

A STUDY ON TRAINING AND DEVELOPMENT IN AUTOMOBILE INDUSTRY WITH REFERENCE TO RANE NSK, CHENNAI

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

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**DEPARTMENT OF BUSINESS
ADMINISTRATION SCHOOL OF
MANAGEMENT STUDIES**

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

Category -1 University By UGC

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

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SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)
CATEGORY - 1 UNIVERSITY BY UGC**

SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the Bonafide work of **VAISHALI.M (42410066)** who carried out the project entitled **“A STUDY ON TRAINING AND DEVELOPMENT IN AUTOMOBILE INDUSTRY WITH REFERENCE TO RANE NSK”** under our supervision from September 2023 to December 2023.

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During this tenure she has showed keen interest in gaining knowledge.

We wish her all success in her future endeavours.

for Rane NSK Steering Systems Private Limited

A handwritten signature in blue ink, appearing to read "Arockia Jeniffer J".

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DECLARATION

I **VAISHALI. M (42410066)** hereby declare that the Project Report entitled “**A STUDY ON TRAINING AND DEVELOPMENT IN AUTOMOBILE INDUSTRY WITH REFERENCE TO RANE NSK**” done by me under the guidance of **Dr. DHIVYA SATHISH, MBA., M.Phil., Ph.D.**, at **RANE GROUPS Private Ltd**, 14, Rajagopalan Salai, Vallancherry, Guduvancherry-603202 is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

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ABSTRACT

The study was carried out to analyze the extent of effectiveness of training and development practices for knowledge and skill enhancement of the employees of automobile sectors getting trained at Rane NSK Pvt Ltd. The data were collected through a survey method with a structured questionnaire from 120 employees working in automobile sectors at Rane NSK Pvt Ltd. Majority of the employees believed that knowledge and skill can be improved by attending training and development programs. In this study Descriptive Research Design and inferential analysis was used as the sampling procedure and data obtained were statistically analyzed using Chi-square test, one-way Anova, Co-efficient correlation. The employees believed that specialized training certainly enhance specialized knowledge and skill for improving their work effectiveness. The effectiveness of training and development practices is therefore primary objective of the study. A study of this nature is important and significant, because the result will encourage management or more organization to inculcate compact training and development of their staff. An attempt has been made to provide a comprehensive knowledge on training and development which would be useful for researcher working in the area of training.

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CHAPTER – 1

INTRODUCTION

1.1 INTRODUCTION

To achieve its objectives a company needs a business strategy. It can choose between innovative prospector, quality enhancer or cost-defender strategy. According to that the firm has to apply an appropriate employment strategy. This can be the economic or the relational approach. The economic approach relies on hard skills whereas the relational approach focuses on behavioral skills. Depending on the employment strategy different ways of training and development come to mind for workers and managers. This report will explain the mentioned business strategies as well as the resulting employment strategies. Furthermore, means for training and development for non-managerial employees and for managers are explained. This report aims at giving recommendations for the automobile industry. Therefore, the successful automotive companies BMW, Daimler, Volkswagen, Chrysler and Toyota are examined according to their training and development opportunities. Further, it will be proven that the automobile industry applies the innovative prospector strategy and has the possibilities to invest heavily in human resources. This report shows that beside traditional training and development measures, corporate universities and e- learning support the innovative prospector strategy. The size of automobile companies enables them to invest in these costly measures. In the end, they will be critically evaluated and finally recommended.

1.2 INDUSTRY PROFILE

AUTOMOBILE INDUSTRY

The companies involved in the activities of manufacturing of motor vehicles, its components like engines and bodies. The primary products of these companies are passenger vehicles and commercial vehicles. This industry is essential for the global economy. This industry comprises of various sectors like production, sales and marketing. With newly designed eco-friendly vehicles and advance technologies the industry is evolving globally.

History of Automobile Industry

Unlike many other major inventions, the original idea of the automobile cannot be attributed to a single individual. Although steam-powered road vehicles were produced earlier, the origins of the automotive industry are rooted in the development of the gasoline engine in the 1860s and '70s, principally in France and Germany. By the beginning of the 20th century, German and French manufacturers had been joined by British, Italian, and American makers.

- *Development before World War 1*

The automobile companies were small shops back then. Each of them produced few handmade cars. Only handful companies survived in the era and went into large scale productions. In the United States almost all of the producers were assemblers who put together components and parts that were manufactured by separate firms. It was possible to begin building motor vehicles with a minimal investment of capital by buying parts on credit and selling the finished cars for cash; the cash sale from manufacturer to dealer has been integral in the marketing of motor vehicles in the United States ever since. European automotive firms of this period tended to be more self-sufficient.

The contribution of the automotive industry to technological advance was through the introduction of full-scale mass production. This innovation was led by the Americans. They with their large population, high standard of living, and long distances emphasized the description of standardization and interchangeability as “the American system of manufacture.”

- *Development post World War II*

During World War II, in addition to turning out several million military vehicles, American automobile manufacturers made some seventy-five essential military items, most of them unrelated to the motor vehicle.

The engineering during the post war era was subordinated to the questionable aesthetics of nonfunctional styling at the expense of economy and safety. Many European and Asian-Pacific countries led to the development of new products and business strategies. In the 1940s, during World War II (WWII), automotive factories were used to make military vehicles and weapons, thus halting civilian vehicle production. After WWII, the economies of most European and some Asian-Pacific countries, such as Japan, were decimated; this required the development of new products and business strategies such as those of Toyota, which began to develop Just in Time (JIT) manufacturing. Most of the first models produced were similar to the pre-war designs since it took some time for the plants to revamp their operations to make new designs and models. Using this strategy they were able to improve return on investment by reducing in-process inventory and lowering carrying costs.

The Big Three of the car industry, namely General Motors, Ford and Chrysler set about to design big fast-moving cars for the American roads. Edsel, Buick, Pontiac Firebird, Chevrolet Impala, etc., were some of the big cars that came on American highways in the 1950s and 1960s. Petrol consumption was not a grave concern in those days. So, each car maker competed with the others in making bigger and better designs with more luxuries added for comfort.

However, things changed after 1973. Petrol started becoming costlier as all the Arab nations got together in an alliance. Now, suddenly even Americans started looking for more economical designs. When the 1973 oil crisis occurred, these companies were very well positioned to roll out smaller, compact, economical models in the U.S. Since then, companies like Toyota, Honda have been steadily increasing their market presence worldwide.

Indian Automobile Industry Evolution

Till 1930, India did not have any manufacturing facility and cars were imported directly from other countries. The landmark decade in the manufacturing process was that of 1940s, in which Indian companies like Hindustan Motors and Premier started to manufacture cars of other firms. During the same decade, Mahindra & Mahindra also started to produce utility vehicles. After independence 1947, Government of India tried to create an automotive component manufacturing industry in order to supplement the automobile fraternity. From 1960 to 1980s, the Indian market was dominated by Hindustan Motors, which gathered a large amount of share due to its ambassador model. However, during 1950s till 1960s, the overall industry moved at a slow pace due to trade restrictions set on imports. Soon after this repressive phase, demand surged but to a smaller extent, which was mainly seen in the tractor and commercial vehicles segment. The alliance between Maruti and Suzuki was the first joint venture between an Indian company and foreign one. From 2000 to 2010, almost every major car company expanded its presence to India by establishing manufacturing facilities across different parts of the country. As the manufacturing process during early 2000 decade gained traction, exports of cars were quite slow in that period. Maruti Suzuki was among the first car brands that started shipping vehicles to major European markets. Over the years, the car market in India has evolved by leaps and bounds as almost all major companies are present in the country. India has now become a hub for auto makers to set up their plants for manufacturing vehicles intended for domestic and international markets. The three prominent regions in which the majority of Indian car industry is concentrated lies in south, west and north. In the southern region, Chennai is the hub for manufacturing vehicles while Mumbai and Pune belt comes in second place. For the north, the NCR holds a fair share as far as concentration of production facilities is concerned. India emerged as the fourth largest exporter of passenger cars behind Japan, South Korea, and Thailand in 2009. While in 2010, India emulated its previous year's performance to become the third largest exporter of cars in Asia. The biggest reward came for the Indian car market in 2011 as it became the sixth largest country in the world in terms of production.

1.3 COMPANY PROFILE

RANE Groups is an Indian industrial conglomerate, headquartered in Chennai. Beginning as a dealer for automobile, trucks and auto-parts in Madras in the 1920s, Rane has grown to encompass ten different companies as of 2013.

Founded- 1929

Managing Director- L. Ganesh

The company has dominated the domestic [Indian] auto component space for decades.

RANE NSK Steering System



It was incepted in 1997 as a joint venture with NSK, Japan.

Equity of Rane with NSK is 49:51. Manufactures of Manual and Electric Power Steering Columns for the major Commercial and Passenger Vehicles OEMs and Intermediate Shafts for the Off-Highway Terrain Vehicles. Being a tier 1 company, it has established its customer base in a wide and huge way. Its customers include BMW, Kia Motors, Hyundai, Maruti Suzuki, Daimler, Mercedes Benz, Volkswagen etc.

1.4 ABOUT THE STUDY:

The purpose of training the employees is to ensure that the personnel performing work affecting product quality are competent on the basis of appropriate education, training, skill & experience. Also, to motivate employees to achieve quality objectives, continual improvement and create an environment to promote quality culture and innovation.

This procedure relates to all personnel carrying out activities affecting the quality of products and related services.

1.5 NEED FOR THE STUDY:

Investing in an employee's training and development is important for an organization's success in long term. In today's competitive environment training and development is very essential in an organization. They are critical for your employee's growth and efficiency.

A survey on training and development programs are important because it provides essential feedback on the effectiveness of the training provided. It also makes the managers aware of the gaps and areas for improvement. This helps in measuring the satisfaction and effectiveness of the training and development programs offered by the organization. Also helps in revealing the knowledge imparted to trainees.

1.6 OBJECTIVE OF THE STUDY

PRIMARY OBJECTIVE

Examining the effects of training and development on employees is the main goal of this study.

SECONDARY OBJECTIVE

Examine how well employees perform after receiving training and applying new abilities.

To assess how employees are satisfied with the training and development.

1.7 SCOPE OF THE STUDY:

This study will deepen the understanding of training and development programs in the organization. It will show how satisfied the employees are with these training programs. The outcome of this study can be used to evaluate the effectiveness and satisfaction of the employees with the training and development in the organization. These findings will allow managers to identify what needs to be done for providing better and more effective training programs. Organizations looking to conduct training and development programs in their organization will find the findings of this study helpful.

1.8 LIMITATION OF THE STUDY

- Inaccuracy of data: The study is based on the data collected from the employees through questionnaires and some employees may not take the questionnaire seriously.
- The findings and inferences drawn out of the total sample reflects only the existing trends in the organization.
- Language Barrier: We could not interact with employees at all levels of the company due to a language barrier.

1.9 ADVANTAGES OF THE STUDY

- This study helps to measures the skills and knowledge gained as a result of the training.
- Helps in measuring the relevance and usefulness of the training programs.
- Evaluate the impact of training in the learner's performance or attitude.
- Measures the tangible results of the training such as reduced cost, improved productivity and higher morale.

CHAPTER – 2

REVIEW OF LITERATURE

Sundararajan S. (2000) states that in the current competitive business environment, the demand of the organisations compel Indian Industry to rethink on their Vision and Mission about HRD practices through T&D. Changes are inevitable everywhere i.e. in our personal life, social life, work life, in nature, in the society, in the universe, etc. We cannot avoid changes, but we can adjust and adapt to such changes for betterment through Training & Development. The managements of these organisations realised the necessity of training for better performance from the employees' point of view towards competitive business environment. Employees are motivated to attend the training programmes through self-development as well as organisational development

Pagey (1981) in this study states that most organization allocate very little amount for the training program. One of the reason that was identifies was the low return on investment. Also in his study Pagey developed a rational and quantitative approach to measure the return on investment on training. According to him higher the return on investment on training more effective the training would be.

Webster and Martocchio (1995) conducted a field experiment of 143 employees and explored the effects of realistic versus optimistic computer training previews on trainee learning, satisfaction and post-training reactions. They argued that optimistic previews would result in enhanced outcomes during the training programme, while realistic previews would result in enhanced post-training reactions. The effects of relevant individual differences (i.e. cognitive playfulness and software efficacy beliefs) and mediating factors (i.e. attention to one's performance evaluation and flow) were also examined. The results showed some support for trainee.

Tiga (2004) in her research work argues that unlike the traditional 'school' model for training, successful training programmes are competence-based training programmes. These aim at the growth of the organisation and its striving for excellence. The success in harnessing competences help in development, succession and promotion plans. Competence mode goes one step ahead than hierarchical mode and performance pay system by potential leaders based on demonstration of skills. Thus it reinforces a company's corporate strategy, culture and vision-accelerating growth. It reduces the time of functional heads by identifying performance criteria to improve accuracy and eases learning and selection for employees. It assesses their strengths and specifies tangled areas for professional development. However, this is an elaborate process and might not be able to sustain the momentum of the initiative. The employees can consider this as ready recipe for success and therefore have over expectations. This necessitated a simpler model with use of impact-creating language to increase receptivity.

Oni-Ojo Edith Abeguki , Salau Odunayo Paul , Oludayo Olumuyiwa Akinrole , 2014 , strategic role of human resource training and development on organizational effectiveness, This article tells us that the rise and fall of many organizations is a reflection of how adaptive, flexible, and focused they are with the changing pattern. The rapid change in technological innovation and advancement has become an indispensable means for organization to equip their employees with the required skilled, knowledge and abilities which are acquired through consistent training to stand against competitive forces. However, this study has examined how best training can be used to reduce waste, incessant level of industrial accidents, lateness to work, fatigue, and absenteeism in order to ensure the survival and growth of the banking industries. The survey design was adopted. Questionnaire was used the major source of data collection. The findings revealed that employees training significantly influences organizational effectiveness though some of these banks failed because they send their employees on a training programme when they do not have the machines or equipment which they can use to practice when they return from such a training.

Neelam Tahir , Dr. Shahid Jan , Muhammad Hashim , 2014 ,The Impact of Training and Development on Employees Performance and Productivity , This paper main objective was to investigate whether training and development has impact on employees' performance and productivity. The goal was to see whether Training and Development has an impact on Employees Performance and Productivity. The main object of every organization is to improve its performance but it can never be possible without the efficient performance of employees. Therefore, the performance management system came into effect as a management reform to address and redress concerns, organizations had about performance . For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization. Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs.

Astuty Mulang , 2015 , The Importance of Training for Human Resource Development in Organization , Human resource makes up primary element of an organization. Human resource training and development are absolute necessities for it. In pragmatic, training and development program have positive influence on both individual and organization. Training Need Analysis (TNA). performance problem, new system and technology and also automatic and habitual training. It is a need analysis at the workplace which is specifically meant to find what actually training needs as a priority. Information of the needs will help organization in employing resources effectively and prevent unnecessary training activity. Training for human resource development is a must in an organization when direct employment placement cannot warrant employee's success. New comer often faces uncertainty on his role and responsibility. Job demand and staff capacity shall be in state of balance through orientation and training program.

Martocchio et al., (1994) in his research tested whether performance feedback on past performance factors within trainees' control, would result in heightened software efficacy, goal commitment, positive mood and learning compared to feedback on past performance factors outside trainees' control. Feedback that attributes performance to

factors outside trainees' control was related to a decrease in software efficacy. Generally, feedback is to correct the previous faults or otherwise a corrective measure. As only the feedback from an employee can mold a better organization, it is mandatory to receive feedback from the employees regarding their training sessions so as to improve it in the future.

Facteau et al., (1995) checked whether trainees' general beliefs influenced training on pre-training motivation. 967 managers and supervisors completed a questionnaire that assessed 14 constructs. LISREL VII (Linear Structural Equation) indicated that the overall reputation of training, intrinsic and compliance incentives, organisational commitment and three social support variables (subordinate, supervisor and top management support) were predictive of pertaining motivation.

Goel O.P. (2000) states that 'Training and Development' efforts of organisations have positive impact on their performances. While each industry comprises of skilled, semi-skilled and unskilled employees, there seems to exist a possibility of bridging these gaps through informal, on-the-job training by skilled employees. Such training efforts, prima face, look to be economical both in terms of money and time required. Future research could endeavor to find out as to what extent informal training can help in bridging these skill gaps, thereby reducing the load on 'structured training efforts'.

Hashim and Junaidah (2001) in their paper addressed the issues of training evaluation practices in general and examine the training evaluation in Malaysia through a case study. Training evaluation is a systematic process of collecting and analyzing information for and about a training programme, which can be used for planning and guiding decision-making as well as assessing the relevance, effectiveness and the impact of various training components. Training institutions may conduct evaluation for the purpose of maintaining training. Evaluation practice is one of the major dilemmas faced in the field of training because it receives much criticism. In many organisations, evaluation of training is either ignored or approached in an unconvincing or unprofessional manner. The article concludes that the government, client and economic situations have influenced the evaluation practice in a positive direction.

Bhattacharya (2001) identified the reason for large scale investment in continuous training programmes. It is due to the development of competent manpower base for companies' operational and strategic performances. A highly pro-active and comprehensive approach is called for analysing the task competences that are demanded by job certification procedure. Creation and management of voluminous performance-based training database and repetitive administrative work need IT tools for an effective and networked information system providing workflow automation. Effective learning depends upon selection of suitable training strategies. The strategy must be selected as per the subject matter, simplicity or complexity of the messages, resources available, target group, competency of the trainer, etc.

Jeyavelu (2002) express that sensitivity training is considered as a means to achieve strategic and operational objectives. The emphasis is on experimental learning and conceptual understanding and gaining skills and competences, balancing the individual and organisation goals and accepting and maintaining the interface between economy and changing role of the individual, collectivity (family and organisation) and the society. "This training aims at individual growth and development, improved emotional and social skills, better team working and role taking, improved work climate/culture, reduced resistance to change and enhancing enabling mindsets."

Kang and Santhanam (2004) emphasize that existing training strategies must be modified in order to adequately prepare users to employ collaborative applications. The authors found that training programmes should sensitize users to the interdependencies that exist among their tasks and make them aware of the collative consequences of their individual actions. Users have to engage in collective problem-solving efforts and continuously learn new and acquire knowledge during the process of appropriation of the collaborative application.

Shen (2004) has outlined the theoretical perspectives of the international T&D and how it has been implemented by the practitioners. Cultural sensitivity, ability to handle responsibility, ability to develop subordinates and ability to exhibit and demonstrate are to be developed through effective international training and management development.

Actually, the content, mode of delivery and rigor are important aspects for overseas assignments. The components of training programmes should be according to country of assignment, type of job, duration, purpose of transfer and the time available. The quality of the training programme should have a major impact upon the employees.

Dongre (2004) opines that training is basically done whenever the employees need to acquire certain skills or knowledge and when the organisation has to adapt to any structural or functional change. The absence of inadequate identification of training needs can make or mar the success of any training effort, as the identification exercise alone provides a scientific frame work for imparting training at various levels in the organisation. The participants due to various reasons may not attend the training programmes. Training cards are maintained by the departments to identify these reasons. Lastly, evaluation of the training is a process of putting value on the benefits stemming from the training process in practical, social and / or financial terms. This in turn helps the employees as well as the organisation. So, while implementing the schedule of the training programme, it is essential to analyse the hurdles of the employees before- hand and the layout of the programme shall be designed accordingly.

Dwivedi and Purang (2007) say that training means the planned and organised activity to impart skills, techniques and methodologies to employers and their employees to assist them in establishing and maintaining the employment. The Need Analysis identifies discrepancies between desired and actual behaviour/performance. Conducting the training and its evaluation are to see the effectiveness of the selection, adoption, value and modification of the instructional activities. Then, it is important to understand the training needs identification and evaluation process by developing a case study on the training needs identification and evaluation system in 6 different Indian organisations and then comparing it with the available models proposed by the various researchers in Western and Indian contexts to arrive at and propose a comprehensive model of Training Needs Identification and Evaluation. The present study includes all these aspects of training to arrive at fruitful findings with regard to the

need, expectation, hurdles and the effectiveness of the training programmes as a macro level research attempt.

Ahmad and Din (2009) who conducted a study, point that there are many reasons which emphasise the need to evaluate the T&D; particularly demand of executives against the amount spent and hours consumed along with the impact of the training on organisation. Economic slump in the global market is another reason for evaluation, which has increased competition for scarce resources. Top executives are also concerned about the congruence of training and organisational goals and development of new tools and techniques, which has also highlighted the need for evaluation.

Vijaya Mani (2010) in his research indicates the need to prepare the trainees mentally before holding training sessions. They need to be oriented about the importance of training and its usefulness and motivated to work hard to gain the desired skills and knowledge. In conclusion, the researcher recommends some avenues for future research. Based on the feedback given by the employees the training programme can be enhanced by improving the delivery of subject through expert's training and practical exercises can be increased as it is expected as a better way of learning by most employees. Practical demonstration and constant practice during the training session, makes the on-job application easy for the employees.

Baranwal (2010) describes the ways as to how training can be a win-win situation for both executives and the BPO organisations. Training BPO executives is a technical process which involves transferring management and execution skills to the new and existing executives for better understanding of the business processes. Training is important for reducing business costs and the increasing turnover of executives.

Muhammad Zahid Iqbal et. al (2011) has done their research and their analysis is about the relationship between characteristics and formative evaluation of Training. This paper attempted to signify the use of formative training evaluation. The authors have carried out a study at three public-sector training institutions to empirically test the predicted relationship between the training characteristics and formative training evaluation under the Kirkpatrick model (reaction and learning). This study explains the

causal linkage between components of formative training evaluation, the mediating role of reaction in the relationships between training characteristics and learning was also investigated. The principal finding revealed that a set of seven training characteristics explained 59% and 61% variance in reaction and learning respectively.

Cherniss et.al. (2012) has evaluated the effectiveness of a leadership development program based on International Organization for Standardization (ISO) principles. The program utilized process-designed training groups to help participants develop emotional and social competence. The study involved 162 managers from nine different companies in a random assignment control group design. There were nine different groups with nine managers in each group. Each group was required to follow the identical process.

D.A. Olaniyan and Lucas. B. Ojo (2014) has done their research and has reviewed that this paper is based on staff training and development. This paper is basically a conceptual paper. The author says that the need for improved productivity has become universally accepted and that it depends on efficient and effective training is not less apparent. It has further become necessary in view of advancement in the modern world to invest in training. Thus the role played by staff training and development can no longer be overemphasized. Staff training and development are based on the premise that staff skills need to be improved for organizations to grow.

Eugen Rotarescu (2011) the topic in this article is the presentation in a succinct and applicative manner of several decision-making processes and the methods applied to human resources training and development in environments with risk factors. The decisions have been optimized by the human resources training and development, the decision makers have readily available with two methods of analysis they are: (1) the decision matrix and (2) the decision tree method. Both methods compute the alternatives based on the estimated monetary value (EMV). Finally the decision matrix and the decision tree analyses represent two viable, scalable and easily applicable framework analyses for selecting the optimum course of action regarding the training and development of human resources.

CHAPTER - 3

RESEARCH METHODOLOGY

3.1 RESEARCH METHODOLOGY:

Research methods include a series of steps a researcher often uses when examining a research question and the rationale behind them. It aids the researcher to identify the factors affecting the quality of work life, through data and charts.

3.2 RESEARCH DESIGN:

It is essential for the conduct of data collection and analysis. The research design used in this study is explained in nature as it examines the existing conditions in the organization.

Descriptive research is also called statistical research. The main purpose of this type of research is to describe the data and characteristics of the thing being studied. The idea behind this type of research is to study frequencies, averages, and other mathematical calculations.

3.3 SAMPLING DESIGN:

SAMPLE FRAME

Employees from various departments of the organization

SAMPLE SIZE

The sample size taken for study is 31 employees selected from the total population.

3.4 SAMPLING TECHNIQUE

The population is selected to represent the whole universe. The selection of the population is called the sample. For this research, the researchers selected the samples by simple sampling.

Convenience sampling is a type of nonprobability sampling method that involves drawing a sample from a nearby portion of the population, that is, samples are chosen according to the researcher's convenience. The population sample was chosen because it was accessible and convenient.

3.5 DATA COLLECTION:

Primary data:

The primary data are those which are new, written for the first time and original. This project relied on the responses from staff members of RANE NSK as primary data. To obtain this important information, data were gathered from employees in each department using well-structured questionnaires.

Secondary data:

The secondary data are those which had already been collected by other people and which have already been passed through the processes. The data is taken from the past study or analysis. In this study, secondary data were obtained from various sources like organization records, websites, magazines, books etc.

3.6 STRUCTURE OF QUESTIONNAIRE

A survey is defined as a research tool that includes questions or other types of questions designed to gather information from respondents. These are often a mix of closed and open-ended questions; Long questions allow respondents to express their thoughts.

A questionnaire is a set of questions often used for research purposes, such as qualitative or quantitative research. Questions may or may not be given as surveys, but surveys always have questions.

The questions in this document have a basic structure and some branch questions that do not limit the answers of the respondents. The questions are open ended and MCQs

Types of Questions in the Questionnaire

There could be multiple question types in a questionnaire. Some of the widely used types of questions are:

Open-Ended Questions: Open-ended questions make it easy to gather good information in questions and allow respondents to respond with some limitations. This question is often used when it is necessary to verify the truth. This is the simplest survey.

Multiple-Choice Questions: A multiple choice question is a type of closed question in which the respondent must choose one (multiple choice with one choice) or several (multiple choice multiple choice) answers from the choice list. It contains multiple choice questions, open-ended questions (questions), correct answers or multiple answers.

3.7 HYPOTHESIS

1. **Null hypothesis H0:** There is no relationship between career growth and utilization of skills

Alternate hypothesis H1: There is a relationship between career growth and utilization of skills.

2. **Null hypothesis H0:** There is no difference between effective training and development and the benefits from it.

Alternate hypothesis H1: There is difference between effective training and development and the benefits from it.

3.8 STATISTICAL TOOLS USED FOR DATA COLLECTION:

STATISTICAL TOOLS FOR ANALYSIS

The statistical tools used for analysis are:

- Correlation
- Independent T-Test

TOOLS FOR ANALYSING DATA PRESENTATION

Charts (Column chart) and tables are used for analysis of data.

3.9 LIMITATION OF THE STUDY

- The study is confined to everyone nearby.
- The study is based upon the employees and their opinion on training and development in Rane NSK Pvt Ltd.
- The data collected for the research is fully on primary data given by the respondents. There is a chance for personal bias. So, the accuracy is not true.

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

DATA ANALYSIS:

Data analysis is the study of analyzing raw data to make decisions about that data. Many ideas and methods of data analysis are incorporated into technologies and algorithms that process raw data for human consumption. Data analysis techniques can reveal trends and indicators that might otherwise be lost in big data. This information can be used to optimize the process to increase the overall efficiency of the business or system.

DATA INTERPRETATION:

Data interpretation refers to the use of data analysis methods to draw conclusions. Data interpretation gives meaning to data analysis and determines its meaning and meaning.

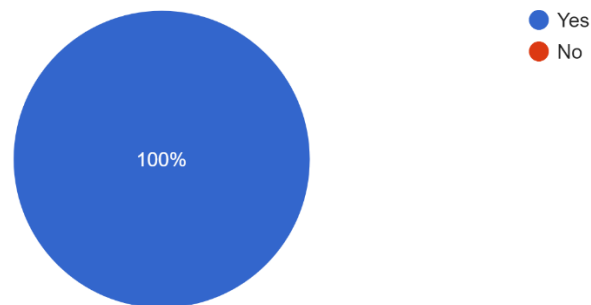
The importance of interpreting the data is obvious, so it must be done right. Data often comes from multiple sources and is often entered into the review process in a random order. Data analysis is often subjective.

4.1 PERCENTAGE ANALYSIS

CHART NO 4.1.1. CONDUCTION OF TRAINING PROGRMES

1. Is your organisation conducting training programmes frequently?

31 responses



INTERPRETATION:

Chart No.4.1.1 shows the conduction of training programs in Rane NSK company. It is clear that all the employees are given training and development.

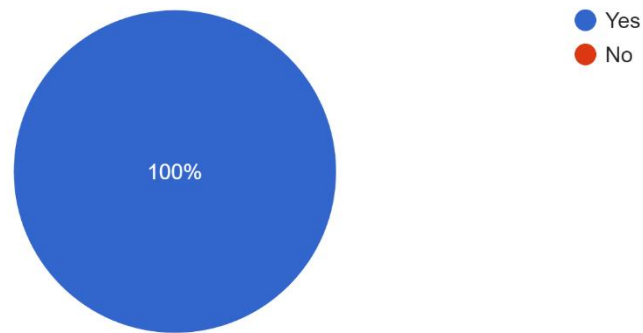
INFERENCE:

100% of the employees are given training.

CHART NO: 4.1.2. ATTENDANCE OF THE EMPLOYEES FOR THE TRAINING

2. Have you attended any training programmes?

31 responses



INTERPRETATION:

Chart No.4.1.2 shows the number of employees attending the training program. All the employees attend the training program.

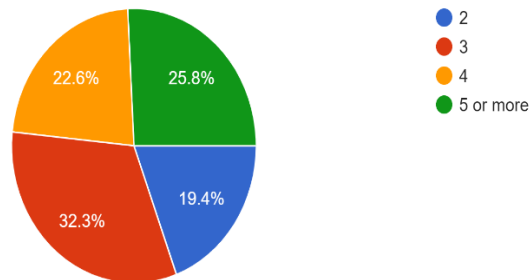
INFERENCE:

100% of the employees attend the training sessions.

CHART NO:4.1.3. NUMBER OF TRAINING SESSIONS CONDUCTED IN A YEAR

3. How many training programmes are conducted in a year?

31 responses



INTERPRETATION:

Chart No.4.1.3 shows the number of training sessions conducted in a year for an employee. As per the chart out of the 31 respondents 32.3% of the employees are given 4 sessions in a year 25.8% are given 5 times or more, 22.6% are given 4 times and 19.4% is given 2 times training in a year.

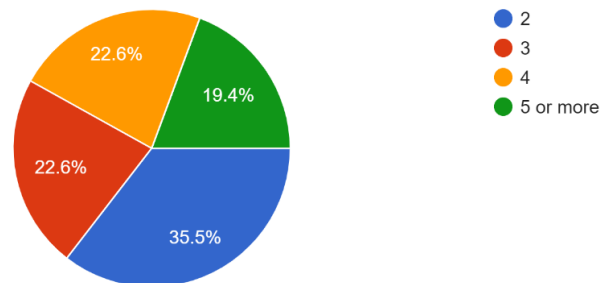
INFERENCE:

Most of the employees are given at least 4 times training.

CHART NO:4.1.4. NUMBER OF TRAINING PROGRAMS THE EMPLOYEES ATTENDED

4. How many training sessions have you attended?

31 responses



INTERPRETATION

Chart No.4.1.4 shows the number of training sessions the respondents have attended. As per the table out of the 31 respondents, 22.6% of the employees have attended 3 sessions, 22.6% have attended 4 sessions. 35.5% have attended only 2 sessions and 19.4% have attended 5 and more sessions.

INFERENCE

Majority 35.5% of employees have attended 2 training sessions in a year.

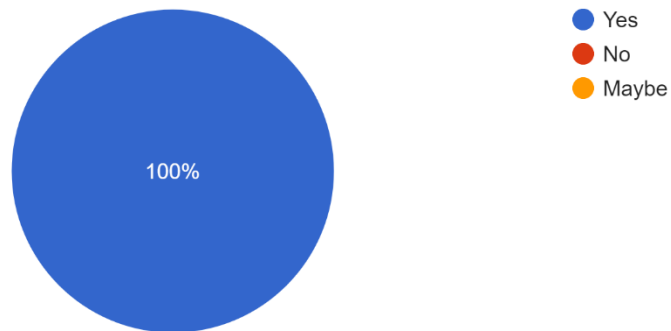
TABLE NO 4.1.1 SESSIONS HELPFUL IN IMPROVING THE EFFICIENCY

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Yes	31	100
2	No	0	0
3	Maybe	0	0
4	Total	31	100

CHART NO: 4.1.5. SESSIONS HELPFUL IN IMPROVING THE EFFICIENCY

5. Do you feel the training session have helped you to improve your work efficiency?

31 responses



INTERPRETATION

Chart No.4.1.5 shows the effectiveness of the training session in improving the efficiency of the employee through training. All the employees feel the training programs have helped them improve their efficiency.

INFERENCE

All employees had agreed that organization provides training for improving their efficiency in work.

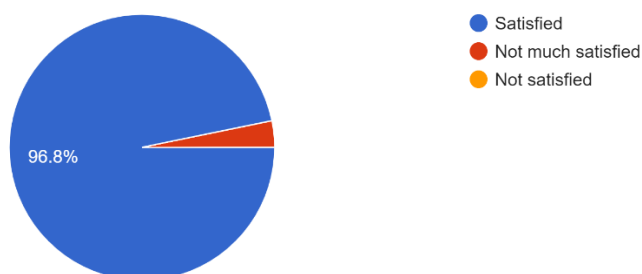
TABLE NO 4.1.2: SATISFACTION OF EMPLOYEES WITH THE TRAINER

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Satisfied	30	96.8
2	Not much satisfied	1	3.2
3	Not satisfied	0	0
4	Total	31	100

CHART NO:4.1.6: SATISFACTION OF EMPLOYEES WITH THE TRAINER

6. Are you satisfied with the information provided by the trainer during the training session?

31 responses



INTERPRETATION

Chart No.4.1.6 shows the satisfaction of employees in the training information provided in the session. 96.8% of the respondents are satisfied with the information provided in the training program.

INFERENCE

Majority 96.8% of the respondents were satisfied with the information given in the training.

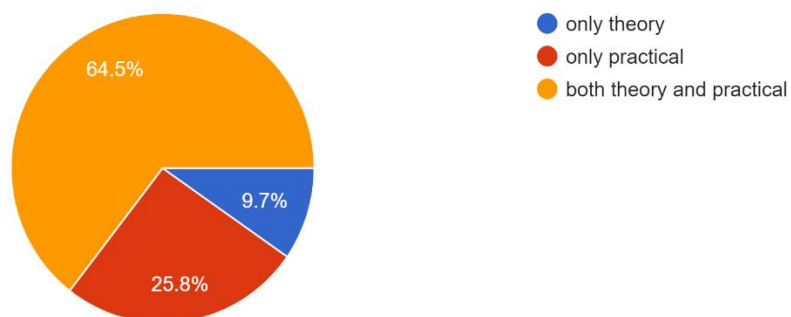
TABLE NO 4.1.3: MODE OF TRAINING

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Only theory	3	9.7
2	Only practical	8	25.8
3	Both theory and practical	20	64.5
4	Total	31	100

CHART NO:4.1.7: MODE OF TRAINING

7. Does the training session involve only theory concepts or practical?

31 responses



INTERPRETATION

Chart No.4.1.7 shows the modes of training given by Rane NSK for the employees. 64.5% of the employees are given both practical and theoretical mode of training, 25.8% are given only practical mode of training and 9.7% are given only theory mode of training.

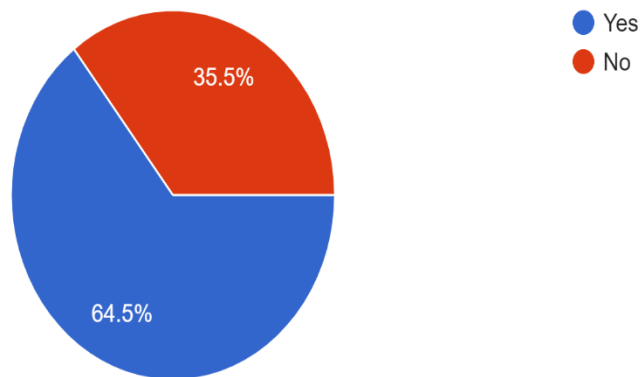
INFERENCE

64.5% of the employees given both theoretical and practical training.

CHART NO: 4.1.8: CLEARING THE DOUBTS OF THE TRAINEES

8. Does your trainer clear your doubts regarding the topic?

31 responses



INTERPRETATION

Chart No.4.1.8 shows the clearing of doubts by the trainer to the employees. 64.5% have cleared their doubts with the trainer. 35.5% have not cleared their doubts with trainer.

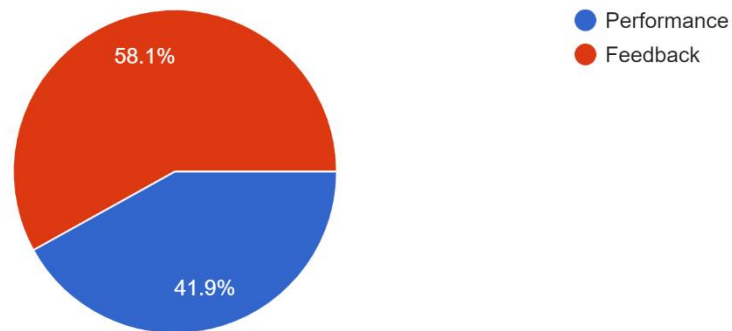
INFERENCE

Majority 64.5% of the respondents have cleared their doubt with the trainer.

CHART NO: 4.1.9: ASSESMENT OF THE TRAINING

9. How does the organisation assess the impact of training?

31 responses



INTERPRETATION

Chart No.4.1.9 shows the opinion of employees about their chance to participate in management decision making. As per the chart out of the 120 respondents, 31.7 %of the employees responded that they always get a chance to participate in management decision making. 53.3%have an opinion that sometimes they get a chance to participate in management decision making.,8.3% chose to be neutral to the statement, 3.3% said that they rarely get a chance to participate in management decision making.3.3%said that they never get a chance to participate in management decision making.

INFERENCE

Majority 53.3% of employees responded that sometimes they get chance to participate in management decision making.

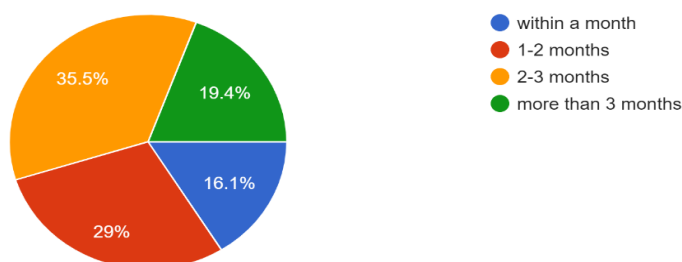
TABLE NO 4.1.4 DURATION FOR IMPLEMENTING THE TRAINING KNOWLEDGE

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Within a month	5	16.1
2	1-2 months	9	29
3	2-3 months	11	35.5
4	More than 3 months	6	19.4
5	Total	31	100

CHART NO:4.1.10:DURATION FOR IMPLEMENTING THE TRAINING KNOWLEDGE

10. How long will it take to implement the trained process?

31 responses



INTERPRETATION

Chart No.4.1.10 shows the opinion of employees about the implementation duration of the training knowledge taken by the organization. 35.5% have said it takes about 2-3 months duration, 29% have said it takes 1-2 months' time, 19.4% have said that it takes more than 3 months time and 16.1% have told that it takes less than a month to implement.

INFERENCE

Majority 35.5% of the respondents have told that it takes 2 to 3 months' time to implement the training knowledge.

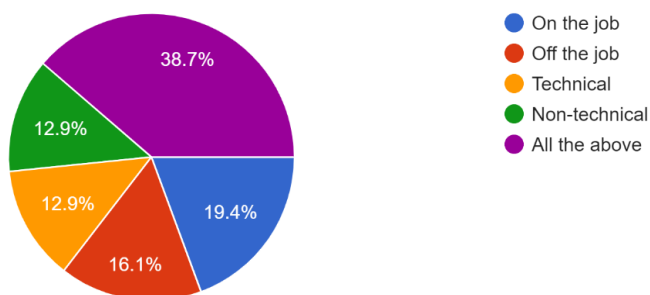
TABLE NO 4.1.5 METHODS OF TRAINING

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	On the job	6	19.4
2	Off the job	5	16.1
3	Technical	4	12.9
4	Non-technical	4	12.9
5	All of the above	12	38.7
6	Total	31	100

CHART NO:4.1.11: METHODS OF TRAINING

11. Which type of training is provided by RaneNSK to its employees?

31 responses



INTERPRETATION

Chart No.4.1.11 shows the opinion of employees about the methods of training. As per the chart out of the 31 respondents, 38.7% of the employees responded that all the above trainings are provided to them. 19.4% said that on the job training is provided, 16.1% of the employees responded that they are given off the job training. 12.9% said that they are given technical training, 12.9% said that they are given non- technical training.

INFERENCE

38.7% of Employees in the organization were given all the different type of training.

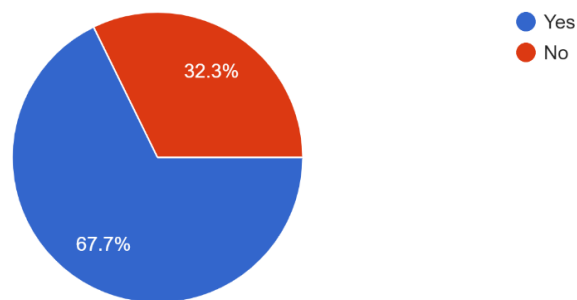
TABLE NO 4.1.6 UTILIZATION OF TRAINING SKILL AND KNOWLEDGE

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Yes	21	67.7
2	No	10	32.3
3	Total	31	100

CHART NO: 4.1.12. UTILIZATION OF TRAINING SKILL AND KNOWLEDGE

12. Are you utilizing the training skill and knowledge acquired through training programme?

31 responses



INTERPRETATION

Chart No.4.1.12 shows the opinion of employee's utilization of training skill and knowledge on the job. As per the chart it is clear that out of the 31 respondents, 67.7% of the employees responded that they are utilizing the training and knowledge with the job they do. 32.3% responded negatively.

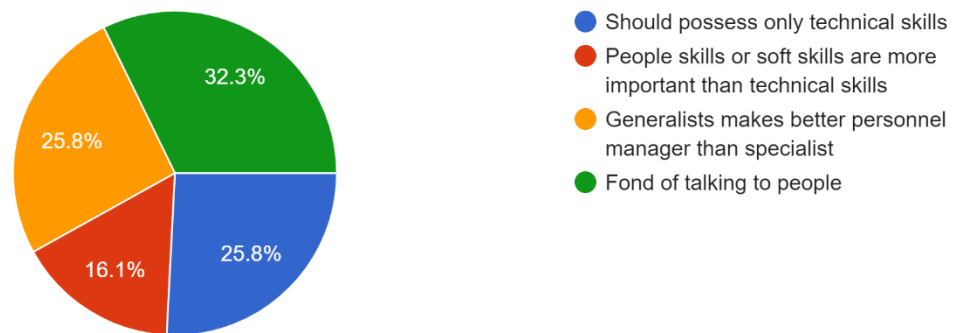
INFERENCE

Majority 67.7% of the employees responded that they are utilizing the skills and knowledge in the job.

CHART NO: 4.1.13 SKILLS A TRAINER SHOULD POSSESS

13. What are the skills that the trainer should possess to make the training sessions effective?

31 responses



INTERPRETATION

Chart No.4.1.13 shows the opinion of employees about the skills a Trainer should possess. As per chart out of the 31 respondents 32.3% of the respondents are fond of talking to people , 25.8% of the respondents agreed that Generalists makes better personnel manager than specialist, 25.8% chose that should possess only technical skills, 16.1% think that people skills or soft skills are more important than technical skills

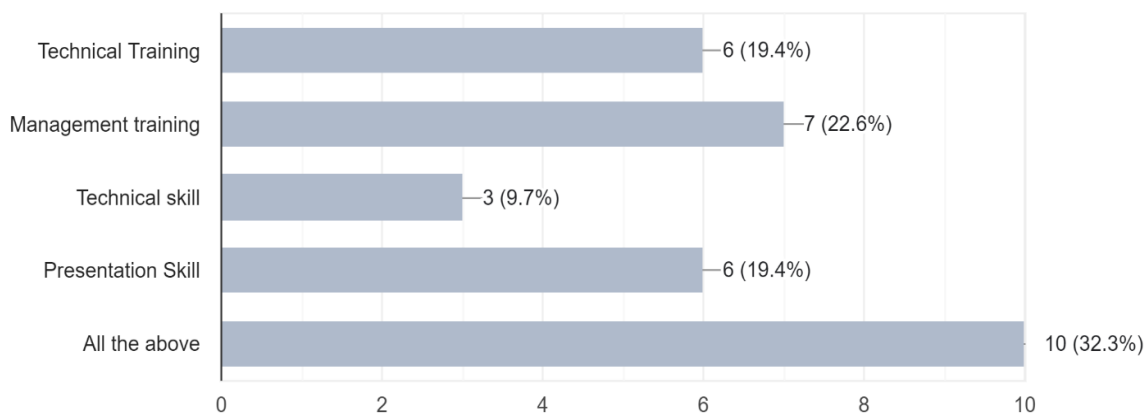
INFERENCE

Majority 32.3% of the respondents are fond of talking to people.

CHART NO:4.1.14 TRAINING FOR NEW RECRUITMENTS

14. What type of training is being provided for new recruitments in your organization?

31 responses



INTERPRETATION

Chart No.4.1.14 shows the opinion of employees about the training for new recruitments. As per chart it is clear that out of the 31 respondents, 32.3% of the respondents stated that all of the above new recruitment trainings are given. 22.6% agree that management training is provided. 19.4% of the respondents had chosen Presentation Skills. 19.4% of them responded that technical training. 9.7% of the respondents that technical skill is given.

INFERENCE

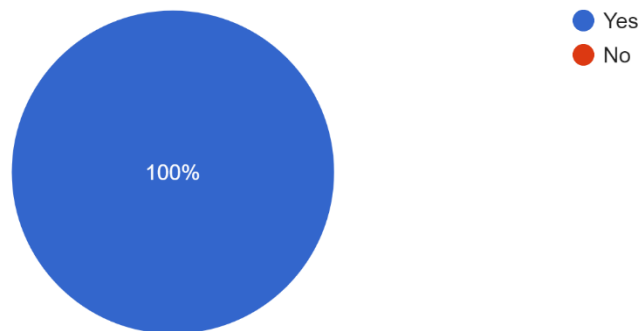
32.3% of the employees respondents stated that all of the above new recruitment trainings are given.

TABLE NO 4.1.7 INCREASE OF EFFICIENCY THROUGH TRAINING

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Yes	31	100
2	No	0	0
3	Total	31	100

CHART NO: 4.1.15: INCREASE OF EFFICIENCY THROUGH TRAINING

15. Do you think training and development programme increases the efficiency in employees?
31 responses



INTERPRETATION

Chart No.4.1.15 shows the opinion of employees about increase of efficiency through training . As per the chart out of the 31 respondents, 100% of the employees responded that increase of efficiency through training is seen

INFERENCE

All 100% of the employees agreed that they are see the increase of efficiency through training.

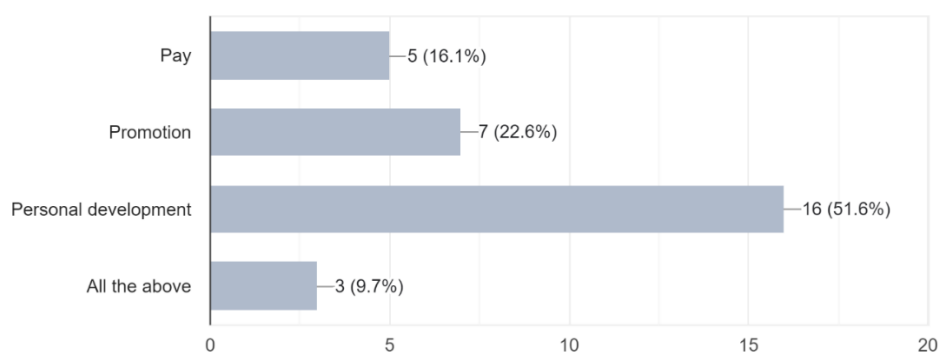
TABLE NO 4.1.8 ENHANCEMENT OF TRAINING IN EMPLOYEES

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Pay	5	16.1
2	Promotion	7	22.6
3	Personal development	16	51.6
4	All the above	3	9.7
5	Total	31	100

CHART NO: 4.1.16:ENHANCEMENT OF TRAINING IN EMPLOYEES

16. Is there any enhancement in you or as pay or promotion after each training programme?

31 responses



INTERPRETATION

Chart No.4.1.16 shows the opinion of employees about enhancement of training in employees in the organization. As per the table out of the 31 respondents, 51.6 % of the respondents strongly agreed that personal development is the key. 22.6% agreed that the company provides opportunity for promotion, 16.1% of the employees chose pay, 9.7% agreed on all of the above.

INFERENCE

Majority 51.6% of the respondents agreed that the company provides opportunity for personal development.

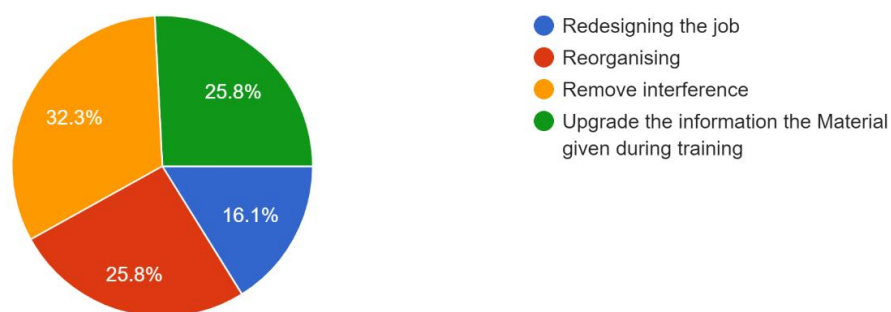
TABLE NO 4.1.9 IMPROVEMENT NEEDED IN TRAINING SESSION

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Redesigning the job	5	16.1
2	Reorganizing	8	25.8
3	Remove interference	10	32.3
4	Upgrade the information material for training	8	25.8
5	Total	31	100

CHART NO: 4.1.17 IMPROVEMENT NEEDED IN TRAINING SESSION

17. What are the conditions that have to be improved during the training sessions?

31 responses



INTERPRETATION

Chart No.4.1.17 shows the opinion of employees about the improvement needed in training session. As per the table out of the 31 respondents. 32.3% of the employees feel to remove interference, 25.8% have an opinion of reorganization. 25.8% feel to upgrade the information the material given during training and 16.1% feel that redesigning the job would need to improve.

INFERENCE

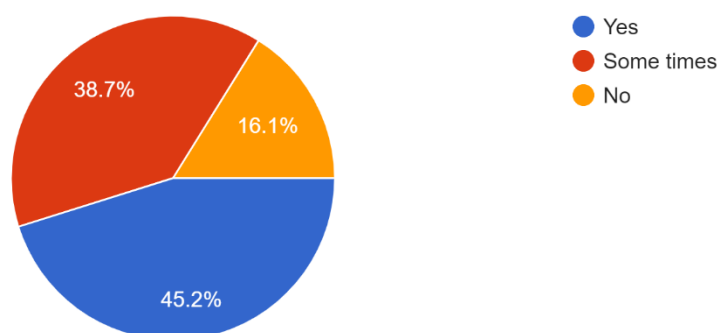
32.3% of employees' opinion is to remove interference.

TABLE NO 4.1.10 INCREASE OF EFFICIENCY THROUGH TRAINING

S.NO	PARTICULARS	NO.OF RESPONDANTS	% OF RESPONDANTS
1	Yes	14	45.2
2	Sometime	12	38.7
3	No	5	16.1
4	Total		100

CHART NO: 4.1.18 CAREER GROWTH WITH TRAINING PROGRAMS

18. Is your career growth based on various training programme you attended?
31 responses



INTERPRETATION

Chart No.4.1.18 shows the opinion of employees about the career growth with training program. As per chart out of the 31 respondents, 45.2% of the employees feels positive and responded yes, 38.7% have responded as some times, 16.1% feel negative and responded No.

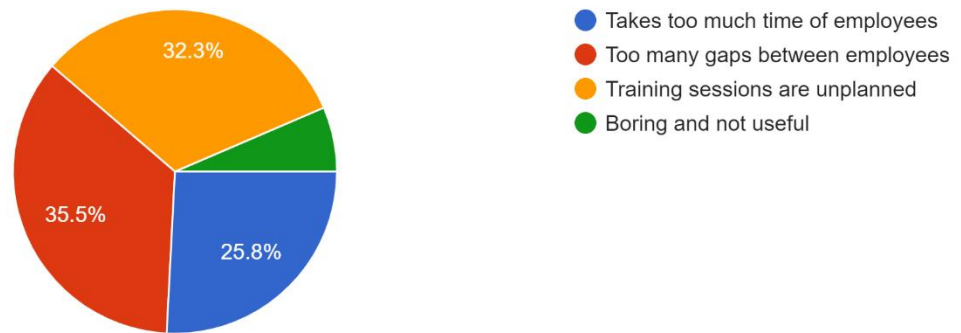
INFERENCE

45.2% of employees feels positive and responded Yes.

CHART NO: 4.1.19 COMPLAINTS ABOUT TRAINING SESSIONS

19. What are the general complaints about the training session?

31 responses



INTERPRETATION

Chart No.4.1.19 shows the opinion of employees about complaints about training session. As per the chart out of the 31 respondents, 35.5 % of the employees noticed that too many gaps between employees .32.3% feel that training sessions are unplanned ,25.8% of employees feel that it takes too much time of employees and the rest feel boring and not useful.

INFERENCE

Majority 35.5% of employees have an opinion that they noticed too many gaps between employees.

DATA INTERPRETATION

CORRELATION:

Correlation refers to the statistical relationship between two variables. It measures the degree to which two variables are related or how they co-vary. Correlation is often expressed as a correlation coefficient, which is a number between -1 and 1 that represents the strength and direction of the relationship between the variables.

A positive correlation means that as one variable increases, the other variable also tends to increase, while a negative correlation means that as one variable increases, the other variable tends to decrease. A correlation coefficient of 0 indicates no correlation between the variables.

TABLE NO 4.1 SHOWING THE RELATIONSHIP BETWEEN CAREER GROWTH AND UTILIZATION OF SKILLS

Correlations			
		career growth	utilization of skills
career growth	Pearson Correlation	1	0.276
	Sig. (2-tailed)		0.134
	N	31	31
utilization of skills	Pearson Correlation	0.276	1
	Sig. (2-tailed)	0.134	
	N	31	31

Hypothesis

Null hypothesis H0: There is no relationship between career growth and utilization of skills

Alternate hypothesis H1: There is a relationship between career growth and utilization of skills

INFERENCE

From the above table, it is clear that there is positive relationship between utilization of skills and career growth. It is weak and the significance level is insignificant.

4.3. INDEPENDENT T-TEST

The independent samples t-test is used to compare two sample means from *unrelated* groups. This means that there are different people providing scores for each group. The purpose of this test is to determine if the samples are different from each other.

When reporting the p-value, there are two ways to approach it. One is when the results are not significant. In that case, you want to report the p-value exactly: $p = .24$. The other is when the results are significant. In this case, you can report the p-value as being less than the level of significance: $p < .05$.

Unrelated groups, also called unpaired groups or independent groups, are groups in which the cases (e.g., participants) in each group are different. Often we are investigating differences in individuals, which means that when comparing two groups, an individual in one group cannot also be a member of the other group and vice versa.

TABLE NO 4.1 SHOWING THE DIFEERENCE BETWEEN EFFECTIVE TRAINING AND BENEFITS.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Overall Training and development benefits	Equal variance assumed	10.572	.001	-10.1	118	.000	-1.434	.14102	-1.71	-1.15508
	Equal variance not assumed			-9.885	96.19	.000	-1.434	.14510	-1.7225	-1.14633

Hypothesis

Null hypothesis H0: There is no difference between effective training and development and the benefits from it.

Alternate hypothesis H1: There is difference between effective training and development and the benefits from it.

INFERENCE

From the above table it is interpreted that the F value for Overall benefits is 10.572. Since the p value (0.001) for Overall benefits is less than 0.05, we accept the alternative hypothesis, H1. There is a significance between effective training and development and the benefits from it.

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 FINDINGS OF THE STUDY

- 100% of the employees are given training.
- 100% of the employees attend the training sessions.
- Most of the employees are given at least 4 times training.
- Majority 35.5% of employees have attended 2 training sessions in a year.
- All employees had agreed that organization provides training for improving their efficiency in work.
- Majority 96.8% of the respondents were satisfied with the information given in the training.
- 64.5% of the employees given both theoretical and practical training.

CORRELATION

- The relationship between the career growth and utilization of skills are correlated.

INDEPENDENT T-TEST

- There is a significance between effective training and development and the benefits from it.

5.2 SUGGESTION AND RECOMMENDATION

- The organization must upgrade the materials provided for the training session and also redesign the job .
- Create an on-going learning path for the employees to follow the training sessions throughout the year.
- Surveying the employees before and after the training sessions will help determine what methods worked and vice versa.
- Use more of on-the-job training to help your employees develop the skills they are interested in.
- Match learning experiences with the employee needs.
- To encourage a culture of learning during the training sessions, rewards or incentives can be offered.

5.3 CONCLUSION

Every organization needs to train and develop their employees through training programs for developing their employees skills and knowledge. Training programs help the employees to build their career and upgrade the skills of the employees.

In Rane NSK the employees in the plant are given training and all attend the training sessions. Most of the employees are satisfied with the training provided by the organization. Some feel there needs to be some benefits like rewards and incentives. The employees feel that the training motivates them for developing their knowledge and to apply in their work. Few employees feel the organization must include more on the job training programs.

Our findings convey that there is relationship between skill utilization and career growth which means if an employee utilizes his skills in his work, he can have a better career growth.

Training increases the efficiency and increase staff motivation, improve productivity and the quality of work. It helps the employees to have better understanding of the organization goals, process and procedures.

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ANNEXURE I- QUESTIONNAIRE

1. Is your organization conducting training programs frequently?
A. Yes B. No
2. Have you attended any training programs?
A. Yes B. No
3. How many training programmes are conducted in a year?
A. 2 B. 2 to 3 C. 3 to 4 D. more than 5
4. How many training sessions have you attended?
A. 2 B. 2 to 3 C. 3 to 4 D. more than 5
5. Do you feel the training session have helped you to improve your work efficiency?
A. Yes B. No
6. Are you satisfied with the information provided by the trainer during the training session?
A. Satisfied B. Not satisfied C. Average
7. Will the training session involve only theory concepts or even practical
A. Only theory B. Only practical C. Both theory and practical
8. Does your trainer clear your doubts regarding the topic?
A. Yes B. No
9. How does the organisation assess the impact of training?
A. Performance B. Feed back

10. How long will it take to implement the trained process?

- A. Less than 1 months B. 2-4months C. 1-2 Months D. More than 4 months

11. Which type of training is provided by Rane NSK to its employees?

- A. On the job B. Off the job C. Technical D. Non-technical

12. Are you utilizing the training skill and knowledge acquired through training programme?

- A. Yes B. No

13. What are the skills that the trainer should possess to make the training effective?

- A. Should possess only technical skills
- B. People skills or soft skills are more important than technical skills
- C. Generalists makes better personnel manager than specialist D. Fond of talking to people

14. What type of training is being imparted for new recruitments in your organization?

- A. Technical Training B. Management training C. Technical skill
- D. Presentation Skill

15. Do you think training and development programme increase the efficiency in employees?

- A. Yes
- B. No

16. Was there any enhancement in you, pay or promotion after each training programme?

A. Yes

B. No

17. What are the conditions that have to be improved during the training sessions?

A. Redesigning the job

B. Reorganising

C. Remove interference

D. Upgrade the information the Material given during training

18. Is your career growth based on various training programme you attended?

A. Yes

B. No

C. Some times

19. What are the general complaints about the training session?

A. Takes too much time of employees

B. Too many gaps between employees

C. Training sessions are unplanned

D. Boring and not useful

20. Give your suggestions to improve the training and development in the sector.

ANNEXURE II - RESEARCH ARTICLE

A STUDY ON TRAINING AND DEVELOPMENT IN AUTOMOBILE INDUSTRY WITH REFERENCE TO RANE NSK, CHENNAI

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ABSTRACT

Every organization needs to train and develop their employees through training programs for developing their employees skills and knowledge. Training programs help the employees to build their career and upgrade the skills of the employees.

In Rane NSK the employees in the plant are given training and all attend the training sessions. Most of the employees are satisfied with the training provided by the organization. Some feel there needs to be some benefits like rewards and incentives. The employees feel that the training motivates them for developing their knowledge and to apply in their work. Few employees feel the organization must include more on the job training programs.

Our findings convey that there is relationship between skill utilization and career growth which means if an employee utilizes his skills in his work, he can have a better career growth.

Training increases the efficiency and increase staff motivation, improve productivity and the quality of work. It helps the employees to have better understanding of the organization goals, process and procedures.

INTRODUCTION

To achieve its objectives a company needs a business strategy. It can choose between innovative prospector, quality enhancer or cost-defender strategy. According to that the firm has to apply an appropriate employment strategy. This can be the economic or the relational approach. The economic approach relies on hard skills whereas the relational approach focuses on behavioral skills. Depending on the employment strategy different ways of training and development come to mind for workers and managers. This report will explain the mentioned business strategies as well as the resulting employment strategies. Furthermore, means for training and development for non-managerial employees and for managers are explained. This report aims at giving recommendations for the automobile industry. Therefore, the successful automotive companies BMW, Daimler, Volkswagen, Chrysler and Toyota are examined according

to their training and development opportunities. Further, it will be proven that the automobile industry applies the innovative prospector strategy and has the possibilities to invest heavily in human resources. This report shows that beside traditional training and development measures, corporate universities and e- learning support the innovative prospector strategy. The size of automobile companies enables them to invest in these costly measures. In the end, they will be critically evaluated and finally recommended.

REVIEW OF LITERATURE

Facteau et al., (1995) checked whether trainees' general beliefs influenced training on pre-training motivation. 967 managers and supervisors completed a questionnaire that assessed 14 constructs. LISREL VII (Linear Structural Equation) indicated that the overall reputation of training, intrinsic and compliance incentives, organisational commitment and three social support variables (subordinate, supervisor and top management support) were predictive of pertaining motivation.

Goel O.P. (2000) states that 'Training and Development' efforts of organisations have positive impact on their performances. While each industry comprises of skilled, semi-skilled and unskilled employees, there seems to exist a possibility of bridging these gaps through informal, on-the-job training by skilled employees. Such training efforts, prima face, look to be economical both in terms of money and time required. Future research could endeavour to find out as to what extent informal training can help in bridging these skill gaps, thereby reducing the load on 'structured training efforts'.

Pagey (1981) in this study states that most organization allocate very little amount for the training program. One of the reasons that was identifies was the low return on investment. Also, in his study Pagey developed a rational and quantitative approach to measure the return on investment on training. According to him higher the return on investment on training more effective the training would be.

Webster and Martocchio (1995) conducted a field experiment of 143 employees and explored the effects of realistic versus optimistic computer training previews on trainee learning, satisfaction and post-training reactions. They argued that optimistic previews would result in enhanced outcomes during the training programme, while realistic previews would result in enhanced post-training reactions. The effects of relevant individual differences (i.e. cognitive playfulness and software efficacy beliefs) and mediating factors (i.e. attention to one's performance evaluation and flow) were also examined. The results showed some support for trainee.

OBJECTIVE OF THE STUDY

- a) Examining the effects of training and development on employees is the main goal of this study.
- b) Examine how well employees perform after receiving training and applying new abilities.
- c) To assess how employees are satisfied with the training and development.

NEED FOR THE STUDY

Investing in an employee's training and development is important for an organization's success in long term. In today's competitive environment training and development is very essential in an organization. They are critical for your employee's growth and efficiency.

A survey on training and development programs are important because it provides essential feedback on the effectiveness of the training provided. It also makes the managers aware of the gaps and areas for improvement. This helps in measuring the satisfaction and effectiveness of the training and development programs offered by the organization. Also helps in revealing the knowledge imparted to trainees.

SCOPE OF THE STUDY

This study will deepen the understanding of training and development programs in the organization. It will show how satisfied the employees are with these training programs. The outcome of this study can be used to evaluate the effectiveness and satisfaction of the employees with the training and development in the organization. These findings will allow managers to identify what needs to be done for providing better and more effective training programs. Organizations looking to conduct training and development programs in their organization will find the findings of this study helpful.

RESEARCH METHODOLOGY

It is essential for the conduct of data collection and analysis. The research design used in this study is explained in nature as it examines the existing conditions in the organization. Descriptive research is also called statistical research is used for the study. Convenience sampling is a type of nonprobability sampling method that is used. The statistical tools used for analysis are Simple percentage analysis method ,Chi square and Correlation.

DATA ANALYSIS AND INTERPRETATION

CORRELATION

Hypothesis

- **Null hypothesis H0:** There is no relationship between career growth and utilization of skills
- **Alternate hypothesis H1:** There is a relationship between career growth and utilization of skills.

Correlations			
		career growth	utilization of skills
career growth	Pearson Correlation	1	0.276
	Sig. (2-tailed)		0.134
	N	31	31
utilization of skills	Pearson Correlation	0.276	1
	Sig. (2-tailed)	0.134	
	N	31	31

Inference

From the above table, it is clear that there is positive relationship between utilization of skills and career growth. It is weak and the significance level is insignificant.

INDEPENDENT T-TEST

Hypothesis

- **Null hypothesis H0:** There is no difference between effective training and development and the benefits from it.
- **Alternate hypothesis H1:** There is difference between effective training and development and the benefits from it.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Overall Training and development benefits	Equal variance assumed	10.572	.001	-10.1	118	.000	-1.434	.14102	-1.71	-1.15508
	Equal variance not assumed			-9.885	96.19	.000	-1.434	.14510	-1.7225	-1.14633

Inference

From the above table it is interpreted that the F value for Overall benefits is 10.572. Since the p value (0.001) for Overall benefits is less than 0.05, we accept the alternative hypothesis, H1. There is a significance between effective training and development and the benefits from it.

SUGGESTION AND RECOMMENDATION

- The organization must upgrade the materials provided for the training session and also redesign the job .
- Create an on-going learning path for the employees to follow the training sessions throughout the year.
- Surveying the employees before and after the training sessions will help to determine what methods worked and vice versa.
- Use more of on-the-job training to help your employees develop the skills they are interested in.
- Match learning experiences with the employee needs.
- To encourage a culture of learning during the training sessions, rewards or incentives can be offered.

CONCLUSION

Every organization needs to train and develop their employees through training programs for developing their employees skills and knowledge. Training programs help the employees to build their career and upgrade the skills of the employees.

In Rane NSK the employees in the plant are given training and all attend the training sessions. Most of the employees are satisfied with the training provided by the organization. Some feel there needs to be some benefits like rewards and incentives. The employees feel that the training motivates them for developing their knowledge and to apply in their work. Few employees feel the organization must include more on the job training programs. Our findings convey that there is relationship between skill utilization and career growth which means if an employee utilizes his skills in his work, he can have a better career growth. Training increases the efficiency and increase staff motivation, improve productivity and the quality of work. It helps the employees to have better understanding of the organization goals, process and procedures.

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