training area have appeared during the last decade than at any time before. Now, especially in India, competition is very intense and companies operate in a highly technical and global environment. The workforce is becoming very diverse and complex. Training system is viewed by both organizations and individuals as a positive step in providing skills and opportunities (Srividhya, 2007).

Training is learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. We typically say training can involve the changing of skills, knowledge, attitudes, or social behavior. It may mean changing what employees know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisor (David, 2007).

The employees have been selected for various positions in an organization, training them for the specific tasks to which they have been assigned assumes great importance. It is true in many organizations that before an employee is fitted into a harmonious working relationship with other employees, he is given adequate training .Training is the act of increasing the knowledge and skills of an employee for performing a particular job. The major outcome of training is learning (Harris,2008).

Training supports adaptive, productive workplaces that capitalize on investments in both technology and workforce skills to boost productivity. Training is organization focused and is a key element of an organization's overall performance improvement plan (Senge,1991).

Every organization should have philosophy for imparting training to its employees. Some gives much more emphasis on training as a tool for improving skill and competencies of the employees, so that they can produce quality goods and services to face the challenges in the market ,and such organization for this purpose ,develops policy and producers to design and initiate course of action for implementation .Some organizations take the whole concept casually and lay stress on training when they face tough competition and feel the necessity to enhance operative skill of the employees to carry out business /production activities in a change situation .These organization do not have any principle , policy on training on permanent basis (Lynton,2002).

The organizations are not conscious about the effectiveness of training or the outcome /result training provides .Such organizations allocate funds in the annual budget for training but do not attach much importance for proper and effective utilization of the fund due to lack of positive philosophy on employee training (Noe,1999).

The organizations pass through stiff competitive stages that demand customers' delightment through quality product and services, and this is possible if the employee producing goods and services accept changes, have acquaintances of latest technologies ,have learning experiences for world class production and intend to deliver at any cost. This whole process of transformational activities of employees is generated through training. If no clear cut strong training philosophy

is developed, organization may not be able to survive, grow and develop (Hamblin,1990)

Training is a tool to attain individual, organizational needs related to the jobs undertaken and is also intended to improve the work culture of the group involved in a group task. An ideal training programme can be expected to change the attitude, skills and develop forward vision of the participants towards the task (Ramachandran, 2012).

India is a developing nation. If we have only to catch up with the developed nations in different fields of human endeavor there is no alternative for us but to develop our human resources at an accelerated pace. What has to be kept in mind is that in the most advanced societies the technological growth has not diminished or under mind the importance of the man behind the machine. Hence, the significance of human resource development. This can only be done if we have a large number of competent professional trainers. There is no denying the fact that training going to play vital role on enhancing the knowledge base of individual (Ivancevich,2008).

It India has to emerge as a developed progressive ,toward looking and competitive nation ,the skills and knowledge of the people working in different disciplines .Training is a continuous in its operation. It is concerned about helping the people acquire the knowledge, skills and attitudes necessary to do the work which they are employed or to prepare them for future activities. It aimed as creating change behaviour. It is a short term process, utilizing a systematic and organized procedure by which personnel learn specific knowledge and skills for a defined purpose (Padhi,2010).

Having this in view, present study was taken up with the following objectives:

To

- know the socio-economic condition of the employees
- find out the benefits of the training programme
- assess the outcome of the training programme
- analyze the effectiveness of the existing training programme

## **II REVIEW OF LITERATURE**

The review of literature pertaining to the study entitled “ **A Study on Efficacy of Human Resource Training Programme among the Employees in Pro Knits Pvt Ltd.Tirupur** , is studied as under

- A. Scenario of human resource training in India
- B. Process of training programme
- C. Related studies

### **A. Scenario of human resource training in India**

Human resource development is based on faith in the inherent potential in every human that can be manifested by giving management direction and orientation. Human resource is an unpredictable resource but it has ultimate potential. Human resource development process maximizes the use of the human resource by way of optimizing the competence of a available human resource, improving the competence of future challenges and utilizing unemployed resource. The roles and activities of human resource development will depend on the human resource development will depend on the human resource development needs of the organization. Work place training is a systematic approach to learning and development to improve individual, team or organizational effectiveness. A systematic approach refers to the idea that the training is intentional. It is being conducted to meet a perceived need. Learning and development concern the building of expertise as a function of these systematic training efforts of the organization (Balakrisnan , 2007) .

Many organizations have set up separate Human Resource Development departments in the last few years. Most of these departments are merely managing their training function (identification of trainee needs employees for external training, organizing in company training, evaluating training etc). In fact there are cases of organizations that have merely renamed their training department as human resource developments. It is unfortunate that Human Resource Development is getting equated with training not only by practitioners in industry but also by some academicians. In equating Human Resource Development with training and thereby limiting Human Resource Development to training there are certain dangers. Human Resource Development is a process in which the employees of an organization are continuously helped in a planned way to: (a) Acquire or sharpen capabilities required to perform various tasks and functions associated with their present or future expected roles (b) Develop their capabilities as individuals so that they are able to discover and exploit their own inner potential for their own and/or organizations development purpose (Rao, 2000).

Several changes have taken place over the years in corporate strategy as well as in the training provided by firms to the employees. During the era of crafts-based enterprises, apprentices worked along side the master who was a skilled and experienced craftsman, and gradually learned the skills. In the manufacturing age, workers started working together in factories. The workers no longer owned the machinery but they were still the masters of the production process because they possessed the skills and expertise. The fragmentation and separation of activities began with Adam Smith's idea of the division of labour. This saw the advent of increasing task specialization and began to lead to a continuing disqualification of the worker. This process of fragmentation of expertise became the basic feature underlying the classic organization theories of 'Taylorism' and 'Fordism'.

Taylorism proposed the ‘one best and only way’ that implied training the worker in the ‘best way’ of accomplishing a task. Fragmentation of expertise is, however, characterized by a short-term nature, fragmented and shallow content of knowledge, and transmission of skills that can be immediately applied to measure work tasks (Biju, 2009).

Human resource training not only for doing the present job but also for acquiring the desirable extra skill or knowledge for filling higher jobs. The main goal of training is to induce a suitable change in the individual concerned. Inexperienced employees can, for example, be taught to operate unfamiliar equipments. Persons raised to supervisory level can be taught how to plan and control the work of their units and help their subordinates. Industrial training started when the first apprentice was hired or when the first employee was employed on the job. Systematic methods were there after evolved for increasing the new employee’s knowledge and developing his skill. For devising adequate training programmes for individuals it is necessary to conduct an accurate analysis of the individual’s aptitude and performance level. This must then be compared with the requirements of the job he is required to perform. The need for training is thus to bridge this gap between existing performance ability and desired performance. As soon as the training needs are identified, the objectives express the gap to be bridged between the present and the expected performance levels. A suitable training programme can then be developed for the employee concerned (Biswanath,2008).

### **Human capital approach**

It views training as an investment in human capital that gives return in the form of increased productivity. The strategic frame work of consider human

resources a significant factor of sustained competitive advantage for a company. This implies that when the capabilities and skill available to an organization in the form of the skills and competencies of its individual employees are superior to those of its competitors, the firm gains an advantage over its competitors. In this context, training becomes invaluable, since it results in the development of the human resources of the firm into a valuable and unique resource that cannot be copied and is not substitutable (Shular,1989).

### **Contingent approach**

A theoretical approach that has received maximum attention is the contingent approach. It views training and the business strategy of a firm as interdependent. It does appear, then that training is related in a systematic manner to the generic business strategies formulated by the organizations. However, one problem with the relationship between strategy and human resource management practices diversity of typologies of strategies proposed in the literature, in firms that follow the innovation strategy and the quality strategy, training is likely to be oriented towards developing multiple skills. Innovation strategy is also likely to be linked with training oriented to providing skills needed in the future and for better group co-operation and result. When a firm follows a dynamic growth strategy or a cost strategy, training is likely to be highly specialized and oriented towards a short term pay-off. Firms following a profit strategy emphasize training the individual (Grimaldi,2001).

### **Strategic framework**

Using training and development and management development programmes as a competitive weapon has emerged as an option in recent years. To do this there is a need to strengthen the link between business strategy and training and

development. To ensure that training adds value to an organization, the training strategy should be linked to organizational objectives and the business strategy. Strategic training is concerned with developing training plans and activities that are aligned with organizational strategic plans and decisions and human resource planning efforts. Hence, strategic training interventions and activities focus on developing those competencies and skills among employees that improve their job performance and also result in competitive advantage for the organization (Stone,2006).

## **B. Process of training programme**

Training refers to the methods employers use to give new or present employee the skills they need to perform their jobs. Some training experts use the phrase “work place learning and performance in lieu of training, to underscore trainings dual aims of employee learning and organizational performance

(Dessler 2011).

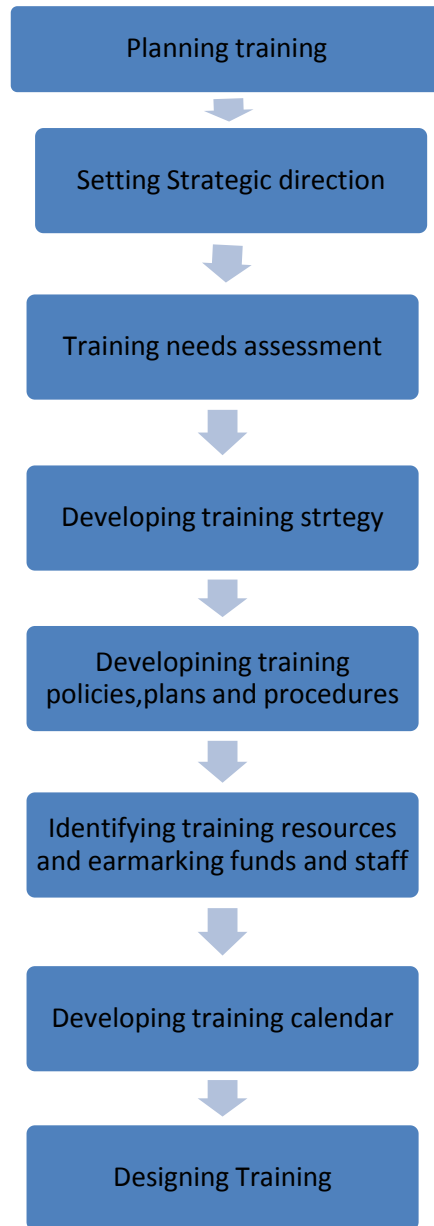
The training process involves

- a) Planning
- b) Designing
- c) Evaluation of training

### **a. Planning training**

Training is a process for developing individual skills and effectiveness; therefore, rarely it is a process of organization or group development. Individual effectiveness, in terms of skills, knowledge and attitude, is one of the essential building blocks towards achievement of the wider goal of improved organizational efficiency and effectiveness. The development of the individual and the

organization is therefore inextricably linked. Thus, planning training is the determination of the goals and objectives of an organization's endeavour to improve performance and the selection, through a systematic consideration of alternatives, of the policies, programmes and procedures for achieving them. An activity devoted to clearly identifying, defining, and determining course, of action on training, before its initiation is necessary to achieve predetermined goals and objectives of the organization. (Aswathappan,2005)



**Fig1. Steps in planning training**

**Setting strategic direction**

Setting strategic direction means the assessment of current competency of human resources and comparing it with the desired competency levels based on the strategic business plan of the organization to identify gaps in competency. The strategic plan contains the blue print for transforming the organization's current performance into the desired future state. The performance plans include incremental goals that lead toward the achievement of the longer term strategic goals. Training ensures that any competency gaps within the workforce are addressed appropriately so as to equip the workforce with required competency that will enable human resource to accomplish long term organizational goals and objectives (Venkatapathy,2001).

### **Training needs assessment**

Identifying training needs is a process that involves establishing areas where employees lack skill, knowledge, and ability in effectively performing the job and also identifying organizational constraints that are creating roadblocks in the performance have proposed a model of training needs identification (Thayer,1961).

### **Organization analysis**

It involves a study of the entire organization in terms of its objectives, its resources, the utilization these resources, in order to achieve stated objectives and its interaction pattern with environment.

### **Task or role analysis**

This is a detailed examination of a job, its components, its various operations and conditions under which it has to be performed. The focus here is on the roles played by an individual and the training needed to perform such roles. The whole exercise is meant to find out how the various tasks have to be

performed and what kind of skills, knowledge, attitudes are needed to meet the job needs. Questionnaires, interviews, reports, tests, observation and other methods are generally used to collect job related information from time-to-time .After collecting the information, an appropriate training programme may be designed, paying attention to(i)performance standards required of employees,(ii)the tasks they have to discharge,(iii)the methods they will employ on the job and (iv)how they have learned such methods (Anderson,2000).

### **Person analysis**

The focus is on the individual in a given job. There are three issues to be resolved through manpower analysis. First, we try to find out whether performance is satisfactory and training is required. Second, whether the employee is capable of being trained and the specific areas in which training is needed. Finally, we need to state whether poor performers on the job need to be replaced by those who can do the job. Other options to training such as modifications in the job or processes should also be looked into. Personal observation, performance reviews, supervisory reports, diagnostic tests help in collecting the required information and select particular training options that try to improve the performance of individual workers.(John,2003)

### **Developing training strategy**

The training strategy is impacted by the philosophy of the organization pertaining to the training and development of its human resource. The training philosophy of an organization expresses the degree of importance it attaches to training. Organizations with a positive training philosophy understand that they live in a world where effectiveness is achieved by having higher quality people than other organizations and that this need will not be satisfied unless they invest

in developing the skills and competencies of their employees. They also recognize that actual or potential skill shortage can threaten their future prosperity and growth. In hard economic terms, these organizations are convinced that training is an investment that will pay off, they understand that it may be difficult to calculate the return on that investment but they believe that the tangible and intangible benefits of training will more than justify the cost (Khanka,2001).

**A strategic approach to training:** This takes a long-term view of what skills, knowledge and levels of competence employees of the organization need

**Relevance:** Training must be relevant to identify appropriate training needs

**Action-oriented:** Training philosophy should stress that training exists to make things happen, to get employee into action, and to ensure that they can do things they are doing now better, or will be able to do things that they could not do before

**Performance-related training:** A performance related training philosophy involves training specifically to performance and competence requirements

**Continuous development: Learning** is a continuous process and, therefore, a policy of continuous development should be pursued

### **Training policies, plans and procedures:**

Training policies provides guidelines on the amount of training needed, the amount of money that should be allocated to training, the scope and aims of training schemes, and the allocation of responsibilities for training .The purpose of training plan is to identify the work to be carried out to achieve agreed objectives, Training plans should be drawn up to identify long–term objectives as well as short term plans for the future. The first stage of preparing a training plan is to gather background information about employees and the objectives for the forth-coming

period. The training procedure is to establish the general requirements for the work process of identifying, providing and tracking employee training .It specifies the requirements for the training and how each requirement will be addressed. Questions such as how the training will be communicated to employees, who will be the trainers, what will be the medium and manner of conducting training, how the employees will be selected for the training, what will be the ideal trainee group size, how the line managers will relieve the trainers etc., forms the basis of defining training procedure (Mishra,2003).

### **Identifying training resources and earmarking funds and staff:**

Training resources, budgets and staff is to be determined for carrying out the training programmes, Training resources includes: trainers, training place, infrastructural facilities, course materials, support services required etc , all these involve costs, which has to provide for by earmarking appropriate funds. This is called as training budget. Trainers constitute the key for the successful holding of a training programme. It is really difficult for an organization to succeed effective training if the trainers do not have the necessary abilities for that possible trainers can be

- Inside the company trainers
- Outside consultants
- Managers
- Colleagues

Many employees of the same organization can be excellent with their work but it can be proved that they are not relevant to be trainers. the ideal trainers must be

- Knowledgeable about the organization
- Able to communicate effectively and listen carefully to others

- Able to analyze and solve problems
- Flexible in the use of training methods (Armstrong,2006).

### **Developing training calendar:**

Training calendar is to be prepared so that training is conducted in systematic and phase-wise manner .A training calendar consists of name of the training programme, employee group for whom is meant, duration, tentative date of commencement and completion of the training, tentative name of the trainer. Training calendar is issued by the human resource development function prior to the start of training year (Cascio,2006).

### **b. Designing training**

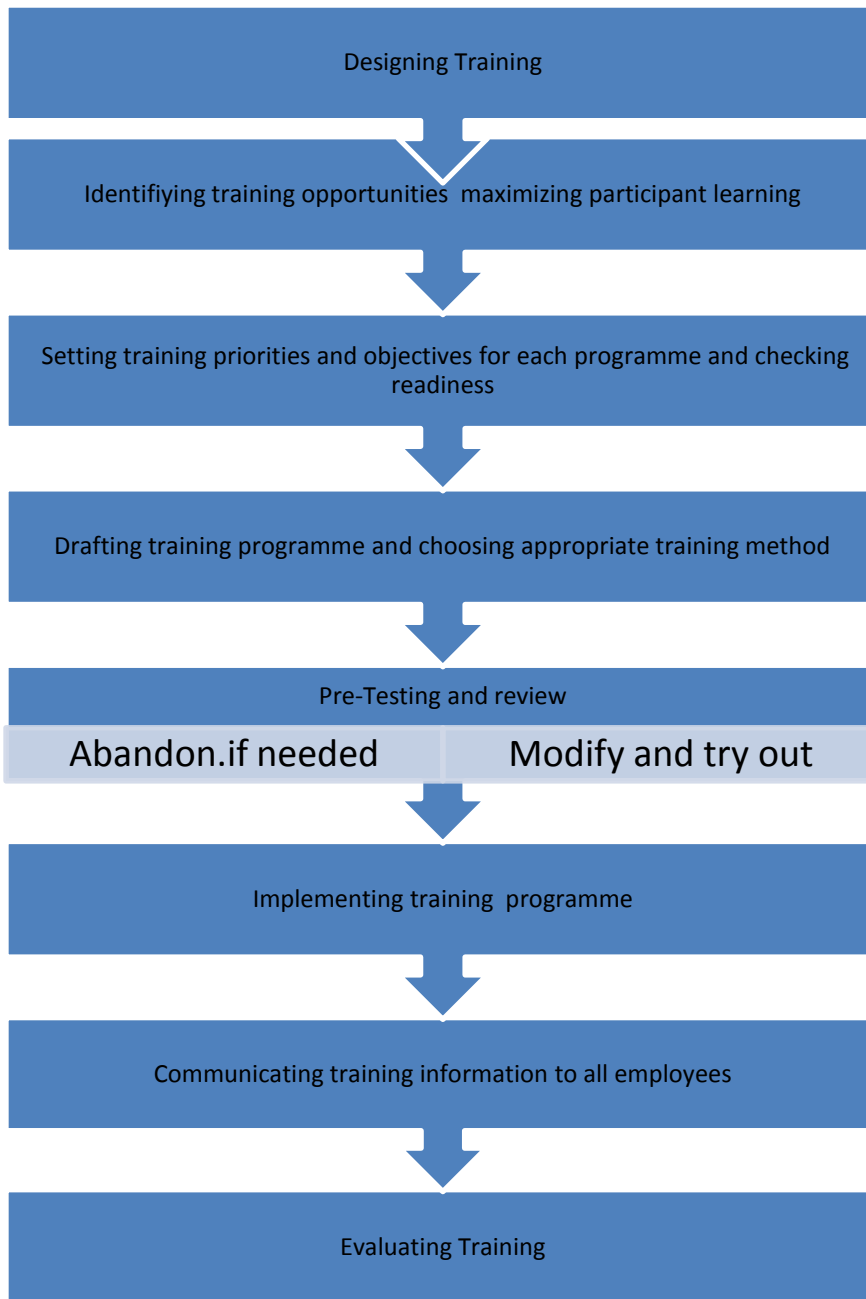
Training design is needed to execute the training plans. Training needs to be designed individually, and the design will continually evolve as new learning needs emerge, or when feedback indicates that changes are required. Before designing and implementing training certain decisions are necessary. A skill can be learnt in isolation whereas a behavioral change will lead to permanent change in the values and behavioral held. That means teaching the skills of juggling to people who cannot juggle is achievable (Golding, 2002).

**Location:** Training may be conducted on –site as well as off site can be conducted by internal and external trainers

**Timing:** The optimum time, duration, and planning pilot courses of action needs to be determined

**Level:** If the training is to be just conceptual are the trainees experienced enough to be able to relate it to the work situation

**Techniques:** Consideration should be given to elements of techniques .Is it appropriate to use case studied or role –plays? What are the objectivity level of the trainer and the expectation of the trainee there are variety of training techniques that can be used (Edwards,2000)



**Fig2. Steps in designing training**

## **Identifying training opportunities maximizing participant learning**

Proper combination of training methods and adequate resources must be employed to facilitate the maximum possible learning of the participant's employees. Therefore, analysis of the profile of the participants assumes importance here. It is desirable to put participants of almost same or comparable back ground, qualification, intellectual capability, and hierarchical level to facilitate the trainer and the individual participants to capitalize on the benefits of the training to the maximum. Maximum participant learning will increase the probability of increased application at the workplace (Manself,2000).

## **Setting training priorities and objectives for each programme and checking readiness**

Training must reflect the training priorities of the organization. Otherwise it may be possible that low significant training programmes get more priority than highly significant training programmes. Training needs are prioritized based on these criteria:

- The number of employees experiencing a deficiency in a particular skill
- The severity of the deficiency
- The importance of the skill for meeting organizational goals
- The extent to which skill improvement can be achieved through training (Varama,2000).

## **Drafting training programme and choosing appropriate training method**

Training materials are drafted and the method of training is decided. Drafting training programmes requires meticulous planning, ideations hard work, intuition and experience on the part of the trainer. The contents must be in conjunction with the training objectives .The draft should help participations to meet the objectives (Rethinam,2008).

## **Pre-testing and review**

This implies that certain activities are to be suitably modified and tried out again on the colleagues or participants before including it in the training programme

## **Implementation training programme**

Training programme is ready for implementation. Trainers is ready to conduct the programme .Training should continually be monitored to ensure that they are proceeding according to plan and within the agreed budget and second; all training should be evaluated after the event to check on the extent to which it is delivering the required result.

- Management and team leader training
- Technical and skill training
- Training office staff
- Team building training
- Meeting the training needs to special groups (Janssen,2006).

## **Communicating training information to all employees:**

Training time, duration, venue, name of trainers and participants, objectives, topic and general administrative guidelines are to be communicated to concerned

employees through suitable media such as general circulars, training communication bulletin, personal letters-mails etc..So that the participant can reach the training center and training can be successfully implemented (Fisher,1999)

### **c. Evaluating training**

Evaluation as “any attempt to obtain information on the effects of a training programme, and to assess the value of the training in the light of that information” Evaluation leads to control which means deciding whether or not the training was worth the effort and what improvements are required to make it even more effective. Training Evaluation is of vital importance because monitoring the training function and its activities is necessary in order to establish its social and financial benefits and costs . Evaluation of training within work settings can assist a trainer /organization in learning more about the impact of training .It is important to understand the purpose of evaluation before planning it and choosing methods to do it

There are four levels at which evaluation can take place

1. ‘Reactions of trainees’ to the training experience itself
2. “Learning evaluation is requires the measurement of what trainees have learned as a result of their training”
3. “Job behavior ,evaluation” is concerned with measuring the extent to which trainees have applied their learning on the job
4. “Organizational unit evaluation” attempts to measure the effect of changes in the job behavior of trainees on the functioning of the part of the organization in which they are employed (Lockwood,2003).

### **C. Related studies**

**Kontoghiorghens (2012)** in his study “Factors affecting training effectiveness” in the context of the introduction of new technology, analyses that the most important variables that were found to facilitate trainee learning and training transfer are measurement of trainee knowledge before and immediately after training; supervisory support and encouragement for the application of new skills and knowledge; intrinsic rewards for applying newly learned skill and knowledge; a participative / socio-technical organization that is characterized by a high degree of employee involvement; and a continuous learning environment that encourages frequent participation in multi-skill training and retraining programmes.

**Michael (2012)** in his study “Measuring the effectiveness of safety training occupational hazard”, analyses a formal safety training programme evaluation process helps to ensure that training is being performed correctly and is meeting the organization’s goals.

**Truitt (January 2012)** this study explores the relationships between training experiences and attitudes and attitudes about perceived job proficiency. In a sample of 237 full-time salaried/exempt and hourly/nonexempt employees from one academic institution and three businesses in the states of Maryland, Delaware, and Arizona, the author finds a direct relationship between one’s positive training experiences and attitudes and one’s proficiency. In this study, 86.8% of those who had updated training had the most positive attitudes toward training. Furthermore, 80% of those who had negative training attitudes also had negative views on their proficiency.

**Williams (2012)** in his study “measuring training effectiveness” said that training is a critical component in any organization’s strategy, but organizations don’t always evaluate the business impact of a training programme. Given the large expenditures for training in many organizations, it is important to develop business intelligence tools that will help companies improve the measurement of training effectiveness. These tools need to provide a methodology to measure, evaluate, and continuously improve training, as well as the organizational and technical infrastructure to implement the methodology.

**David (2012)** in the study “What managers and supervisors can do to turn training into learning” suggested that when supervisors or managers discuss with their employees what the employee is expected to do and learn through training is more effective.

**Nishanthini (2012)** a study on “workers satisfaction on the training programmes” in Vishnuvardhan paper mills Private Limited. She suggests the company that the employee can be divided into different categories based on their experience and training may be given as per the requirements of each category of workers for their fullest benefit.

**Mathews (2011)** had studied “the effectiveness of training among supervisor in the textile industry” and the study reveals that there is a significant association between educational qualification of the respondent and the effectiveness of training.

**Pradhap (2012)** conducted a study on “effectiveness of training among middle level employees in VSK Motors Pvt. Ltd”. Mumbai, and the study reveals that there is no significant relation between the personal variables like age, gender, and marital status, relation of the respondent and effectiveness of training.

**Rathore (2012)** in his study “Latest trend in employee training”, observed that training is provided to cover several aspect of the employee’s skill and productivity across technologies, best practices like coding, methodology and product training. Training is also given on soft skill like assertiveness, customer focus etc. Apart from updating skills of the employees, many organizations feel that using innovative “on job training” helps in attracting and retaining talent.

**Sheikh (2012)** says that the lack of knowledge, ability, skill, potential, etc weakness of employees need to be identified and efforts should be made to develop them through proper training and development programme.

### **III METHODOLOGY**

The methodology pertaining to the study entitled “**A Study on Efficacy of Human Resource Training Programme among the Employees in PRO knits Pvt, Ltd, Tirupur**” is presented under the following headings

- A. Locale
- B. Sample
- C. Method and tool
- D. Collection of data
- E. Analysis and interpretation of the data

#### **A .Locale**

The locale selected for this particular study is PRO Knits, Private Limited is situated in Tirupur, Tamilnadu. It was started in the year 1998 and deals with the production of good quality of cotton yarn. The company strives to meet the modern textile demands of experience have been in the cotton yarn production field. It produces good quality cotton yarn for the usage of textile and garment industries. The ability of the employees in the company is making it to grow forever. Hence the investigator opted for his study due to easy accessibility and pleasant atmosphere and co operation of the employees.

#### **B.Sample**

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or influence about the aggregate or locality is made .In other words, it is the process of obtaining information about an entire population by examining only a part of it(Kothari,2008).

The total population size were 150, from which 60 respondents were selected randomly from 3 departments, such as 30 respondents from cutting department, 20 from tailoring departments, and 10 respondents from ironing department, which comprised of both male and female employees

### **C.Method and tool**

According to Kerlinger (2006) the interview is face to face inter personal situation in which one person, the interviewer asks the respondents, questions, designed to obtain answer pertinent to research problem. Interview a method was used for collecting required information from the respondents. Interview method was the major method selected for collecting the data for the study.

### **D.Collection of data**

Primary data refers to the collection of data, using methods such as interviews and questionnaires (Corbetta, 2008) the required information was collected by interview method. A schedule was used and filled in by the investigator in a face to face contact

### **E.Analysis and interpretation**

Kothari, 2005 says that the data after collection has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. Technically, processing implies, editing, coding and tabulation of collected data was over, it was consolidated and tabulated to the purpose of the study. The findings are presented and discussed in detail in the IV chapter.

## **IV RESULTS AND DISCUSSION**

The results and discussion pertaining to the study entitled “**Efficacy of Human Resource Training Programme among the employees in PRO Knits Pvt. Ltd., Tirupur**” is discussed under the following heads:

- A. Socio-economic profile of the employees
- B. Details of the training programme
- C. Benefits of the training programme
- D. Outcome of the training programme

### **A. Socio-economic profile of the employees**

The socio economic profile of the employees is depicted in Table I and Figure,3.

**TABLE I****SOCIO-ECONOMIC PROFILE OF THE EMPLOYEES**

<b>S.no</b>	<b>Details</b>	<b>Respondents (60)</b>	<b>Per cent (%)</b>
<b>1.</b>	<b>Age</b>		
	20-30	16	27
	31-40	19	31
<b>2.</b>	<b>Sex</b>		
	Male	27	45
	Female	33	55
<b>3.</b>	<b>Education</b>		
	Primary level	13	22
	Secondary level	16	26
	Hsc	21	35
	Degree	7	12
	Diploma	3	5
<b>4.</b>	<b>Marital status</b>		
	Single	14	23
	Married	46	77

<b>5.</b>	<b>Years of experience</b>		
	1-2	15	25
	3-4	20	33
	5-6	25	42
<b>6.</b>	<b>Monthly income</b>		
	Below 5000	16	27
	5001-10000	38	63
	10001-15000	6	10

The above table describes the socio economic background of the employees like age, gender, education, marital status, years of experience and their monthly income. The demographic profile reveals that , majority (31 per cent) of the respondents belonged to the age group of 31-40,followed by 30 percent between the age group of 41-50, Twenty seven percent of them were between 20-30 years and the least 12 per cent belonged to the age group of 51-60 years .

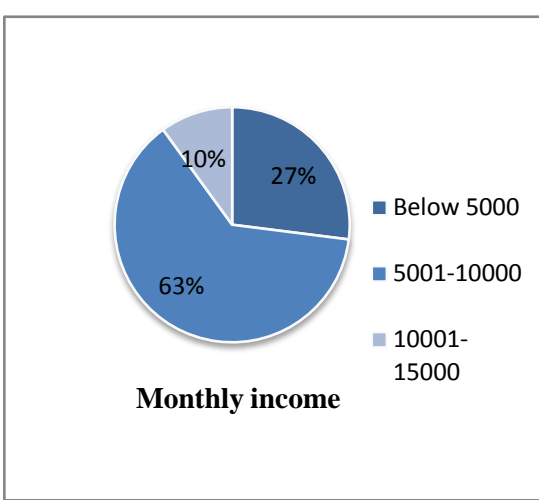
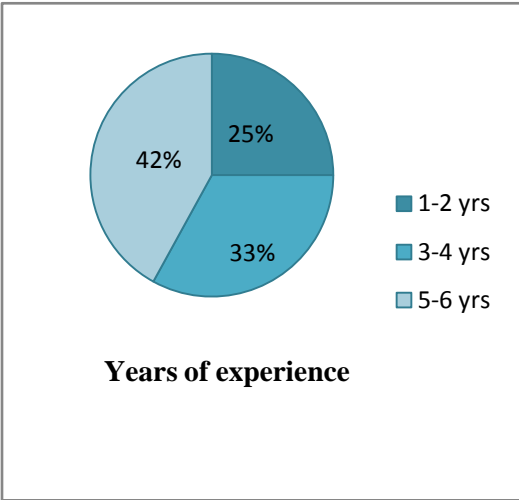
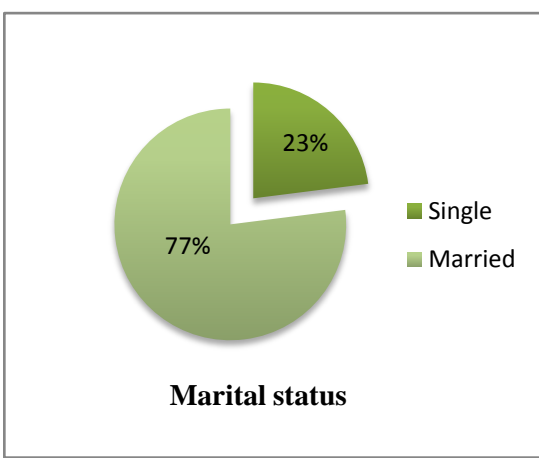
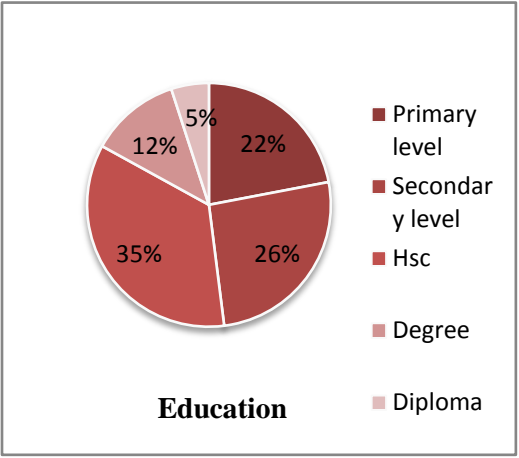
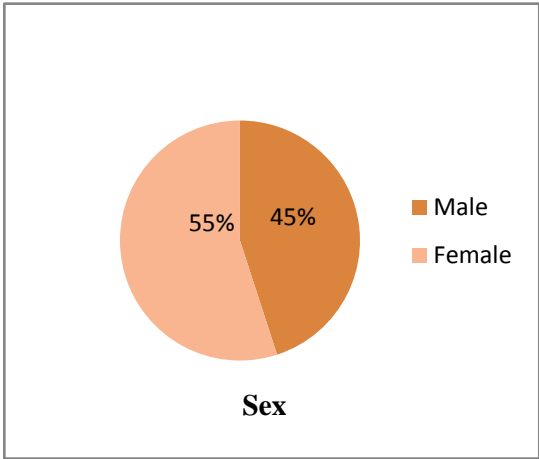
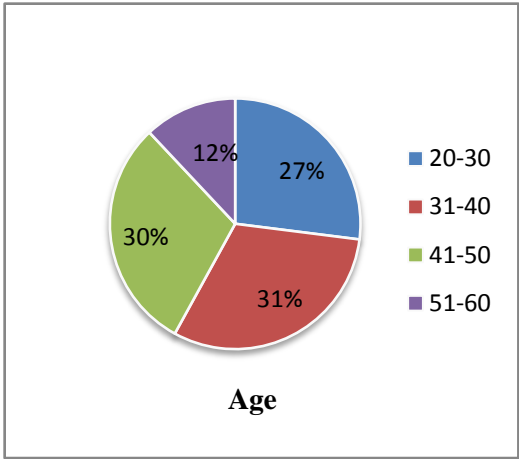
Out of the 60 respondents, 55per cent of them were females and the remaining 45 per cent of them were males

Regarding the educational status, 35 per cent of the respondents had completed their higher secondary level, 26 percent of the respondents had finished their secondary level, 22 per cent of them were educated up to primary level, 12 per cent of them were educated up to degree level and only five per cent of the respondents had completed up to diploma level education

As far as the marital status is concerned, out of 60 respondents 77 per cent them were married and the rest of them were unmarried

Regarding the work experience, 42 per cent of the respondents having 5-6 years of experience, followed by 33per cent of them having 3-4 years of experience and 25 per cent having 1-2 years of experience

As far as the economic back ground is concerned, 63 per cent of the respondent's income was between Rs 5001-10000 followed by27 per cent of them earned below Rs 5000 and only 10 per cent of the respondents earning was between Rs 10001-15000



**Fig 3.SOCIO-ECONOMIC PROFILE OF THE EMPLOYEES**

## **B. DETAILS OF THE TRAINING PROGRAMME**

1. Training courses offered by the organization
2. Motive of training programme
3. Steps involved in the training programme
4. Duration of the training programme
5. Facilities provided in the organization

### **1. Training courses offered by the organization**

Table II and Figure 4 shows the training courses offered by the organization

**TABLE II**

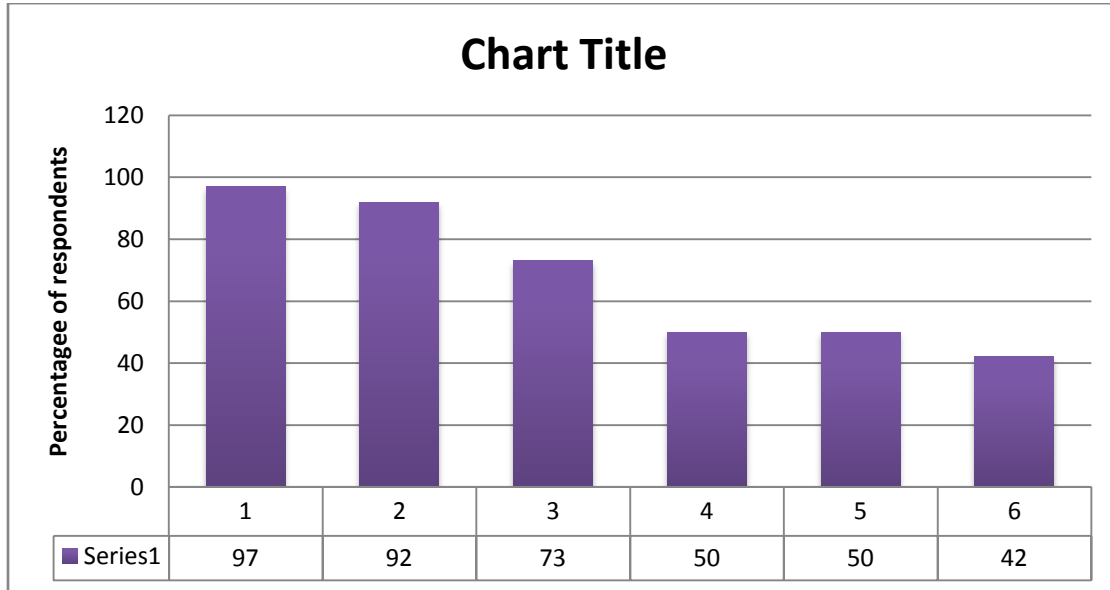
#### **TRAINING COURSES OFFERED BY THE ORGANIZATION**

<b>S.no</b>	<b>Particulars</b>	<b>No.of respondents (60)</b>	<b>Percent (%)</b>
1	Welfare measures	58	97
2	Wastage reduction	55	92
3	Technical procedure	44	73
4	Operation of machineries	30	50
5	Stress management	30	50
6	Time management	25	42

## **Multiple response**

It is clear from the above table that there are different types of training programmes were offered to the employees by the organization; this helps the employees to perform the work effectively. There were a total of 60 respondents who participate in the training courses. Ninety seven per cent of them were trained on welfare measures provided by the company such as, canteen, proper ventilation in the work spot and fire extinguisher facilities to and safety measures this encourage the employees to function effectively in the production unit.

Seventy three per cent were given training on technical procedures so that they can operate the machines properly in the production unit, fifty per cent of the employees practiced yoga it in turn reduced the stress and they are peaceful and performed the work effectively. The management took tremendous effort to train the employees in time management, after the training programme all the employees were able to respond to the training effectively.



1. Welfare measures
2. Wastage reduction
3. Technical procedure
4. Operation of machineries
5. Stress management
6. Time management

**Fig 4. TRAINING COURSES OFFERED BY THE ORGANIZATION**

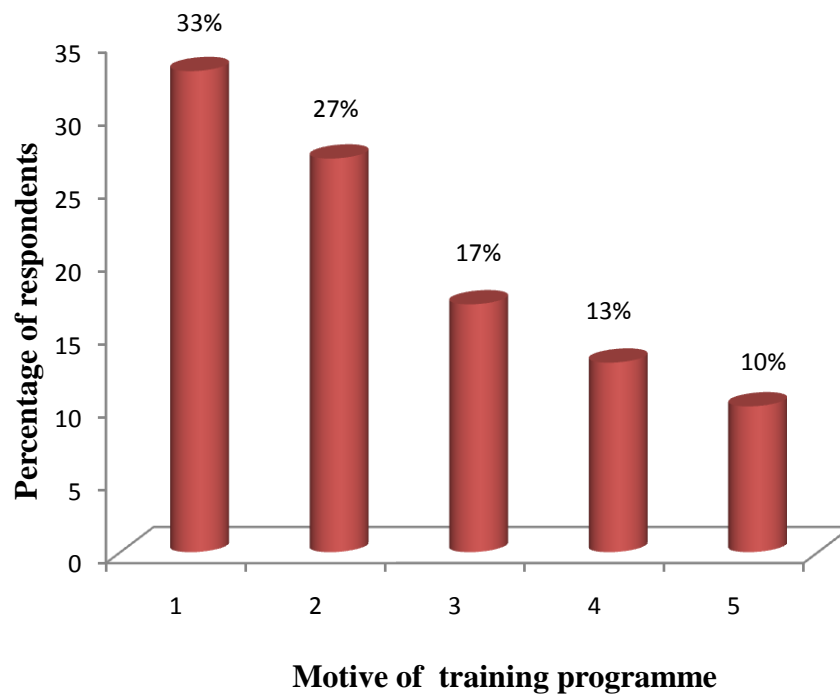
## 2. Motive of training programme

Table III and Figure 5 high lights the motive of the training programme.

**TABLE III**  
**MOTIVE OF TRAINING PROGRAMME**

<b>S.no</b>	<b>Particulars</b>	<b>No.of respondents (60)</b>	<b>Per cent (%)</b>
1	Improvement in the individual performance	20	33
2	Growth of the organization	16	27
3	Reducing time wastage	10	17
4	Improve efficiency	8	13
5	Promotion	6	10

The motive of the training programme is for improving the individuals work performance. Thirty three per cent of employees attended the motivation training programme to improve their work performance which in turn stimulated them to take efforts on doing the work perfectly within the fixed time .The response regarding the growth of the organization 27percent, reducing time wastage 17percent, improve efficiency 13 percent and promotion 10 percent were the main motive of the training programme.



1. Improvement in the individual performance
2. Growth of the organization
3. Reducing time wastage
4. Improve efficiency
5. Promotion

**Fig 5.MOTIVE OF TRAINING PROGRAMME**

### 3. Steps involved in training programme

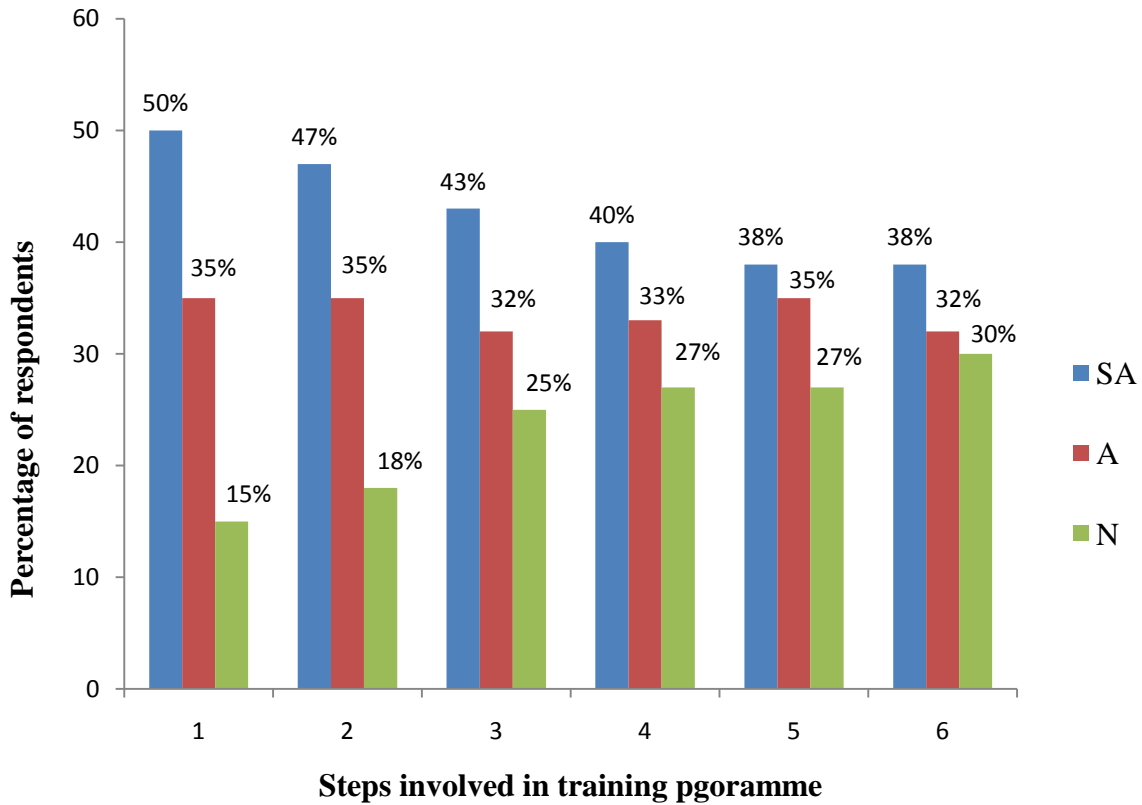
Table IV and figure 6 exhibits the steps involved in training programme

**TABLEIV**

#### **STEPS INVOLVED IN TRAINING PROGRAMME**

<b>S.no.</b>	<b>Particulars</b>	<b>SA</b>		<b>A</b>		<b>N</b>		<b>DA</b>		<b>SDA</b>	
		NO	%	N O	%	N O	%	N O	%	NO	%
1	Identifying the training needs	30	50	21	35	9	15	0	0	0	0
2	Preparation of the learner	28	47	21	35	11	18	0	0	0	0
3	Performance try out	26	43	19	32	15	25	0	0	0	0
4	Follow up and evaluation	24	40	20	33	16	27	0	0	0	0
5	Presentation of operation and knowledge	23	38	21	35	16	27	0	0	0	0
6	Getting ready for the job	23	38	19	32	18	30	0	0	0	0

There are various steps involved in the training programme. The respondents strongly agreed that organization, identified the felt needs and they could find out the solution of specific operational problems and improved the work performance of the employees. Thirty seven percent of the respondents pointed out that the organization created interest and stated the importance of the job and prepared the learners to workout effectively. Thirty one percent of the respondents strongly agreed that repetitions of the instruction given by the supervisor helped to work. Thirteen per cent of the respondents expressed that follow up and evaluation will be there for all the activities and till we qualified to work with normal supervision. Five per cent of respondents stated that instructions was given clearly, completely encouraged the employee to clarify the doubt and carried out their work perfectly.



1. Identifying the training needs
2. Preparation of the learner
3. Performance try out
4. Follow-up and evaluation
5. Presentation of operation and knowledge
6. Getting ready for the job

**Fig 6. STEPS INVOLVES IN TRAINING PROGRAMME**

#### **4 .Duration of the training programme**

The table V showed the duration of the training programme

**TABLE V**  
**DURATION OF TRAINING PROGRAMME**

<b>S.no</b>	<b>Particulars</b>	<b>No.of respondents</b>	<b>Percent</b>
1	1 day training	35	58
2	2 days training	25	42
3	1 to 2 weeks	-	-
4	6 months	-	-

The above table showed the duration of the training programme conducted in the organization. The Majority 58 per cent of the respondents were trained for 1 day remaining 42 per cent attended for 2 days

The duration of training varies accordingly to the skill, the complexity of the subject, a trainee's attitude, ability to understand, and the training methods used.

## 5. Facilities Provided to the Employees

Table VI depicts the facilities offered by the company for the employees

**TABLE VI**  
**FACILITIES PROVIDED TO THE EMPLOYEES**

S.no.	Particulars	SA		A		N		DA		SDA	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	Rest room facility are good	34	57	20	33	6	10	0	0	0	0
2	Satisfaction with canteen facility	31	52	23	38	6	10	0	0	0	0
3	Provides good quality of food	28	46	22	37	10	17	0	0	0	0
4	Proper first aid facility	20	33	34	57	6	10	0	0	0	0
5	Complete fire production safety	23	38	28	47	9	15	0	0	0	0

It is revealed that, majority of the employees strongly agree that the company provided various facilities like canteen(57per cent), quality food (52 per cent )and restroom (46per cent), first aid (33 per cent) and fire safety (28per cent), which is essential, this satisfied the employees with regard to facilities provided by the employees.

## C. BENEFITS OF THE TRAINING PROGRAMME.

1. Benefits of the employees
2. Benefits of the organization

### 1. Benefits of the employees

Table VII and Figure7 display the benefits of the employees

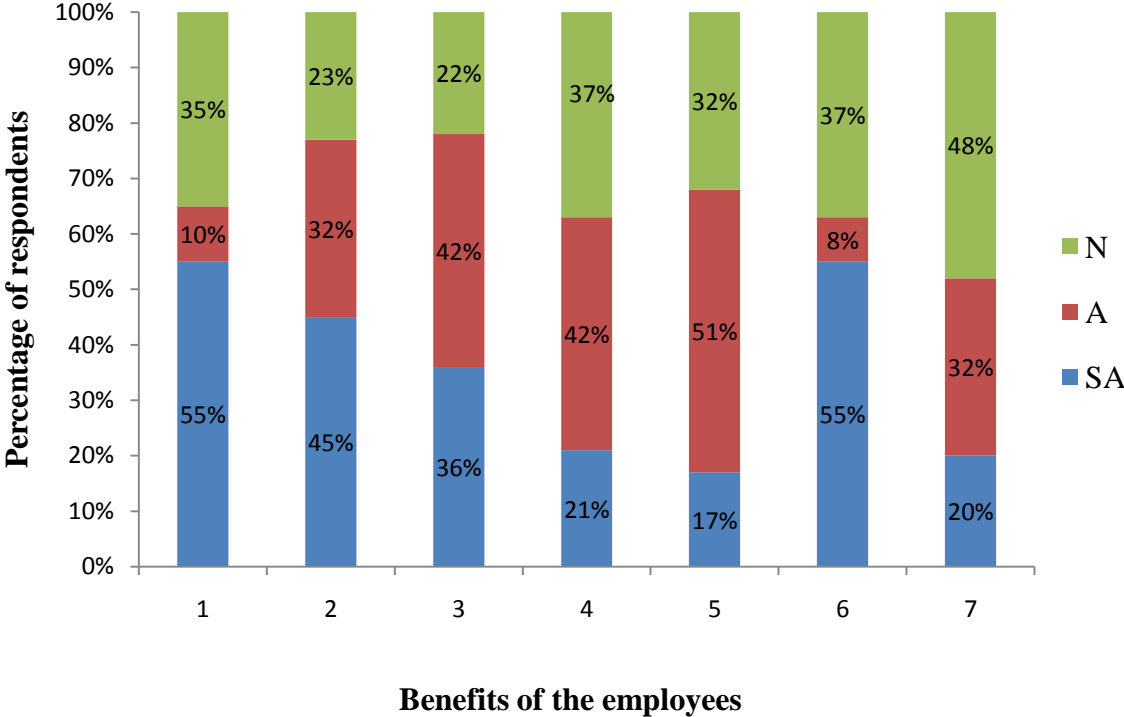
**TABLE VII**

### **BENEFITS OF THE EMPLOYEES**

S.no.	Particulars	SA		A		N		DA		SDA	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	Improve confident level	33	55	6	10	21	35	0	0	0	0
2	Higher earning capacity	27	45	19	32	14	23	0	0	0	0
3	Increased safety	22	36	25	42	13	22	0	0	0	0
4	Develop new skill	13	21	25	42	22	37	0	0	0	0
5	Analyze the weakness	10	17	31	51	19	32	0	0	0	0
6	Career goals	33	55	5	8	22	37	0	0	0	0
7	Personnel growth	12	20	19	32	29	48	0	0	0	0

The above table shows fifty five per cent of the employees improved their confident level after their training programme. Forty two of the employees agreed that they were able to aquire new skills. It is happy to note that 50 per cent of the employees agreed that they were able to analyses their weakness which paved the

way to get an insight in to their career goals. This may be due to systematic technical training offered by the organization.



1. Improve confident level
2. Higher earning capacity
3. Increased safety
4. Develop new skill
5. Analyze the weakness
6. Career goals
7. Personnel growth

**Fig 7.BENEFITS OF THE EMPLOYEES**

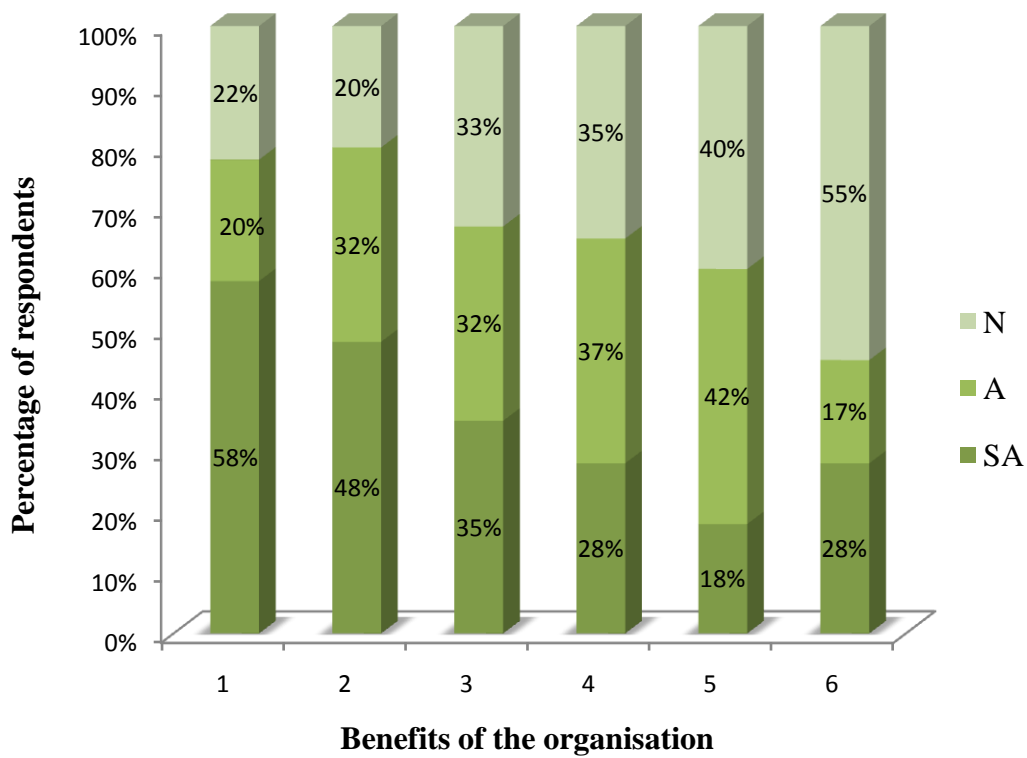
## 2. Benefits of the Organization

The table IX and Figure 8 highlights the benefits of the organization

**TABLE IX**  
**BENEFITS OF THE ORGANIZATION**

S.no	Particulars	SA		A		N		DA		SDA	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	Standardization of the product	35	58	12	20	13	22	0	0	0	0
2	Quality and quantity out put	29	48	19	32	12	20	0	0	0	0
3	Higher productivity	21	35	19	32	20	33	0		0	0
4	Better organizational climate	17	28	22	37	21	35	0	0	0	0
5	Improve quality of work	11	18	25	42	24	40	0	0	0	0
6	Reduce industrial accidents	17	28	10	17	33	55	0	0	0	0

The above table highlights the benefit of the organization nearly 50 per cent of the employee expressed that the organization was able to standardize the product which in turn improved the quality and quantity output .Thirty two percent of the respondents stated that the training improved the productively and aroused better organizational climate .Only few percent indicated it had reduced the industrial accident this may be due to less attention paid in the prevention of industrial accident component.



1. Standardization of the product
2. Quality and quantity out put
3. Higher productivity
4. Better organizational climate
5. Improve quality of work

6. Reduce industrial accidents

### **Fig 8.BENEFITS OF THE ORGANIZATION**

#### **D. OUTCOME OF THE TRAINING PROGRAMME**

1. Positive outcome of the training programme
2. Rewards and awards of recognition
3. Effectiveness of the training programme

## 1. Postive outcome of the training programme

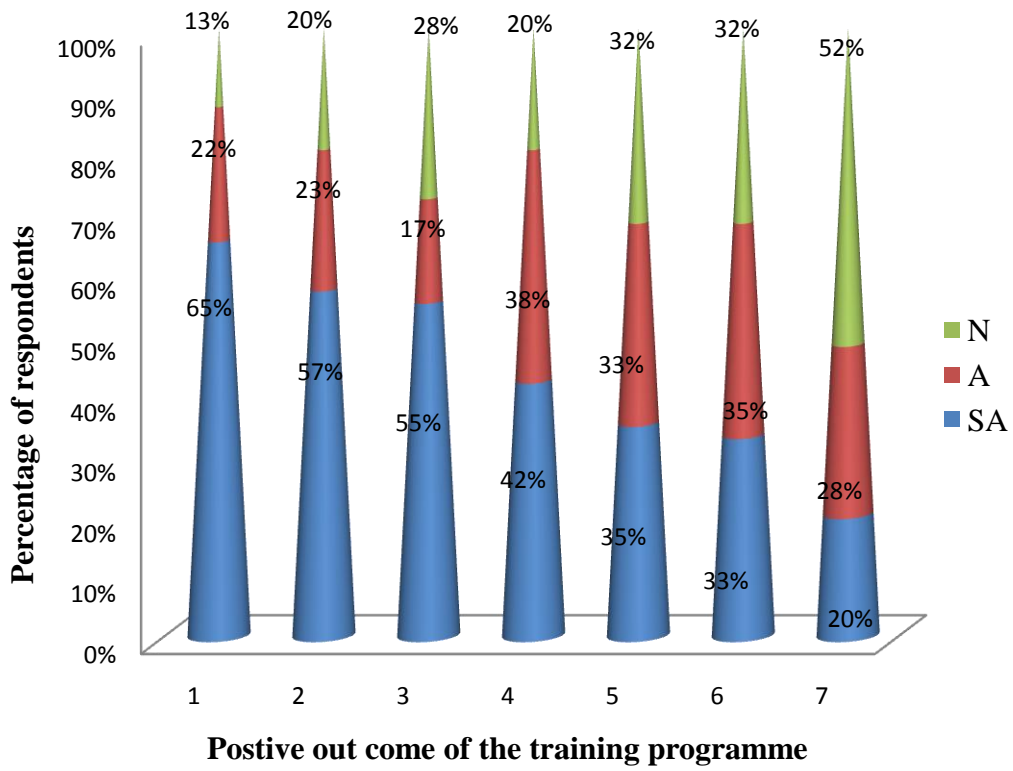
Table X and Figure 9 shows the positive outcome of the training programme

**TABLE X**  
**POSTIVE OUTCOME OF THE TRAINING PROGRAMME**

S.no.	Particulars	SA		A		N		DA		SDA	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	Increase personnel skill	39	65	13	22	8	13	0	0	0	0
2	Reduce absent seem	34	57	14	23	12	20	0	0	0	0
3	Participation acceptances	33	55	10	17	17	28	0	0	0	0
4	Knowledge acquisition	25	42	23	38	12	20	0	0	0	0
5	Technical problem solving	21	35	20	33	19	32	0	0	0	0
6	Reduce grievances	20	33	21	35	19	32	0	0	0	0
7	Change in attitude	12	20	17	28	31	52	0	0	0	0

The above table reflects positive outcome of the training programme, more than 60 per cent of the employees indicated that the training had increased the personnel skills and participation as a result it had reduced the absenteeism Forty two per cent of the employees strongly agreed that they were able to acquired knowledge during the training programme. Above 30 per cent of the employees

strongly agreed that they were able to solve technical problems which in turn reduced the grievances. This may be due to the careful selection of the training component



1. Increase personnel skill
2. Reduce absent seem
3. Participation acceptances
4. Knowledge acquisition
5. Technical problem solving
6. Reduce grievances
7. Change in attitude

**Fig9.POSTIVEOUTCOME OF THE TRAINING PROGRAMME**

## 2. Rewards and awards of recognition

The Table XI and fig reveals the rewards and recognition of the employees

**TABLE XI**  
**REWARDS AND AWARDS OF RECOGNITION**

S.no.	Particulars	SA		A		N		DA		SDA	
		NO	%	NO	%	NO	%	NO	%	NO	%
1	Awards	34	56	19	32	7	12	0	0	0	0
2	Annual appraisal performance	30	50	15	25	15	25	0	0	0	0
3	Training opportunity	28	47	20	33	12	20	0	0	0	0
4	Employee suggestion	28	47	20	33	12	20	0	0	0	0
5	Job rotation	27	45	23	38	10	17	0	0	0	0
6	Mentoring/coaching	17	28	15	25	28	47	0	0	0	0
7	Career planning	12	20	17	28	31	52	0	0	0	0

The above table above reveals that the rewards and recognition offered by the organization. The organization recognize the employees work performance, and reward them at the end of the every year (60 per cent), of the respondents revealed that the company is appraising their work performance every year, based

on that receiving incentives and promotion, of the employees expressed that the company is providing training, it enables them to do their work efficiently. Forty seven percent of the respondents revealed that the company is accepting employees suggestions and included it in planning and policy making. Forty five percent of them expressed that the company is giving them a chance to job rotation and new arrangement. It boosts them up and participate in the work whole heartedly and able to produce quality products.

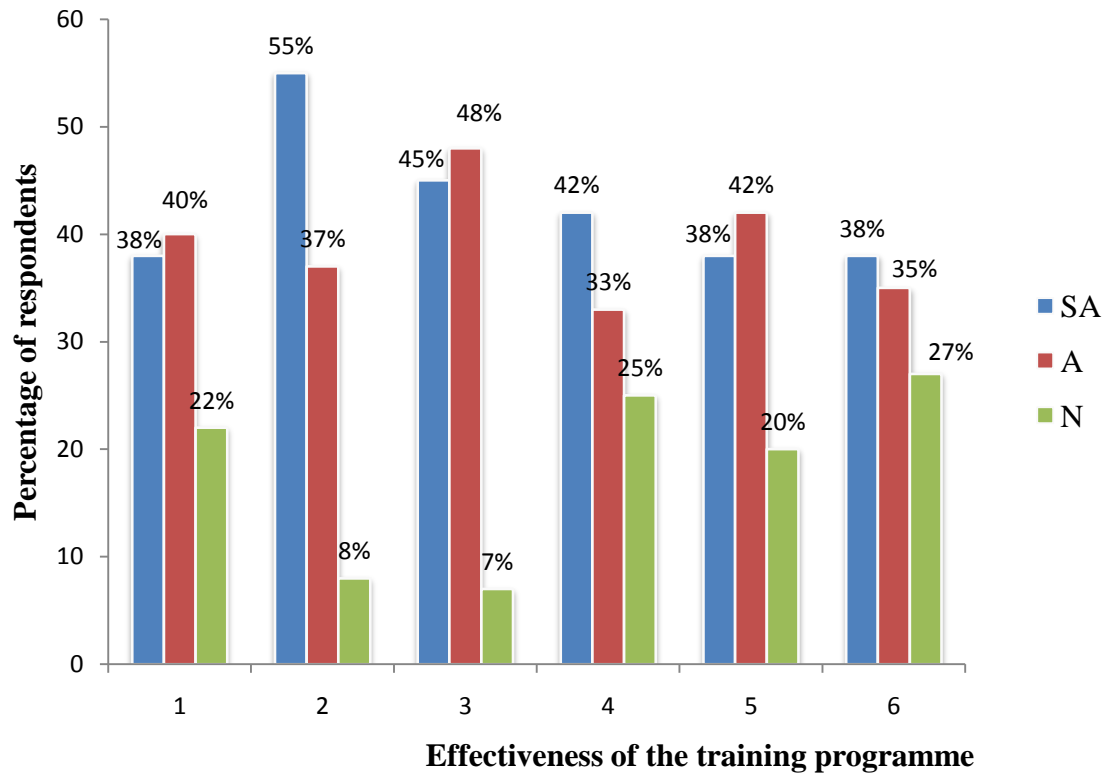
### **3. Effectiveness of the training programme**

The table XII and Figure 10 shows the effectiveness of the training programme

**TABLE XII****EFFECTIVENESS OF THE TRAINING PROGRAMME**

<b>S.no</b>	<b>Particulars</b>	<b>SA</b>		<b>A</b>		<b>N</b>		<b>DA</b>		<b>SDA</b>	
		<b>NO</b>	<b>%</b>	<b>NO</b>	<b>%</b>	<b>NO</b>	<b>%</b>	<b>NO</b>	<b>%</b>	<b>NO</b>	<b>%</b>
1	To achieve organizationa l goals	23	38	24	40	13	22	0	0	0	0
2	Flexibility	33	55	22	37	5	8	0	0	0	0
3	Motivating to success	27	45	29	48	4	7	0	0	0	0
4	Regular basis	25	42	20	33	15	25	0	0	0	0
5	Specific training objectives	23	38	25	42	12	20	0	0	0	0
6	Diagnose problem	23	38	21	35	16	27	0	0	0	0

Majority 57 per cent of the employees strongly agreed that they were able to achieve the organizational goals because of the flexibility which was given importance during the training programme. More than 50 per cent of the employees expressed that the training programme motivated them to be successful in their career on a regular basis .Above 30 per cent of the employees stated that the training programme had a specific objective and diagnosed the problem related to their work



1. To achieve organizational goals
2. Flexibility
3. Motivating to success
4. Regular basis
5. Specific training objectives
6. Diagnose problem

**Fig 10.EFFECTIVENESS OF THE TRAINING PROGRAMME**

## V SUMMARY AND CONCLUSION

The study on “Efficacy of Human Resource Training Programme” was undertaken with the following objectives : TO

- know the socio-economic condition of the employee
- find out the benefits of the training programme
- assess the outcomes of the training programme
- analyze the effectiveness of the existing training programme

The study highlights the importance of efficacy of human resource training programme and related aspects each aspect clearly discussed and summarized in the following heads

### **A. Socio –Economic Profile of the Employees**

The socio economic background of the employees like age, gender, education, marital status, years of experience and their monthly income. The demographic profile reveals that , majority (31 per cent) of the respondents belonged to the age group of 31-40, followed by 30 percent between the age group of 41-50, 27 percent of them were between 20-30 years and the least 12 per cent belonged to the age group of 51-60 years .

Out of the 60 respondents, 55per cent of them were females and the remaining 45 per cent of them were male

Regarding the educational status, 35 per cent of the respondents had completed their higher secondary level, 26 percent of the respondents had finished their secondary level, 22 per cent of them were educated up to primary level, 12 per cent of them were educated up to degree level and only five per cent of the respondents had completed up to diploma level education

As far as the marital status is concerned, out of 60 respondents 77 per cent them were married and the rest of them were unmarried

Regarding the work experience, 42 per cent of the respondents having 5-6 years of experience, followed by 33 per cent of them having 3-4 years of experience and 25 per cent having 1-2 years of experience

As far as the economic back ground is concerned, 63 per cent of the respondent's income was between Rs 5001-10000 followed by 27 per cent of them earned below Rs 5000 and only 10 per cent of the respondents earning was between Rs 10001-15000

### **B. Training courses offered by the organization**

There are different types of training programmes were offered to the employees by the organization; this helps the employees to perform the work effectively. There were a total of 60 respondents who participate in the training courses. Ninety seven per cent of them were trained on welfare measures provided by the company such as, canteen, proper ventilation in the work spot and fire extinguisher facilities to and safety measures this encourage the employees to function effectively in the production unit.

Seventy three per cent were given training on technical procedures so that they can operate the machines properly in the production unit, fifty per cent of the employees practiced yoga it in turn reduced the stress and they are peaceful and performed the work effectively. The management took tremendous effort to train the employees in time management, after the training programme all the employees were able to respond to the training effectively.

### **C. Motive of training programme**

The motive of the training programme is for improving the individuals work performance. Thirty three per cent of employees attended the motivation training programme to improve their work performance which in turn stimulated them to take efforts on doing the work perfectly within the fixed time .The response regarding the growth of the organization (27 percent), reducing time wastage (17 percent), improve efficiency (13 percent) and promotion (10 percent) were the main motive of the training programme.

### **D. Steps involve in training programme**

There are various steps involved in the training programme. The respondents strongly agreed that organization, identified the felt needs and they could find out the solution of specific operational problems and improved the work performance of the employees. Thirty seven percent of the respondents pointed out that the organization created interest and stated the importance of the job and prepared the learners to workout effectively. Thirty one percent of the respondents strongly agreed that repetitions of the instruction given by the supervisor helped to work. Thirteen per cent of the respondents expressed that follow up and evaluation will be there for all the activities and till we qualified to work with normal supervision. Five per cent of respondents stated that instructions was given clearly, completely encouraged the employee to clarify the doubt and carried out their work perfectly

### **E. Duration of the training programme**

The duration of the training programme conducted in the organization. The Majority 58 per cent of the respondents were trained for 1 day remaining 42 per cent attended for 2 days. The duration of training varies accordingly to the skill, the complexity of the subject, a trainee's attitude, ability to understand, and the training methods used.

## **F. Facilities Provided to the Employees**

Majority of the employees strongly agree that the company provide various facilities like canteen(57 per cent), quality food (52 per cent) and restroom (46 per cent), first aid (33 per cent) and fire safety (28 per cent), which is essential, this satisfied the employees with regard to facilities provided by the employees.

## **G. Benefits of the employees**

Fifty five per cent of the employees improved their confident level after their training programme. Forty two of the employees agreed that they were able to aquire new skills. It is happy to note that 50 per cent of the employees agreed that they were able to analyses their weakness which paved the way to get an insight in to their career goals. This may be due to systematic technical training offered by the organization.

## **H. Benefits of the Organization**

The benefit of the organization nearly 50 per cent of the employee expressed that the organization was able to standardize the product which in turn improved the quality and quantity output .Thirty two percent of the respondents stated that the training improved the productively and aroused better organizational climate .Only few percent indicated it had reduced the industrial accident this may be due to less attention paid in the prevention of industrial accident component

## **I. Positive outcome of the training programme**

Majority 60 per cent of the employees indicated that the training had increased the personnel skills and participation as a result it had reduced the absenteeism Forty two per cent of the employees strongly agreed that they were able to acquired knowledge during the training programme. Above 30 per cent of the employees strongly agreed that they were able to solve technical problems

which in turn reduced the grievances. This may be due to the careful selection of the training component

#### **J. Rewards and awards of recognition**

The rewards and recognition offered by the organization. The organization recognize the employees work performance, and reward them at the end of the every year (60 per cent),of the respondents revealed that the company is appraising their work performance every year, based on that receiving incentives and promotion, of the employees expressed that the company is providing training, it enables ton do their work efficiently. Forty seven percent of the respondents revealed that the company is accepting employees suggestion and included it in planning and policy making. Forty five percent of them expressed that the company is giving them a chance to job rotation and new arrangement. It boost them up and participate in the work whole heartedly and able to produce quality products.

#### **K. Effectiveness of the training programme**

Majority 57 per cent of the employees strongly agreed that they were able to achieve the organizational goals because of the flexibility which was given importance during the training programme. More than 50 per cent of the employees expressed that the training programme motivated them to be successful in their career on a regular basis .Above 30 per cent of the employees stated that the training programme had a specific objective and diagnosed the problem related to their work.

## **CONCLUSION**

In the present scenario competitive human resource training programme plays a crucial role in determining the success of the organization. Majority of employees in strongly believe that efficacy of human resource training programme will faster their career and also meet organizational needs.

Based on the findings it can be concluded that Pro Knits are on the positive track. This revealed that mostly, the manager's expectations and the employee's performance coincide. Further, if the training and development system is continuously and periodically updated, Pro Knits will be capable of facing global competition with its human resources as their major weapon.

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## APPENDIX

### INTERVIEW SCHEDULE TO ELICIT INFORMATION ON “EFFICACY OF HUMAN RESOURCE TRAINING PROGRAMME” AMONG THE EMPLOYEES IN PRO KNITS PVT LTD TIRUPUR.

#### A. Socio economic profile

1. Name :
2. Age :
3. Gender : a) Male b) Female
4. Education Qualification : a) Primary level b) Secondary level  
c) Higher Secondary School  
d) Degree e) Diploma  
f) ITI
5. Marital Status : a) Single b) Married
6. Department : a) Cutting b) Ironing c) Power table Tailor
7. Years of experience :
8. Monthly income : a) Below 5000 b) 5001-10000 c) 10001-15000 d) 15000 above
9. Is this first your organization : a) Yes b) No

## **B. TRAINING COURSES OFFERED BY THE ORGANIZATION**

<b>S.no</b>	<b>Particulars</b>	<b>Yes</b>	<b>No</b>
1	Welfare measures		
2	Reduce wastage		
3	Technical procedure		
4	Operation of machineries		
5	Stress management		
6	Time management		

### C. MOTIVE OF TRAINING PROGRAMME

<b>S.no</b>	<b>Particulars</b>	<b>Yes</b>	<b>No</b>
1	Improvement in the individual performance		
2	Growth of the organization		
3	Reducing time wastage		
4	Promotion		
5	Improve efficiency		

## D.STEPS INVOLVED IN TRAINING PROGRAMME

<b>S.no.</b>	<b>Particulars</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
1	Identifying the training needs					
2	Preparation of the learner					
3	Performance try out					
4	Follow up and evaluation					
5	Presentation of operation and knowledge					
6	Getting ready for the job					

## E. DURATION OF TRAINING PROGRAMME

<b>S.no</b>	<b>Particular</b>	<b>Yes</b>	<b>No</b>
1	1 day training		
2	2 days training		
3	1 to 2 weeks		
4	6 months		

## F.FACILITIES PROVIDED TO THE EMPLOYEES

S.no.	Particulars	SA	A	N	DA	SDA
1	Rest room facility are good					
2	Satisfaction with canteen facility					
3	Provides good quality of food					
4	Proper first aid facility					
5	Complete fire Production safety					

## G.BENEFITS OF THE EMPLOYEES

S.no.	Particulars	SA	A	N	DA	SDA
1	Improve confident level					
2	Higher earning capacity					
3	Increased safety					
4	Develop new skill					
5	Analyze the weakness					
6	Career goals					
7	Personnel growth					

## H. BENEFITS OF THE ORGANIZATION

S.no.	Particulars	SA	A	N	DA	SDA
1	Standardization of the producing					
2	Quality and quantity output					
3	Higher productivity					
4	Better organizational climate					
5	Improve quality of work life					
6	Reduce industrial accident					

## I. POSTIVE OUTCOME OF THE TRAINING PROGRAMME

S.no.	Particulars	SA	A	N	DA	SDA
1	Increase personnel skill					
2	Reduce absent seem					
3	Participation acceptances					
4	Knowledge acquisition					
5	Technical problem solving					
6	Reduce grievances					
7	Change in attitude					

## J. REWARDS AND AWARDS OF RECOGNITION

S.no.	Particulars	SA	A	N	DA	SDA
1	Awards					
2	Annual appraisal performance					
3	Training opportunity					
4	Employee suggestion					
5	Job rotation					
6	Mentoring/coaching					
7	Career planning					

## K. EFFECTIVENESS OF THE TRAINING PROGRAMME

S.no.	Particulars	SA	A	N	DA	SDA
1	To achieve organizational goals					
2	Flexibility					
3	Motivating to success					
4	Regular basis					
5	Specific training objectives					
6	Diagnose problem					