

University of Mumbai



TRAINING AND DEVELOPMENT OF EMPLOYEES
IN TCS COMPANY

A project submitted to
University of Mumbai for partial completion of the degree of
Bachelor of Management studies
Under the faculty of commerce

By
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Under the guidance of
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CERTIFICATE

This is to certify that Ms./Mr. Nimisha Pareesh Kawale has worked and duly completed her/his Project work for the degree of **Bachelor of Management Studies** under the Faculty of Commerce & Management in the subject of Human Resources Management and her/his project is entitled "Training and development of employees in TCS company" under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University.

It is her/his own work and facts reported by her/his personal findings and investigations.

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I would like to acknowledge the following as being idealistic channel and fresh dimensions in the completion of this project.

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CHAPTER-01

INTRODUCTION

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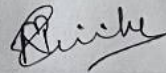
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DECLARATION BY LEARNER

I the undersigned **NIMISHA PARESH KAWLE** here by, declare that the work embodied in this project work titled, "**TRAINING AND DEVELOPMENT OF EMPLOYEES IN TCS COMPANY**", forms my own contribution to the research work carried out under the guidance of **ASST. PROF. TEJAS RISBOOD** is a result of my own research work and has not been previously submitted to any other university for any other degree/ diploma to this or any other university.

Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography.

I, here by further declare that all information of this document has been obtained and presented in accordance with academic rules and ethical conduct.



NIMISHA PARESH KAWLE

CERTIFIED BY



ASST. PROF. TEJAS RISBOOD

1.3 What is meant by Training and Development?

Employee Training and Development helps in updating employees' skills and knowledge for performing a Job which at the end results in increasing their work efficiency and increase the productivity of an organization. It ensures that Employees oddness or eccentricity is reduced and learning or behavioral change should take place in a very structured format. Training development or learning and development are official ongoing educational activities designed for goal fulfillment and enhance the performance of employees.

The activities linked with employee Training & Development is created to convey the employee to perform better in assigned job which also motivate employee to give his/her best so that at the time of performance appraisal employee can show the eligibility for promotion and salary increment. It refers as the skill and knowledge enhancing bustle which is a source of additional information as well as instruction required to improve the quality of performance. HR Training and Development are two different activities which goes hand-in-hand for the overall betterment of the employee. The short term and reactive process is training which is used for operational purpose while the long-term process of development is for executive purpose. The aim of training in HRM is to improvement of required skills in the employee whereas aim of development is to improve overall personality of the employee. Management takes the initiative of training to fill up the skill gap in the organization; the development initiative is generally taken with the objective of future succession planning.

1.2 The importance of human resource management.

The purpose of HRM practices is to manage the people within a workplace to achieve the organization's mission and reinforce the corporate culture. When people management is done effectively, HR managers can help recruit new employees who have the skills to further the company's goals. HR professionals also aid in the training and professional development of employees to meet the organization's objectives.

A company is only as good as its employees, making HRM a crucial part of maintaining or improving the health of the business. Additionally, HR managers monitor the state of the job market to help the organization stay competitive. This could include ensuring compensation and benefits are competitive, events are planned to keep employees from burning out and job roles are adapted based on the market.



1.1 What is human resource management (HRM)?

Human resource management (HRM) is the practice of recruiting, hiring, deploying and managing an organization's employees. HRM is often referred to simply as human resources (HR). A company or organization's HR department is usually responsible for creating, putting into effect and overseeing policies governing workers and the relationship of the organization with its employees. The term human resources was first used in the early 1900s, and then more widely in the 1960s, to describe the people who work for the organization, in aggregate.

HRM is employee management with an emphasis on employees as assets of the business. In this context, employees are sometimes referred to as *human capital*. As with other business assets, the goal is to make effective use of employees, reducing risk and maximizing return on investment.

The modern term human capital management is often used by large and midsize companies when discussing HR technology.

1.6 What are Benefits of Training and Development in HRM?

- Investing in staff training and development boosts work satisfaction and morale.
- Employee turnover is reduced.
- Inspires employees to work harder.
- Improves process efficiency, resulting in financial benefit.
- Aids in the adoption of new technology and processes.
- Increases strategy and product innovation

1. Improves morale of employees-

Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.

2. Less supervision-

A well-trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.

3. Fewer accidents-

Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes.

4. Chances of promotion-

Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization.

5. Increased productivity-

Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained

1.5 Objective of Training & Development.

1. One of the most effective methods to show your employees that you value them is to provide them with training. It demonstrates that you care as much about their well-being and development as they do about your company's. Employees that are well taken care of will never desire to work somewhere else.
2. Training can be used as a preventative measure to prepare people for expected and unforeseen changes and challenges. It only makes sense to keep our staff prepared in times like ours, when trends are always changing due to online innovation.
3. There is no better way to produce future leaders than to train the most talented individuals available. Employees will have a clear career path, resulting in lower attrition and discontent.
4. Employees are a significant and most important component of a company's assets, and caring for them entails caring for the firm as a whole. Therefore, any business organization that invests their time and money in its employees' education or Training & development can only succeed in achieving their business goals and advance further.

1.4 Meaning and definition of training and development in HRM.

➤ **Definition:**

Employee Training and Development in HRM is defined as a system used by an organization to improve the skills and performance of the employees. It is an educational tool which consists of information and instructions to make existing skills sharp, introduce new concepts and knowledge to improve the employee performance. An effective training & development initiative based on training needs analysis helps the company to enhance the skills of working manpower and improve productivity.

➤ **Meaning:**

A program of upgrading of employee's skills, knowledge and competencies is known as training. The job-related training is often provided to the employee to ensure they can well perform on the assigned tasks and contribute to the success of the organization. The development program on the other hand is often preparation to perform the future job. Human Resource Training Development provides a learning opportunity to the employee to increase their work capacities and get ready for the future challenges.

Training and development in HRM are two different activities which goes hand-in-hand for the overall betterment of the employee. The short term and reactive process is training which is used for operational purpose while the long-term process of development is for executive purpose. The aim of training & development is improvement of required skills in the employee whereas aim of development is to improve overall personality of the employee. Management takes the initiative to choose right training methods to fill up the skill gap in the organization; the development initiative is generally taken with the objective of future succession planning.

❖ **Training and Development Definition by the Eminent Authors**

Here below are the definitions given by the expert and eminent authors:

Armstrong "Training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. Development is improving individual performance in their present Roles and preparing them for greater responsibilities in the future".

Katz & Kahn "Training and development is described as a maintenance subsystem, intended to improve organizational efficiency by increasing routinization and predictability of be

then the skills required for the job is demonstrated by the trainer. Then a worker is allowed to perform the job as per his acquired skills or expertise, and then finally the workers are asked to give their feedback and ask for any query arising out of the training program.

5. Apprenticeship:

This type of training is generally given to the people in crafts, trade and technical fields that require a long-term learning before they actually gain the proficiency in their respective disciplines. This training is a blend of classroom and on-the-job training and is conducted under the close supervision. This can be extended up to 3 to 4 years as apprentices need to go through the learning process till they become an expert in their fields.

1.8.2 Off-the-Job Training

Definition:

The Off-the-Job Training is the training method wherein the workers/employees learn their job roles away from the actual work floor.

1. Special lectures:

This is also called as classroom training wherein the employees are given lectures about the job requirements and the necessary skills required for implementing the job. There is generally a classroom or a workshop wherein the complete job knowledge is given to the workers by the experts or specialists from the professional institutes. The main purpose of this training is to make the employees well informed about their job roles and discussing their queries arising out of the lectures.

2. Simulation:

Under this training, the trainee is required to learn the operations of machines and equipment, that are reasonably designed to look similar to those installed at the actual work floor. This is one of the most common method of training wherein the worker learns to operate tools and machinery that look alike to those, they would be using in the actual work environment.

3. Vestibule Training:

This type of training is specifically given to the technical staff, office staff and the employees who learn the operations of tools and equipment assembled at a place away from the actual work floor. This type of training is conducted to give the real feel to the trainees, that they would be experiencing at the actual plant

4. Case Studies:

Under this method, the trainees are given the situation or a problem in the form of a case study, and are required to solve it as per their learning from the training program.

1.8 Methods of Training -

Training is generally imparted in two ways:

1. On the job training -

On the job training methods are those which are given to the employees within the everyday working of a concern. It is a simple and cost-effective training method. The as well as semi-proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." Instances of such on-job training methods are job-rotation, coaching, temporary promotions, etc.

2. Off the job training-

Off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period.

1.8.1 On-the-Job Training

Definition:

The On-the-Job Training is a technique wherein the workers, i.e., operative staff, is given the direct instructions to perform their jobs on the actual work floor.

1. Coaching:

Under this method, the superior or an experienced staff gives instructions to the workers to perform a job. It is one-to-one training designed for the workers where they can find answers to their queries through the instructions and demonstrations given by the superior.

2. Mentoring:

This training is given to the managerial level people, wherein the senior or the manager gives instructions to the immediate subordinate to carry out the day-to-day functioning. It is again a one-to-one training method, where the manager is considered as a mentor to the subordinate and guides him in the situations of difficulty.

3. Job Rotation:

Under the job rotation, an employee is often shifted to the other related jobs, with the intention to make him well versed with other job backgrounds.

This helps him to escape the boredom caused by performing the same kind of work again and again and also helps in developing a rapport with other people in the organization.

4. Job Instructional Training:

Under this training, a trainer designs a step-by-step training program, wherein

1.7 Types of Training:

Introducing a new employee to the organization's environment comprising of a day-to-day functioning, products, services, rules and regulations are termed as Induction or orientation training. The purpose of such training is to reduce the nervousness of a new joinee, by making him accustom to the working environment. It is also called as an orientation training, which means giving a fair idea to the new employee about, what he is supposed to do in the organization.

□ Job Training:

This training is job specific and is given to the employee who has to perform that job. Under this training, the information about the machine, the process of production, methods to be used, the safety measures to be undertaken, etc. are explained. Through this training, the employee develops the confidence and the necessary skills, that enables him to perform his job effectively and efficiently.

□ Safety Training:

The safety training is given to the employees so as to minimize the number of accidents caused due to the handling of machines or other equipment. Under this training, the employees are given the safety instructions on the usage of machinery and the other dangerous devices.

□ Apprenticeship Training:

Under this training, the worker earns while learning. This training is generally given to the technical staff, craftsmen, plumber, etc. who are required to work under the superior for a relatively longer period, until he gains the expertise in that particular field.

□ Internship Training:

Under this type, the educational or vocational institutes have an arrangement with the industrial institutes to provide practical knowledge to its students. Sometimes the companies also offer the pre-placement offers to the trainees on the basis of their performance during their internship program.

□ Refresher Training or Retraining:

As the name implies, the retraining or refresher training is given to the old employees with the purpose of improving their efficiencies. They are introduced to the new methods and technologies that would result in the increased productivity and reduces the monotony in their daily work.

Coaching

When talking about various employee development methods and their benefits, we can't stress the importance of helping employees polish their skills through coaching. This method of skills development typically involves senior staffers working one-on-one with less experienced individuals.

Mentoring

This method involves senior leaders/management taking junior staff under their wing to help develop important skills that the mentored individual might lack. The more formal mentoring programs are typically used for senior executive/leadership roles, while less formal structures might be implemented amongst junior management as well.

On-the-job training

Employees who have attended some basic training on a technical skill (whether it be in operating a new machine, or learning new financial analysis methods) will often find on-the-job training a great method to hone those skills. This is basically learning by doing, which is typically done right after the training.

Simulations

These are becoming very popular due to both how engaging and effective they have become.

In its simplest form, a simulation could be role-playing a customer service interaction, for example, learning how to diffuse an irate and confrontational client in person, or responding to an emergency situation such as mock first aid scenarios.

1.12 Types of Employee Development

The emphasis of Employee development is on formal education, job experiences, assessment centers, and mentoring and coaching programs. All of the aforementioned programs are focused on developing competencies directly related to future contribution to an organization as they are future oriented, The aim of the learning initiative shall be on the employee's current position plus on the preparation of employees for future roles.

1. Formal Education

University Degree programs or "Corporate Universities" form the Formal education learning function. It involves lectures by business experts/senior executives in the organization or from outside the organization.

2. Job Experiences

Job Experiences are made up of working through problems, decision making, interpersonal relationships, and task management. Job Experiences aid in development through facing new tasks and challenges. this is done through stretch the current level of skills, through forcing oneself to learn and develop

for the training. Motorola and IBM for example, conduct surveys every year keeping in view the short term and long-term goals of the organisation.

2. Job Analysis

The job analysis of the needs assessment survey aims at understanding the 'what' of the training development stage. The kind of intervention needed is what is decided upon in the job analysis. It is an objective assessment of the job wherein both the worker-oriented approach as well as the task-oriented approach is taken into consideration. The worker approach identifies key behaviours and ASK for a certain job and the task-oriented approach identifies the activities to be performed in a certain job. The former is useful in deciding the intervention and the latter in content development and program evaluation.

3. Individual Analysis

As evident from the name itself, the individual analysis is concerned with who in the organisation needs the training and in which particular area. Here performance is taken out from the performance appraisal data and the same is compared with the expected level or standard of performance. The individual analysis is also conducted through questionnaires, 360 feedback, personal interviews etc. Likewise, many organization use competency ratings to rate their managers; these ratings may come from their subordinates, customers, peers, bosses etc. Apart from the above mentioned organisations also make use of attitude surveys, critical Incidents and Assessment surveys to understand training needs which will be discussed in detail in other articles.

1.11 Employee Development Methods

Training

This method includes developing employee skills through a combination of lectures, hands-on-exercises, videos, podcasts, simulations, and individual/group-based assignments. It includes both formal (classroom-based, instructor-led, eLearning courses) and informal (watching YouTube videos, reviewing educational blogs and posts on peer-group forums like LinkedIn or chat rooms, self-study) approaches to skills development.

Task/job rotations

Employees could volunteer to rotate roles with colleagues on a shift/team, to put some of those new skills into practice.

Employers can also encourage job rotation as a method for employees, who have indicated their desire to get practical experience, to develop some additional skills.

The goal is to rotate the tasks and roles to learn something new or have a chance to practice what has been learned.

5. **Role playing:**

This type of training is essential in case of customer services. Under this, the trainees assume roles and enact as per the given situations. It is also called as socio-drama or psycho-drama, wherein the employees act as if, they are facing the situation and have to solve it spontaneously without any guidance.

6. **Management Games**

Under this method, the trainees are divided into groups and then they are presented with the simulated marketplace or the situations, wherein they are required to apply their learning and solve the problems accordingly.

1.9 Steps in Employee Training Program:

1. **Identifying the training needs-**

The training needs of each employee should be identified. Programmes should be developed that are best suited to their needs.

2. **Prepare the trainer-**

The trainer must do his home-work well. He should know both what to teach and how to teach. Time management is required by the trainer. Training should be delivered in such a manner that the trainee should not lose the interest in the job.

3. **Prepare the trainee-**

The trainee should remain active during training. He should know that why is he being trained. He should put across the trainer questions and doubts. The trainee should be put at ease during the training programme.

4. **Explain and demonstrate the operations-**

The trainer should explain the logical sequence of the job. The trainee should perform the job systematically and explain the complete job he is performing. His mistakes should be rectified and the complex step should be done for him once. When the trainee demonstrates that he can do the job in right manner, he is left to himself. Through repetitive practices, the trainee acquires more skill.

5. **Follow up and feedback-**

The trainee should be given feedback on how well he performed the job. He should be asked to give a feed-back on the effectiveness of training programme.

1.10 Training Needs Analysis

Training needs analysis is a systematic process of understanding training requirements.

It is conducted at three stages -

1. at the level of organisation,
2. at the level of individual, and
3. at the level of job,

1. Organisational Analysis

The organisational analysis is aimed at short listing the focus areas for training within the organisation and the factors that may affect the same. Organisational inventories, processes, performance data are all

1.15 Four best practices for effective employee development

- **Specify your goals**

When embarking on a new adventure, it's always good to have a plan. Implementing an employee development program is no different. Before you start outlining your employee development program, think about what kind of results you want to see in the long run.

- **Listen to your employees**

Employee development is a two-way street. If you want the plan to engage your employees, you'll have to listen to their needs.

We won't get into the nitty gritty of adult learning theory here, but suffice it to say – your employees are adults. And if there's one thing adults hate, it's spending their time on activities they don't find engaging and enriching.

- **Personalize your employee development plans**

Personalized employee development plans have a much higher chance of success than generic training content. It makes sense because every employee is an individual with their own ideas and needs.

If you just implement a selection of generic online courses, the odds are your team members won't connect with the material very well. Any training program that fails to engage will also fail to change behaviors and impart new skills. It's money down the drain.

- **Use a powerful Learning Management System (LMS)**

Once upon a time, all employee training had to be in person. This meant finding venues, taking time off work, and paying instructors.

These days, if you choose to use a powerful , you can say goodbye to all those headaches (and extra costs).

1.16 What are employee development programs ?

Employee development is the process of improving employees' competencies and skills or helping them develop newer ones to support the organization's programs designed to help

1.14 7 Key employee development areas

Flexibility

Because today's business environment is so dynamic, employees must develop skills to help them adapt to ever-changing work-related situations. In a rapidly changing business world, employees that are highly flexible in their responses to changing situations are a prized asset.

Communication skills

An organization is nothing without clear and concise communication. In its absence, employees are working and reworking problems, in a bubble, with **NO** shared knowledge, insights, or diversity.

Bonus: Conflict Resolution, Tactfulness, Work ethic

When working in a team, one needs to be diplomatic and tactful, to not "ruffle any feathers." At the same time, doing what's morally right, and taking on ethical positions in the workplace can generate conflict. It takes skill to navigate these three – sometimes conflicting – domains.

Leadership Skills

Leadership styles are diverse but to lead effectively there are a few key skills that are common amongst good leaders. Leadership skills are highly valued by employers; effective leaders can motivate and help others succeed within an organization.

Organizational Skills

Balancing a multitude of tasks effectively and efficiently requires a specific set of skills:

Prioritization

Time management

Multi-tasking

Managing appointments

Creativity Skills

Innovation is often the result of inspiring greater creativity. By developing a culture in which employees are encouraged to share ideas, a creative and innovative workplace can be fostered.

Bonus: Stress Management

A critical skill that companies can foster is stress management. The benefits of creating a less stressful work environment are universally beneficial to both the employer and employee.

3. Assessment

The process of Assessment involves collecting information and providing feedback about performance, skills, and behaviors on the job. This needs to be a constant process where by support is also provided on how to develop the skills required and how to rectify the current anomalies. Methods that are used for assessment include instruments/Questionnaires, other forms include personality assessments, psychological tests, and leaderless group discussions.

4. Mentoring and Coaching Programs

In order to develop employees an effective tool is Mentoring, either one-on-one or with a group, it has been a potent way to develop employees. In mentoring an experienced senior employee who works one-on-one with a less experienced employee. It is important that for the mentoring process to be effective it has to be based on shared interests, values, or similar personalities. On the other hand Coaching involves a manager or peer who works with an employee to develop skills and provide feedback. Coaching works in a way where coach works one-on-one with employees, by provision of information and resources, that aids in employee learning on there own.

1.13. What is an Employee Development Strategy?

This strategy typically includes a variety of initiatives, such as training programs, coaching, mentoring, and job rotations, to help employees grow professionally and meet the organization's needs.

A well-designed employee development strategy has several benefits for organizations:

1. Improved performance:

By investing in employee development, organizations can improve the performance of their employees and the overall organization.

2. Increased employee engagement and satisfaction:

Employees who feel that their careers are growing and that the organization supports them are more likely to be engaged and satisfied with their jobs.

3. Enhanced talent retention:

A robust employee development strategy can help retain valuable employees who may otherwise leave for better opportunities.

4. Better alignment with business goals:

By providing employees with the skills and knowledge to succeed, organizations can ensure that their workforce is aligned with their business goals.

5. Competitive Advantage:

Investing in employee development helps to build a highly skilled and motivated workforce, giving an organization a competitive advantage in the

TCS' proactive stance on climate change and award-winning work with communities across the world have earned it a place in leading sustainability indices such as the MSCI Global Sustainability Index and the FTSE4 Good Emerging Index.

Achievements:

- TCS was ranked at top for the customer satisfaction index in the United Kingdom.
- TCS also won Gold Shield award for excellence in financial reporting from the Institute of Chartered Accountants of India (ICAI) in 2012.
- TCS was also the winner of the 'Recruiting and Staffing Industry Leader of the Year' and "Best Employer Brand" awards at the World HRD Congress' annual meet in 2012.
- TCS was ranked the number one IT service provider for the Manufacturing in Europe, Middle East and Africa (EMEA) by International Data Corporation in 2014.
- Mr. Sagib Hamdani, CEO, TCS PVT Ltd. received the "SUPER BRANDS AWARD OF PAKISTAN 2008-09"
- TCS has won the Brands Icon Award in 2008.

to keep valuable company knowledge and tenure in-house, reducing turnover, saving on hiring costs, and thus, maximizing your profits.

1.17 Introduction About Company (Tata Consultancy Services).

A part of the Tata group, India's largest multinational business group, TCS has over 614,000 of the world's best trained consultants in 55 countries. The company generated consolidated revenues of US \$27.9 billion in the fiscal year ended March 31, 2023 and is listed on the BSE and the NSE in India.

Tata Consulting Services Ltd. was founded in 1968 by a division of Tata Sons Limited. Tata Consultancy Services Limited (TCS) is the famous Indian Information technology (IT) services, consulting and business Solutions Company headquartered in Mumbai. TCS operates in 46 countries throughout the world. TCS is the largest Indian company by market capital and is the biggest India-based IT services company. TCS is now placed among the "Big 4" most valuable IT services brands worldwide. In 2013, TCS is ranked 40th overall in the Forbes World's Most Innovative Companies ranking, making it both the highest-ranked IT services company and the top Indian company. TCS works on the ideology that Effective Change Management is...a practice where art, science, and craft meet.

Tata Consultancy Services Ltd (TCS), a subsidiary of Tata Sons Pvt Ltd, is a provider of information technology (IT) services. The company offers IT infrastructure services, engineering, and industrial services, business intelligence, business process outsourcing, and consulting services, cloud services, quality engineering, block chain, enterprise solutions, and IoT. It also offers business solutions to various industries, including banking, financial services, communication, media, technology, insurance, life sciences and healthcare, retail, manufacturing, information services, Hi-Tech, education, energy and utilities, and hospitality. Its software products comprise TCS BaNCS, Ignio, TAP, TCS iON, TCS TwinX, TCS Optumera, TCS OmniStore, TCS ADD, TCS HOBBS, Quartz, Jile, and TCS MasterCraft. The company has operations across Latin America, North America, Europe, Asia-Pacific, the Middle East, and Africa. TCS is headquartered in Mumbai, Maharashtra, India. Tata Consultancy Services is an IT services, consulting and business solutions organization that has been partnering with many of the world's largest businesses in their transformation journeys for over 55 years.

Its consulting-led, cognitive powered, portfolio of business, technology and engineering services and solutions is delivered through its unique Location Independent Agile delivery model, recognized as a benchmark of excellence in software development.

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* **IMPROVED EMPLOYEE PERFORMANCE**

It goes without saying that you hired the people that work for you because they are capable of doing their job well, but that does not mean that there is no room for improvement. Employee development programs can offer insight into employees' strengths and weaknesses and help bridge the gaps to maximize performance. Furthermore, if your employees are up to speed on the latest skills and technologies, it makes them better at their jobs, thus giving the company a competitive edge

* **INCREASED JOB SATISFACTION & MORALE**

Employees tend to be happier if they feel equipped to perform well at work. Employee development programs give employees the tools that they need to not only succeed at their jobs, but some programs can also help them prepare for a future within the company. Furthermore, by offering employee development programs, you are investing in the betterment of your employees. This makes them feel like a valued member of the team, which in turn increases job satisfaction and boosts morale.

* **EMPLOYEE RETENTION**

This point is closely related to the previous one for obvious reasons: satisfied employees do not resign. One of the employers' biggest concerns over the past few years has been the fact that millennials and Gen Z employees seem to be leading what some are referring to as "the great resignation." According to a recent study by the Randstad Work monitor report, Gen Z and millennial employees are seeking fulfilling careers. A big part of that is having opportunities for self-improvement and professional development. 60% of the participants in the study expressed interest in workshops and further education that would allow them to earn more money, and 40% wanted to learn how to advance their careers. This same study also found that these two generations of workers aren't paying lip service to work/life balance or personal fulfillment. Many reported that they would rather be unemployed than unsatisfied at work

* **ATTRACTING TALENT**

As mentioned earlier, professional development is high on the list of priorities for many employees. This means that when you are hiring for specialized roles or positions requiring top applicants, good employee development programs will give you a competitive edge. Employees are more likely to work with a company that is willing to invest in them and their growth, and that is precisely what employee development programs do.

* **LOWERED COSTS**

One of the reasons why companies are often hesitant to implement employee development programs is that they feel that it may be too expensive, but the truth is that these programs actually save the company money in the long run. Under skilled employees can cost businesses tons of money every year. Adequate training and development programs can protect the company from liabilities from employee mistakes and inefficient workflows, which are vast liabilities for successful companies. Furthermore, employee

Introduction :-

Research methodology is a way of explaining how a researcher intends to carry out their research. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. It encompasses what data they're going to collect and where from, as well as how it's being collected and analyzed.

A research methodology gives research legitimacy and provides scientifically sound findings. It also provides a detailed plan that helps to keep researchers on track, making the process smooth, effective and manageable. A researcher's methodology allows the reader to understand the approach and methods used to reach conclusions.

Having a sound research methodology in place provides the following benefits:

- Other researchers who want to replicate the research have enough information to do so.
- Researchers who receive criticism can refer to the methodology and explain their approach.
- It can help provide researchers with a specific plan to follow throughout their research.
- The methodology design process helps researchers select the correct methods for the objectives.
- It allows researchers to document what they intend to achieve with the research from the outset.

Scientific research relies on the application of the scientific method, a harnessing of curiosity. This research provides scientific information and theories for the explanation of the nature and the properties of the world around us. It makes practical applications possible. Historical research is embodied in the historical method. Scientific research can be subdivided into different classification according to their academic and application discipline.

CHAPTER – 02

RESEARCH METHODOLOGY

Training and development programs at TCS:

+ Training Method:

- **Initial Learning program (For freshers):** In TCS there is an Initial training program 3 Months at their main training centers that is induction
- **Continuous learning program-** It enables employees to enhance their skills and knowledge at their own pace through a personalized development design.
- **Leadership development program-**It is built around 6 factors vital to the success of managers: Influence, communication, thinking and acting systematically, self-awareness, resiliency and learning agility.

Foreign language Initiative

Workplace learning

E- Learning programs: It has started its e- Learning programs in 2009, every year, more than 4000 Tata managers and leaders go through the training programs. It provides 44 different programmes for Tata employees; it includes live e-classroom, live video broadcast and self-paced e-learning program. Training cost: TCS recruitment and training costs rose 19% to Rs 360.9 crore from a year ago, its annual report showed. That number excludes the cost of the technology TCS builds to train employees and the cost of the time spent in training. TCS also said that on average its employees spent 10.3 days on training during a year. The training cost is expected to rise in future as TCS continues with its goal of training 100,000 employees.

➤ **Observations:-**

Observation involves collecting data by directly watching and analyzing a phenomenon or behaviour in its natural setting. This method can provide rich, contextual insights. Observations can be a participant (where the observer is part of the observed group) or a non-participant (where the observer remains separate).

Example: A retail company observes customer behaviours and movements to optimize store layout and product placements.

➤ **Experiments:-**

Experiments involve manipulating one or more variables to observe the effect on another variable. This method is commonly used in scientific research to establish causal relationships between variables. Experiments can be conducted in controlled environments (laboratories) or natural settings (field experiments).

Example: A pharmaceutical company conducting clinical trials to test the efficacy of a new drug.

➤ **Focus Groups:-**

Focus groups involve gathering diverse people to discuss a specific topic or issue. This method allows for relatively quickly collecting a wide range of opinions and perspectives. It is often used in market research to explore consumer opinions and perceptions.

Example: A tech company organizing a focus group to discuss user experiences and potential improvements for a mobile application.

➤ **Case Studies:-**

Case studies involve an in-depth investigation of a single entity (individual, group, or organization) over a specified time period. This method allows for a comprehensive exploration of complex phenomena, integrating various data collection methods such as interviews, observations, and document analysis.

Example: A researcher conducting a case study on a successful startup to understand the factors.

❖ **Secondary data :-**

Secondary research, also known as desk research, is a research method that involves compiling existing data sourced from a variety of channels. This includes internal sources (e.g. in-house research) or, more commonly, external sources (such as government statistics, organisational bodies, and the internet). Secondary research comes in several formats, such as published

Method of Data collection :-

Primary data

Secondary data

❖ Primary data :-

Primary data refers to original data collected directly from its source for a specific research or analysis purpose. This information has not been previously gathered, processed, or interpreted by anyone else. It is the data that researchers or analysts collect firsthand. Primary data collection methods include surveys, interviews, experiments, observations, or direct measurements. Primary data is often contrasted with secondary data, which others have already collected and analysed for a different purpose. Primary data is valuable because it can be tailored to address specific research questions or objectives and is typically more reliable and relevant for the study. For example, if a company conducts a customer satisfaction survey to gather customer feedback, the responses it collects from the survey would be considered primary data. The company gathers this data directly for its own use and analysis.

➤ Method of primary data :-

➤ Surveys and Questionnaires :-

Surveys and questionnaires are structured tools for gathering information from a predefined group. These can include various question types, such as open-ended, closed-ended, or multiple-choice questions. The data collected is often quantitative and can be analyzed statistically. Surveys can be administered through various mediums, including online platforms, telephone, or face-to-face interactions.

Example: A market research company conducting an online survey to understand consumer preferences regarding a new product line.

➤ Interviews:-

Interviews involve a one-on-one interaction between the researcher and the respondent. This method allows in-depth exploration of the respondent's perspectives, feelings, and experiences. Interviews can be structured, semi-structured, or unstructured, offering varying degrees of flexibility regarding the questions.

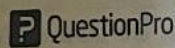
Example: A researcher conducting face-to-face interviews with industry experts to gather qualitative data for a case study.

Research design :-

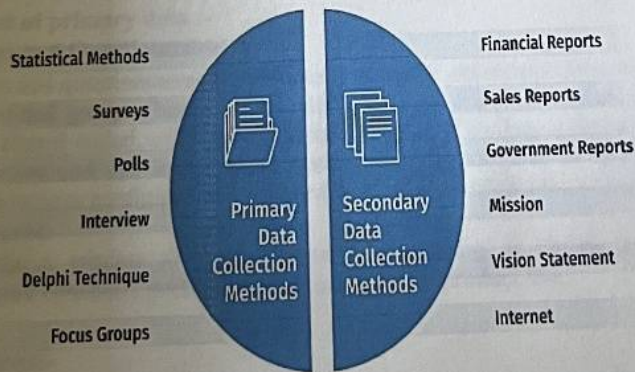
Research design refers to the overall strategy utilised to carry out the research process that defines a clearly defined as well as logical plan to tackle established research question (s) through the collection, interpretation, analysis as well as the discussion of a particular data. it's the purely and simply the framework plan for study that guides the collections and analysis of the data. In this study the researcher has adopted descriptive research design.

DATA COLLECTION :-

Data collection methods are techniques and procedures used to gather information for research purposes. These methods can range from simple self-reported surveys to more complex experiments and can involve either quantitative or qualitative approaches to data gathering. Some common data collection methods include surveys, interviews, observations, focus groups, experiments, and secondary data analysis. The data collected through these methods can then be analyzed and used to support or refute research hypotheses and draw conclusions about the study's subject matter.



DATA COLLECTION



The following are the scope of the training and development :-

- The trainee must want to learn. His motivation to improve his job performance or to learn new skills must be high.
- There should be some reward at the conclusion of training. Viz ; promotion or better job.
- Trainer should ask trainee as to whether he is learning his job correctly. This is known as feedback.
- The material to be learned should be developed in stages.
- When trainee gives correct response he has learned the job.

Limitations:-

- The time is spent more on gathering data, whereas secondary information may be inaccurate or inadequate.
- Problems of biased information.
- The research is limited to Tata Consultancy Private Limited.

5. Commercial Information Sources

Local newspapers, journals, magazines, radio and TV stations are a great source to obtain data for secondary research. These commercial information sources have first-hand information on economic developments, political agenda, market research, demographic segmentation and similar subjects. Businesses or organizations can request to obtain data that is most relevant to their study. Businesses not only have the opportunity to identify their prospective clients but can also know about the avenues to promote their products or services through these sources as they have a wider reach.

• Aim of the study :-

- To study the process of training and development in tata consultancy.
- To know how the training is given to employee in the organization.
- To know how the employee is developing them after getting proper training.

• Objectives :-

- To study the importance of the training.
- To study different methods of training.
- To study the factors affecting the training.
- To study the training and development and development process in global aspect using IT.

Scope of the training and development:-

The scope of training and development is to enhance the employees skills and competencies through training and development process. The scope of training depends upon the categories of employees to be trained. These initiatives help employees acquire new knowledge and improve their performance.

libraries, and museums. The information is usually free or available at a limited access cost and gathered using surveys, telephone interviews, observation, face-to-face interviews, and more. When using secondary research, researchers collect, verify, analyse and incorporate it to help them confirm research goals for the research period. As well as the above, it can be used to review previous research into an area of interest. Researchers can look for patterns across data spanning several years and identify trends or use it to verify early hypothesis statements and establish whether it's worth continuing research into a prospective area.

❖ **Method of secondary data :-**

1. Data Available on The Internet

One of the most popular ways to collect secondary data is the internet. Data is readily available on the internet and can be downloaded at the click of a button. Data available helps to various data and information at one click.

2. Government and Non-Government Agencies

Data for secondary research can also be collected from some government and non-government agencies. For example, US Government Printing Office, US Census Bureau, and Small Business Development Centers have valuable and relevant data that businesses or organizations can use. There is a certain cost applicable to download or use data available with these agencies. Data obtained from these agencies are authentic and trustworthy.

3. Public Libraries

Public libraries are another good source to search for data for this research. Public libraries have copies of important research that were conducted earlier. They are a storehouse of important information and documents from which information can be extracted. The services provided in these public libraries vary from one library to another. More often, libraries have a huge collection of government publications with market statistics, large collection of business directories and newsletters.

4. Educational Institutions

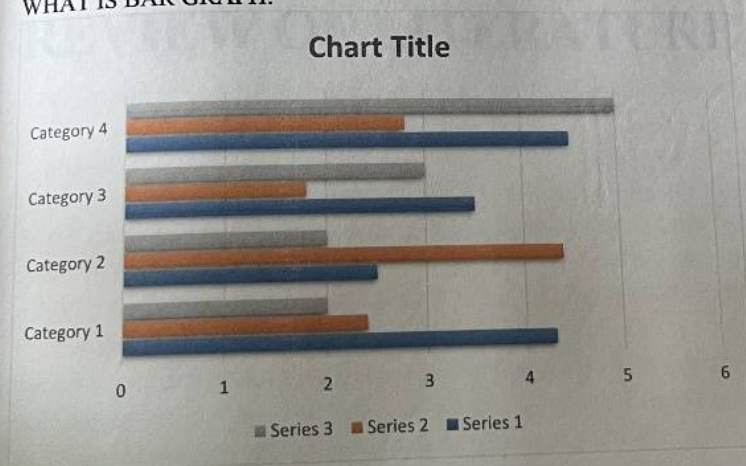
Importance of collecting data from educational institutions for secondary research is often overlooked. However, more research is conducted in colleges and universities than any other business sector. The data that is collected by universities is mainly for primary research. However, businesses or organizations can approach educational institutions and request for data from them.

CHAPTER – 03
REVIEW OF LITERATURE

Country	1988	2000	2030
Canada	16%	21%	26%
Germany	20%	25%	30%
UK	14%	15%	20%

- Certain considerations follow from this simplified description:
- The term row has several common synonyms (e.g., record, k-tuple, n-tuple, vector);
- the term column has several common synonyms (e.g., field, parameter, property, attribute, stanchion).
- a column is usually identified by a name;
- a column name can consist of a word, phrase or a numerical index;
- the intersection of a row and a column is called a cell.

WHAT IS BAR GRAPH:



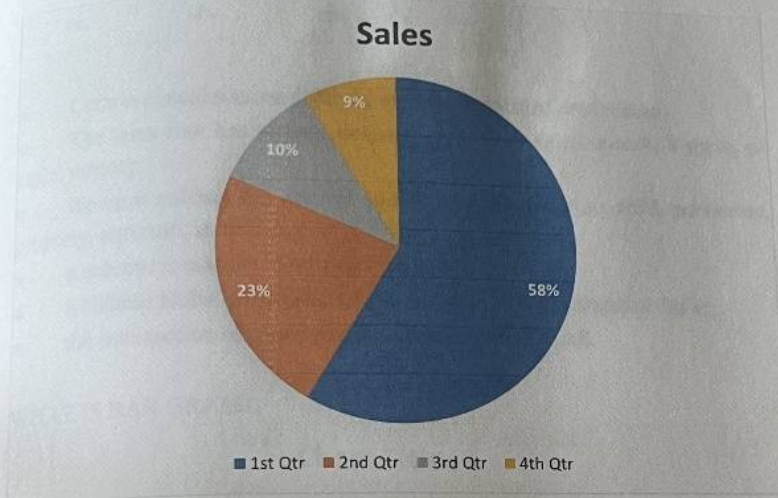
A bar chart or bar graph is a chart or graph that presents categorical data with rectangular bars with heights or lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally. A vertical bar chart is sometimes called a column chart.

A bar graph shows comparisons among discrete categories. One axis of the chart shows the specific categories being compared, and the other axis represents a measured value. Some bar graphs present bars clustered in groups of more than one, showing the values of more than one measured variable.

TOOLS AND TECHNIQUES TO BE USED :

In this research tools and techniques to be used are pie chart , bargraph and table chart.

What is pie chart ?



A pie chart is a type of chart that uses slices to represent different categories or proportions of a whole. It's a visual way to show data. Pie charts are very widely used in the business world and the mass media. However, they have been criticized, and many experts recommend avoiding them, as research has shown it is difficult to compare different sections of a given pie chart, or to compare data across different pie charts. Pie charts can be replaced in most cases by other plots such as the bar chart, box plot, dot plot, etc. Pie charts are great for showing how parts of a whole relate to each other. The entire pie represents 100% of the data, and each slice represents a specific category or proportion. The size of each slice corresponds to the proportion it represents.

WHAT IS TABLE CHART :

A table is an arrangement of information or data, typically in rows and columns, or possibly in a more complex structure. Tables are widely used in communication, research, and data analysis. Tables appear in print media, handwritten notes, computer software, architectural ornamentation, traffic signs, and many other places. The precise conventions and terminology for describing tables vary depending on the context. Further, tables differ significantly in variety, structure, flexibility, notation, representation and use. Information or

process where the evaluation would start in the pre-training stage continued in the training stage and would end with post-training.

Coffman (1990) in his research pointed out that a process manager will be able to understand the changes on an employee through training impact assessment. This also can be considered as a road map to eliminate uncertainties. The problems with IT industries are that the executives and managers have limited time to do this process and hence the assessment can't be done in a structured way.

Sackett et al., (1993) states that the text book treatment of training evaluation only focuses on formal design as a mechanism for controlling threats and assumes the training intervention would produce the changes observed.

Garavagalla (1993) says that the HR department has to allocate proper plans and budget to ensure the proper training. This study also states that the effectiveness of the training can be measured by a comparative study on a group of individuals who has not received any training. This study proposed the use of experimental and control group.

Webster and Martocchio (1993) in his study tried to link the task labelling and age of the employees. He in fact divided the entire training programme as play and work. In his paper he states that the young employees took the play programme much better than the old ones and no significant difference was observed for the training programme labelled work. This has led light to the attitudinal difference of people and the change of attitude with age.

Ahrens and Sankar (1993) this research defines about the two tutors who industrialized a technique to impart these skills to end users. Empirical comparison of the tutors verified the teaching value of the facilitators. The study could point out certain gaps between skills required and skills learned by end users to be eligible to take up the training programme.

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.

Thornhill (1994) in his study reveals the various difficulties of evaluating training and suggests what is required to make it more effective. He also discusses the reasons for the absence of, or ineffective practice of evaluation and

REVIEW OF LITERATURE.

Beydoun, Abdul Rahman and Saleh, Rima F. (2023) This study reviews the existing literature in training and development, which considered as essential practices in Human Resource Management (HRM); moreover, they constitute a necessary investment and a significant component of the organizations' budgets. Training and development help organizations to accomplish competitive advantage, they are a must to go along with innovation and global issues, and most importantly, they work constantly as the organization is performing. This literature review focuses on the current knowledge about the determining factor and the importance of training and development in HR management in specific and in organizations in general. Furthermore, this paper aims to review the literature about existing knowledge and relevant theories about training and development and their relationship with competitive advantages, innovation, and organizations' performance. It will add to the existing literature since it is a review based on evidence from previous literature reviews and studies related to this topic and suggests further future studies.

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.

Viramani B.R (1984) in his articles pointed out the importance of evaluating and measuring management training and development. In spite of the growing need there is a lack of systematic approach on the evaluation done. The study gives importance on the qualitative and quantitative approach for the evaluation based on the knowledge, skills and attitude. It also highlighted the identification of those factors that might influence learning.

Mc Evoy and Buller (1990) in their research identified five levels of issues in the training evaluation. The extent to which the training programme is an attempt to improve work performance, also pointed out those training programmes was not intended to improve performance in the traditional sense. It was also noted that the outcome of the programme was done by a structured measurement of performance after the programme. They also pointed out the limitation of the self-rating.

Bramley (1990) defined training as a system with clear inputs as the programme and the subjects of the training programme the reaction of the programme as the behavioral changes of each individual and output as the changes that happened to the trainees. He also proposed three stages evaluation

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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.

Gielen et al., (2001) is of the opinion that effective transfer will only occur if trainees have the ability and desire to acquire new skills and the motivation to apply the training content to their jobs.

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.

Berge et al.,(2002) state that organisations find it increasingly difficult to stay competitive in today's global economy. Leaders in the workplace are using benchmarking, competency models and competency studies to help HR decisions, such as hiring, training and promotions.

Parikh and 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 organization 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.

Naquin and Holton (2003) in their research paper, express that motivation in HRD has traditionally been conceptualized as motivation to learn or motivation to train. A higher order construct called motivation to improve work through learning can be proposed. The theoretical rationale for this higher order construct is presented along with proposed measures.

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

Dasari (2000) lists out the problems faced by the software employees such as working in odd or night shifts particularly in call centers, marital discords due to men's suspicion about their working spouses, problem in securing a work-life balance and carrying employers' displeasure for prolonged leave due to postnatal problems. Therefore, the industry has to make special efforts to make women's stay in work places secure, convenient and in a non-discriminated way. In this way, as most of the HR practices focus on their organisational goal rather than the employee's personal imbalance.

Chidambaram P. (2000) reveals that talented and well-respected leadership is essential in software industry, as always in other industries with world class systems. Methodologies and processes are required to continuously deliver in a competitive environment in which quality has to be achieved in minimum time. 'Recruit, Retain and Retrain' would be the 'mantra' for an effective HR paradigm in this software industry, where people provide the critical competitive advantage. A manageable acquisition strategy is required to realise the benefits of adequate vigilance in the industry and to evolve strategies for adopting and learning new technology and business models.

Sastry (2000) describes two alternate models for future growth of top Indian firms: MBG (Manpower-Based Growth) and KBG (Knowledge-Based Growth). In the first model, revenue growth is fuelled largely by growth in manpower. In the second model, the firm penetrates value-added market segments and growth is fuelled by increasing the revenue per person. He says that the Indian software service providers are in an enviable position due to unprecedented market growth, overseas shortage of manpower, access to high quality and low-cost manpower within the country. It is due to this fact that a proper work climate and various kinds of training facilities are provided to the employees.

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 facie, 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

he wants to identify the evaluation in the context of the nature and meaning of organisational culture from a practical point of view.

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.

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.

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.

Prasad R.M. (2000) viewed that Appreciative Inquiry (AI) is a strategy, approach, process and methodology which draw on the strength of individuals in an organisation or social systems. AI enables the organisation development practitioners and HR specialists to look beyond traditional problem-centered methods currently being employed such as participatory problem and need analysis, SWOT analysis, etc. AI can be effectively deployed as a capacity-and partnership-building process. The success of the use of AI in training in the organisational context depends on the expertise and experience of the trained facilitators. The facilitators should have positive attitude and should possess process and context skills, besides the ability to inspire the employees of an organisation.

a broader human resource viewpoint but are important in building ties with employees and also for the future growth of the company. People practice is the biggest differentiator in today's job market; organisational and employee development have to go hand in hand for companies to grow. HR practices need to come from the top to be effective. The key lies in practicing what the employers preach. The top employers, according to the survey, feel their companies need to create a sense of ownership among its staff and look at employees as customers and partners. It clearly indicates that the support and encouragement of the management and the working environment are the essential elements to enhance the working practices and culture of the employees.

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.

Franklin et al., (2008) in their empirical work state that the human resource arena is fast changing due to the advent of the dynamic, volatile and employee-oriented BPO industry. The challenge of effective human resource management haunts every business process outsourcing managerial executive.

Madhani (2008) reveals that India has achieved remarkable success in the software industry. The purpose of this study is to discuss the resources, including technical skills and cost competency that have contributed to the competitive position of the Indian software industry. In accordance with the RBV (Resource-Based View), the main source of the market performances of a range of firms lies on the specific nature of their resources and their accumulated competences. This study discusses the Indian software industry and its resources and analyses the case using the RBV of strategy. From this study, it is understood that if the software industries are able to invest more and more resources, they can spend more for the training and development of the employees. The outcome of the study is that real growth of the industries lies in

an entire business process. Apart from the regular HR functions, every HR manager has to rethink on the human resource strategies involved in identifying skilled personnel, to motivate, retain, develop and elevate the employees. The fact that though entry-level recruitment has not been a problem for the HR manager with the fresh graduate in the labour pool readily available with language skills, the industry has been facing a fast rate of labour turnover in this category. Attrition signifies not only the loss of talent but also includes the cost of training of the new recruits. The cost for training the new recruits not only at the entry level but also at every interval is significant.

Mahanti R and Mahanti P.K (2005) observe that software is omnipresent in today's world. India is a hub to more than 1000 software companies. The software industry is a major employment providing industry in India. As a wholly intellectual artifact, software development is among the most labour demanding, intricate and error-prone technologies in human history. Software's escalating vital role in systems of pervasive impact presents novel challenges for the education of software engineers. This paper focuses on the current status of software engineering education in India and suggestions for improvement so as to best suit the software industry's needs. As software industry is the major employment providing industry, it is essential for the employees to remain in the industry and meet the demands. Thus training alone can give them a stand in the industry. In line with these findings of the study, the present study seeks to build a knowledge base on the various kinds, benefits, need and effectiveness of the training programmes.

Beecham et al., (2007) present a systematic literature review for motivation in Software Engineering. The objective is to report on what motivates and demotivates developers and how existing models address the motivation. The majority of studies find Software Engineers form a distinguishable occupational group. Results indicate that Software Engineers are likely to be motivated according to their 'characteristics' (e.g., their need for variety); internal 'controls' (e.g., their personality) and external 'moderators' (e.g., their career stage). Models of motivation in Software Engineering are disparate and do not reflect the complex needs of Software Engineers in their different career stages, cultural and environmental settings. Bearing these findings in mind, efforts have been taken in the present study to help and motivate the employees through the conduct of effective training programmes based on their needs and aspirations.

Rajeswari Sharma (2007) highlights the findings of NASSCOM (National Association of Software and Services Companies) which has conducted a study among the trade bodies of the IT software and services industry in India. Some of the top companies identified in the survey include: Corbus India Pvt. Ltd, RMSI Pvt. Ltd, Hytech Professionals India Pvt Ltd, Nagarro Software Pvt Ltd and V Customer Services India Pvt. Ltd. The survey says that several best practices followed by the small companies may not seem to be necessary from

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.

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.

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.

Madhumita and Sujatha (2005) opine that despite the fast growth in the BPO industry, it will have not reached a stage where they truly handle

context... management training to bridge gap between a fixed idea of what is to be a manager and how management is actually practiced. The methodology used in this paper is a qualitative longitudinal project

Franco Gandolfi (2013) has done his research in the topic and he has analyzed that downsizing as a restructuring strategy which has been actively implemented for the last three decades. While employee reductions were utilized mainly in response to crises prior to the mid-1980s, downsizing developed into a fully-fledged managerial strategy for tens of thousands of companies in the mid to late 1980s. Since then, downsizing has transformed the international corporate landscape and affected the lives of hundreds of millions of individuals around the world.

Cody Cox. B (2014) has done his research and has reviewed that the moderating effect of individual differences in the relationship between framing training was examined for technical and nontechnical content areas. Participants were 109 working age adults (Mean age 38.14 years, SD 12.20 years). Self-efficacy and goal orientation were examined as moderators.

David Pollitt (2014) has done his research and he has reviewed that in the fiercely competitive, tightly regulated services sector, customer-facing staff must be trained to sell the right product at the right time in a way that is fair to all. AXA sun life provides pension and investment advice and products to millions of individuals and businesses through two UK building societies – Britannia and Birmingham Midshires. Ensuring that its 200 employees have up-to-date skills and knowledge falls to regulated-sales training manager Paul and his team of four, who operate from AXA's Coventry head office.

David Pollitt (2014) has done his research and says that information is the lifeblood of business, the economy and most aspects of society, from health care to legal affairs and scientific investigation to the chat by the coffee machine. Thomson Reuters is an important source of information and news for businesses and other organizations around the globe. Mind mapping is a graphical technique for visualizing processes and projects using a structure that places an objective as a central image. Mind mapping plays a central role in every aspect of our learning and development work, from the needs analysis to brainstorming around course development and delivery, through data capture and performance charting.

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... The author says that the need for improved... on efficient

analysis is... relationship between... their research and their 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 the 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.

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. Pilar Pineda (2012) has done his research and present an evaluation model that has been successfully applied in the Spanish context that integrates all training dimensions and effects, to act as a global tool for organizations. This model analyses satisfaction, learning, pedagogical aspects, transfer, impact and profitability of training and is therefore a global model. The author says that training is a key strategy for human resources development and in achieving organizational objectives. Organizations and public authorities invest large amounts of resources in training, but rarely have the data to show the results of that investment. Only a few organizations evaluate training in depth due to the difficulty involved and the lack of valid instruments and viable models.

Cary 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.

Thomas Andersson (2013) this paper investigate the struggles of managerial... manager and the personal

developing the skills of the employees who in turn contribute for the sustainability of these organisations.

Upadhy and Vasavi A.R. (2008) focuses on outpost of the Global Economy, to ask and answer fundamental questions about the nature of work in the IT industry, the manner in which the work begins to shape the subjectivities of IT employees and finally how this shaping plays a role in defining the new emergent middle class in India. Employment in the IT industry has grown from a few thousands in the eighties to about two million in 2008. This represents a shift not only in the number of persons employed but also in the nature of the work they perform and most crucially, the salaries they draw and the lifestyles they can afford. Never before in India have such a large number of college graduates been hired by companies that offer above average salaries and assure foreign trips. These jobs offer a vastly different perspective on life and work than was lived by the middle-class before. Thus, the researcher is curious to picture the demographic profile of the employees working in IT/ITES industry, their job-related information.

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.

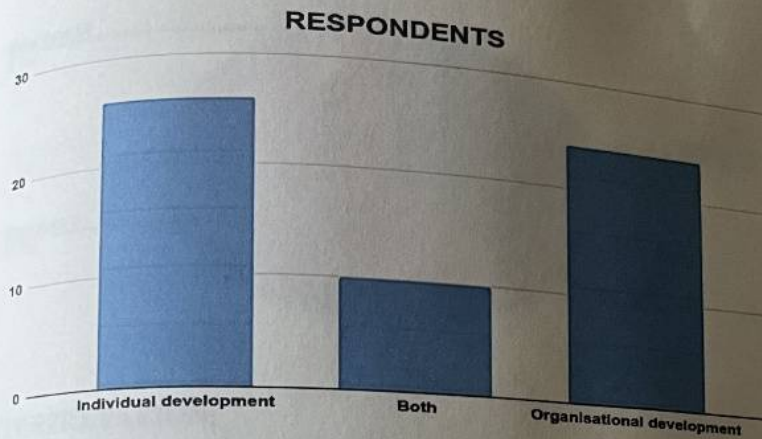
Baranwal (2010) describes the ways as to how training can be a win-win situation for both executives and the BPO organisations. Training BPO executives is a technical process which involves transferring management and execution skills to the new and existing executives for better understanding of the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

CHAPTER -04
DATA ANALYSIS AND
INTERPRETATION

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. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job .

CHAPTER
DATA ANALYSIS
INTERPRETATION

TABLE NO: 4.3
Q DO YOU THINK THAT TRAINING HELPS FOR THE INDIVIDUAL DEVELOPMENT AS WELL AS ORGANIZATIONAL DEVELOPMENT?



INTERPRETATION:

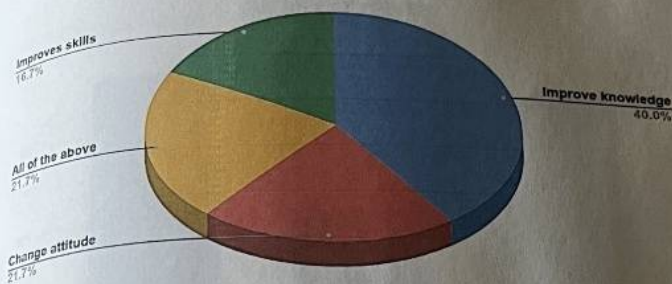
From the above table, it is interpreted that 43.3 % out of which 26 responses have responded for **INDIVIDUAL DEVELOPMENT** which helps in training, 40% out of which 24 responses have responded for **ORGANIZATIONAL DEVELOPMENT** which helps in training, 16.7% out of which 10 responses have responded **BOTH** which helps in training.

RESPONSE TABLE:

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Individual development	26	43.3%
Organizational development	24	40%
Both	10	16.7%
TOTAL	60	100%

TABLE NO: 4.2
Q TRAINING PROGRAM ACCORDING TO YOU IS?

RESPONDENTS



INTERPRETATION:

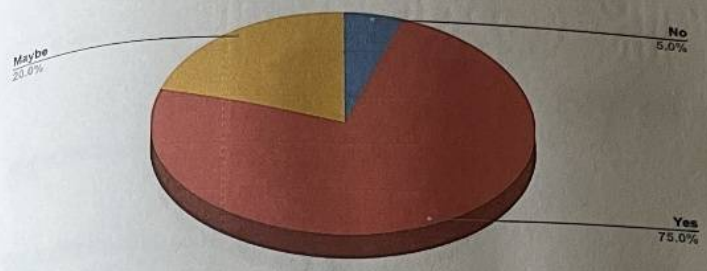
From the table, it is interpreted that 16.7% out of which 10 responses have responded for **IMPROVE SKILLS** according to training program, 40% out of which 24 responses have responded for **IMPROVE KNOWLEDGE** according to training program, 21.7% out of which 13 responses have responded for **CHANGE ATTITUDE** according to training program, 21.7% out of which 13 responses have responded for **ALL OF THE ABOVE** according to training program.

RESPONSE TABLE:

TOTAL	NO. OF RESPONDENTS	PERCENTAGE
Improve skills	10	16.7%
Improve knowledge	24	40%
Change attitude	13	21.7%
All of the above	13	21.7%
		100%

TABLE NO: 4.1
Q IS TRAINING PROVIDED FOR NEW EMPLOYEES?

RESPONDENTS



INTERPRETATION:

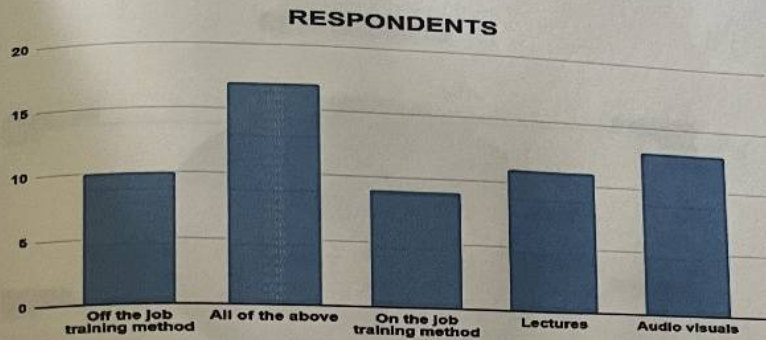
The above table, it is interpreted that 75% out of which 45 responses have responded YES for been providing training for new employees, 5% out of which 3 responses have responded NO for been providing training for new employees, 20% out of which 12 responses have responded MAYBE for been providing training for new employees.

RRESPONSE TABLE:

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Yes	45	75%
No	3	5%
Maybe	12	20%
TOTAL	60	100%

TABLE NO: 4.6

Q WHAT KIND OF TRAINING METHODS DOES THE ORGANIZATION PROVIDE TO TRAIN THE EMPLOYEES?



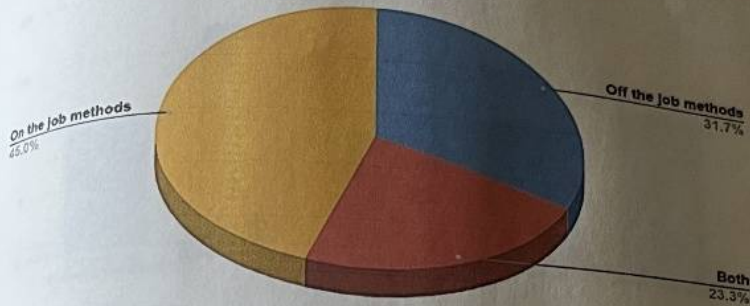
INTERPRETATION:

From the above table, it is interpreted that 15% out of which 9 responses have responded ON THE JOB TRAINING METHOD for the organization that provides the training to the employees, 16.7% out of which 10 responses have responded OFF THE JOB TRAINING METHOD for the organization that provides the training to the employees, 21.7% out of which 13 responses AUDIO VISUALS for the organization that provides the training to the employees, 18.3% out of which 11 responses have responded LEUTURES for the organization that provides the training to the employees, 28.3% out of which 17 responses have responded ALL OF THE ABOVE for the organization that provides the training to the employees.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
On the job training method	9	15%
Off the job training method	10	16.7%
Audio visuals	13	21.7%
Lectures	11	18.3%
All of the above	17	28.3%
TOTAL	60	100%

TABLE NO: 4.5
 Q WHAT TYPE OF TRAINING METHOD DO YOU PREFER?

RESPONDENTS



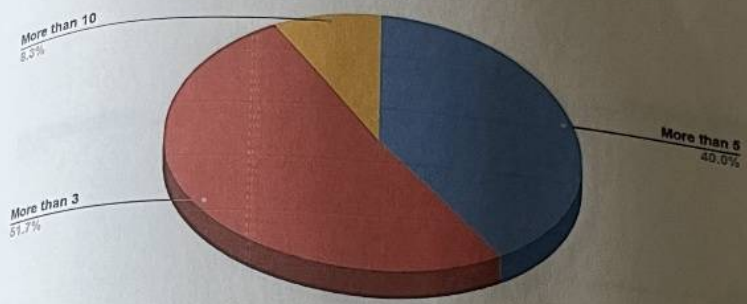
INTERPRETATION:

From the above table, it is interpreted that 45% out of which 27 responses have responded ON THE JOB METHODS for training methods they prefer, 31.7% out of which 19 responses have responded OFF THE JOB METHODS for training methods they prefer, 23.3% out of which 14 responses have responded BOTH for training methods they prefer.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
On the job methods	27	45%
Off the job methods	19	31.7%
Both	14	23.3%
TOTAL	60	100%

TABLE NO: 4.4
Q HOW OFTEN YOU HAVE ATTEND TRAINING?

RESPONDENTS



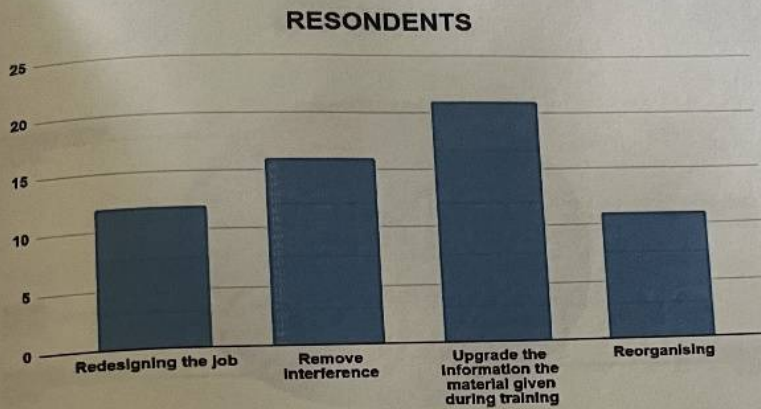
INTERPRETATION:

From the above table, it is interpreted that 8.3% out of which 5 responses have responded for MORE THAN 10 for attending training, 40% out of which 24 responses have responded for MORE THAN 5 for attending training, 51.7% out of which 31 responses have responded for MORE THAN 3 for attending training.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
More than 10	5	8.3%
More than 5	24	40%
More than 3	31	51.7%
TOTAL	60	100%

TABLE NO: 4.9

Q WHAT ARE THE CONDITIONS THAT HAVE TO BE IMPROVED DURING THE TRAINING SESSION?



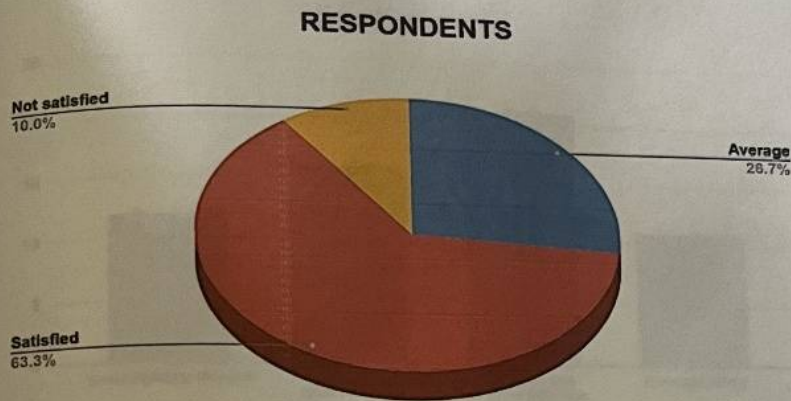
INTERPRETATION:

From the above table, it is interpreted that 20% out of which 12 responses have responded **REDESIGNING THE JOB** to improved conditions during the training session, 26.7% out of which 16 responses have responded **REMOVE INTERFERENCE** to improved conditions during the training session, 18.3% out of which 11 responses have responded **REORGANIZING** to improved conditions during the training session, 35% out of which 21 responses have responded **UPGRADE THE INFORMATION THE MATERIAL GIVEN DURING TRAINING** to improved conditions during the training session.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Redesigning the job	12	20%
Remove interference	16	26.7%
Reorganizing	11	18.3%
Upgrade the information the material	21	35%

TABLE NO: 4.8

Q ARE YOU SAISIFIED WITH THE INFORMATION PROVIDED BY THE TRAINER DURING THE TRAINING SESSION?

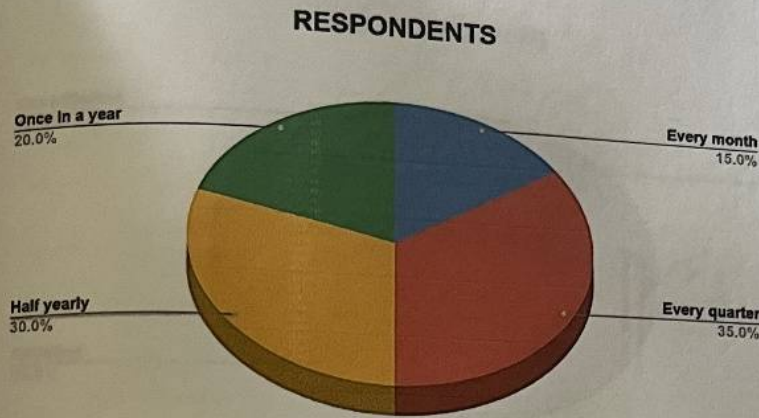


INTERPRETATION:

From the above table, it is interpreted that 63.3% out of which 38 responses have responded **SATISFIED** for information been providing by the trainers during the training session, 10% out of which 6 responses have responded **NOT SATISFIED** for information been providing by the trainers during the training session, 26.7% out of which 16 responses have responded **AVERAGE** for information been providing by the trainers during the training session.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Satisfied	38	63.3%
Not satisfied	6	10%
Average	16	26.7%
TOTAL	60	100%

Q HOW OFTEN TRAINING PROGRAM ARE CONDUCTED IN YOUR ORGANIZATION?



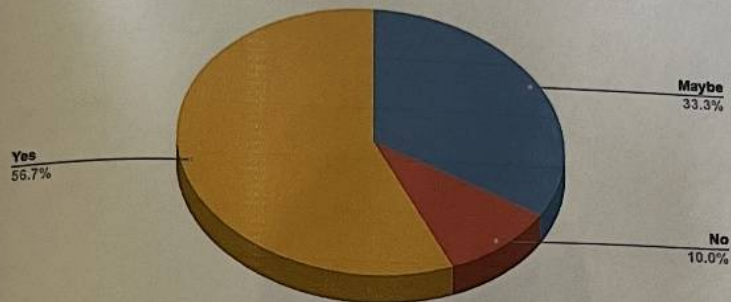
INTERPRETATION:

From the above table, it is interpreted that 15% out of which 9 responses have responded EVERY MONTH for training program that conducted in organization, 35% out of which 21 responses have responded EVERY QUARTER for training program that conducted in organization, 30% out of which 18 responses have responded HALF YEARLY for training program that conducted in organization, 20% out of which 12 responses have responded ONCE IN A YEAR for training program that conducted in organization.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Every month	9	15%
Every quarter	21	35%
Half yearly	18	30%
Once in a year	12	20%
TOTAL	60	100%

TABLE NO: 4.12
Q IS YOUR CAREER GROWTH BASED ON VARIOUS TRAINING PROGRAMME YOU ATTENDED?

RESPONDENTS

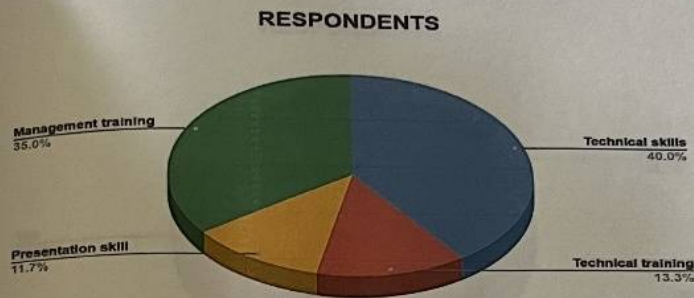


INTERPRETATION:

From the above table, it is interpreted that 56.7% out of which 34 responses have responded YES for the career growth based on various training program you attended, 10% out of which 6 responses have responded NO for the career growth based on various training program you attended, 33.3% out of which 20 responses have responded MAYBE for the career growth based on various program you attended.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Yes	34	56.7%
No	6	10%
Maybe	20	33.3%
TOTAL	60	100%

TABLE NO: 4.11
Q WHAT TYPE OF TRAINING IS BEING IMPARTED FOR NEW RECRUITMENTS IN YOUR ORGANISATION?



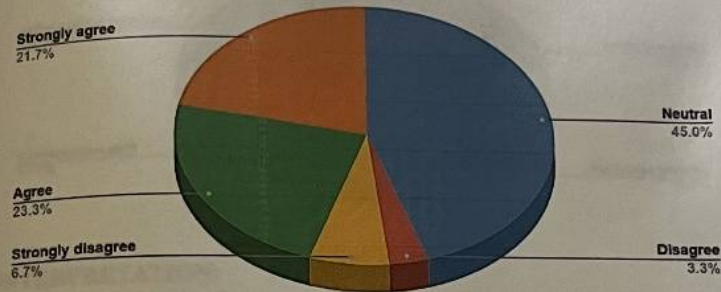
INTERPRETATION:

From the above table, it is interpreted that 13.3% out of which 8 responses have responded TECHNICAL TRAINING for being imparted for new recruitments in organization, 40% out of which 24 responses have responded TECHNICAL SKILLS for being imparted for new recruitments in organization, 35% out of which 21 responses have responded MANAGEMENT TRAINING for being imparted for new recruitments in organization, 11.7% out of which 7 responses have responded PRESENTATION SKILL for being imparted for new recruitments in organization.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Technical training	8	13.3%
Technical skills	24	40%
Management training	21	35%
Presentation skill	7	11.7%
TOTAL	60	100%

TABLE NO: 4.10
Q DO YOU AGREE WITH THE TRAINING HELPS IN PERFORMING
JOB MORE ENTHUSIASTICALLY?

RESPONDENTS



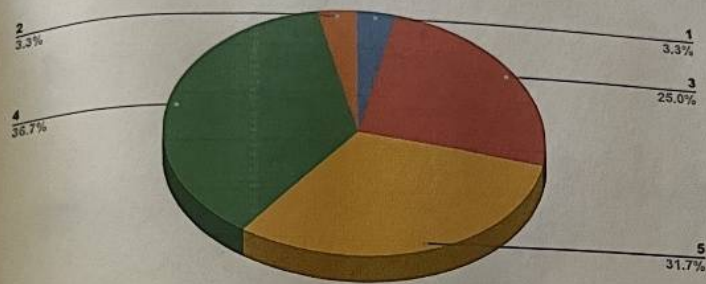
INTERPRETATION:

From the above table, it is interpreted that 6.7% out of which 4 responses have responded STRONGLY DISAGREE for training that helps in performing job more enthusiastically, 3.3% out of which 2 responses have responded DISAGREE for training that helps in performing job more enthusiastically, 45% out of which 27 responses have responded NEUTRAL for training that helps in performing job more enthusiastically, 23.3% out of which 14 responses have responded AGREE for training that helps in performing job more enthusiastically, 21.7% out of which 13 responses have responded STRONGLY AGREE for training that helps in performing job more enthusiastically.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Strongly disagree	4	6.7%
Disagree	2	3.3%
Neutral	27	45%
Agree	14	23.3%
Strongly agree	13	21.7%
TOTAL	60	100%

TABLE NO: 4.15
Q WHAT WILL YOU RATE YOUR TRAINING EXPERIENCE?

RESPONDENTS

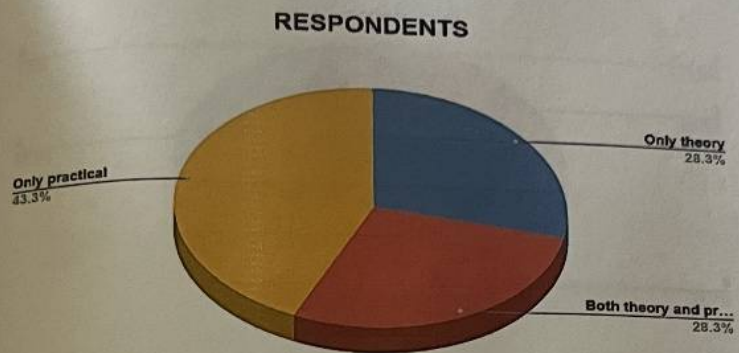


INTERPRETATION:

From the above table, it is interpreted that 3.3% out of which 2 responses have responded for they will rate training experience, 3.3 out of which 2 responses have responded for they will rate training experience, 25% out of which 15 responses have responded for they will rate training experience, 36.7% out of which 22 responses have responded for they will rate training experience, 31.7% out of which 19 responses have responded for they will rate training experience.

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
1	2	3.3%
2	2	3.3%
3	15	25%
4	22	36.7%
5	19	31.7%
TOTAL	60	100%

TABLE NO: 4.14
Q WILL THE TRAINING SESSION INVOLVE ONLY THEORY CONCEPTS
OR EVEN PRACTICAL?

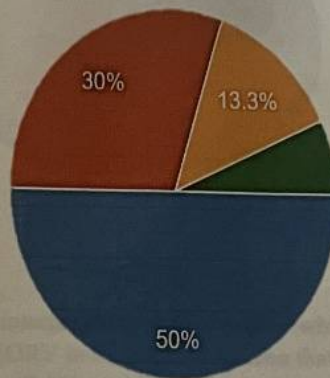


INTERPRETATION:

From the above table, it is interpreted that 28.3% out of which 17 responses have responded for **ONLY THEORY** in the training session that involves only theory concepts or even practical, 43.3% out of which 26 responses have responded for **ONLY PRACTICAL** in the training session that involves only theory concepts or even practical, 28.3% out of which 17 responses have responded for **BOTH THEORY AND PRACTICAL** in the training session that involves only theory concepts or even practical

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Only theory	17	28.3%
Only practical	26	43.3%
Both theory and practical	17	28.3%
TOTAL	60	100%

TABLE NO: 4.13
Q HOW MANY TRAINING PROGRAMS ARE CONDUCTED IN A YEAR?



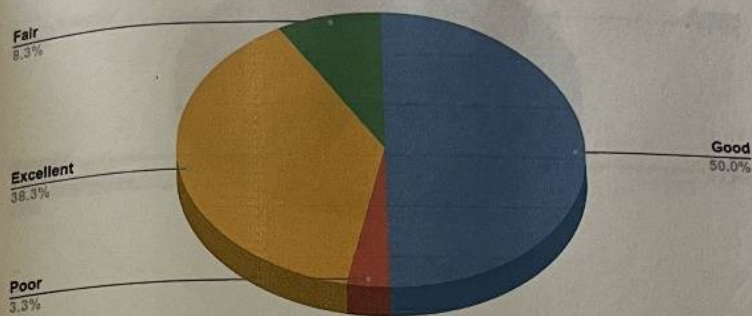
INTERPRETATION:

From the above table, it is interpreted that 50% out of which 2 responses have responded 2 for the training programs are conducted once in a year, 30% out of which 18 responses have responded for 2 to 3 for the training program are conducted once in a year, 13.3% out of which 8 responses have responded for 3 to 4 for the training program are conducted once in a year, 6.7% out of which MORE THAN 4 for the training program are conducted once in a year.

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
2	2	50%
2 to 3	18	30%
3 to 4	8	13.3%
More than 4	4	6.7%
TOTAL	60	100%

TABLE NO: 4.18
Q. WHAT IS YOUR OPINION ABOUT PRESENT TRAINING SYSTEM?

RESPONDENTS



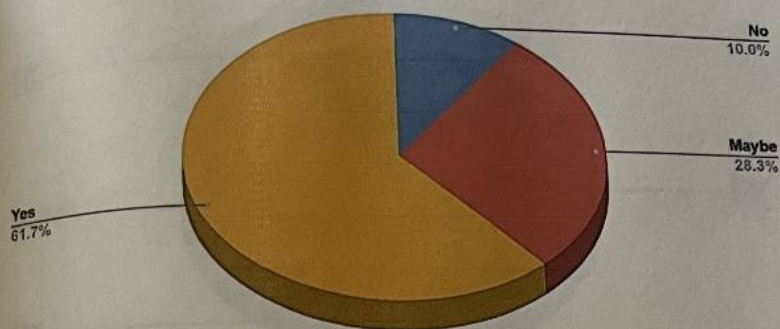
INTERPRETATION:

From the above table, it is interpreted that 38.3% out of which 23 responses have responded for EXCELLENT for the opinion about present training system, 50% out of which 30 responses have responded for GOOD for the opinion about present training system, 8.3% out of which 5 responses have responded for FAIR for the opinion about present training system, 3.3% out of which 2 responses have responded for POOR for the opinion about present training system,

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Excellent	23	38.3%
Good	30	50%
Fair	5	8.3%
Poor	2	3.3%
TOTAL	60	100%

TABLE NO: 4.17
Q DO YOU FEEL YOUR SKILL SETS HAVE IMPROVED AFTER THE TRAINING?

RESPONDENTS

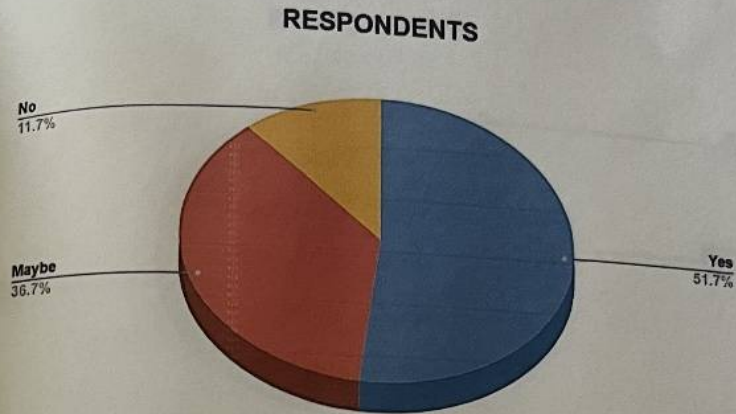


INTERPRETATION:

From the above table, it is interpreted that 61.7% out of which 37 responses have responded YES for that they feel your skills sets that have improved after the training, 10% out of which 6 responses have responded NO for that they feel your skills sets that have improved after the training, 28.3% out of which 17 responses have responded MAYBE for that they feel your skills sets that have improved after the training,

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Yes	37	61.7%
No	6	10%
Maybe	17	28.3%
TOTAL	60	100%

TABLE NO: 4.16
Q IS THERE A WELL-DESIGNED INCENTIVE TRAINING POLICY
IN THE COMPANY?



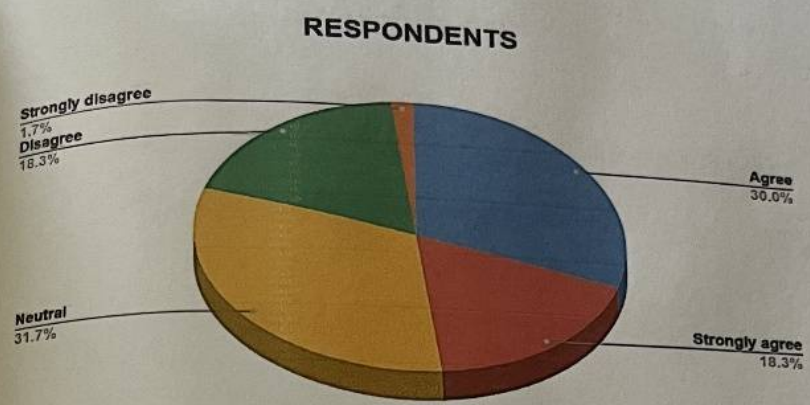
INTERPRETATION:

From the above table, it is interpreted that 51.7% out of which 31 responses have responded YES for the well-designed incentive training policy in the company, 11.7% out of which 7 responses have responded NO for the well-designed incentive training policy in the company, 36.7% out of which 22 responses have responded MAYBE for the well-designed incentive training policy in the company.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
yes	31	51.7%
No	7	11.7%
Maybe	22	36.7%
TOTAL	60	100%

CHAPTER-05
FINDINGS, SUGGESTIONS,
CONCLUSION

TABLE NO: 4.20
Q. TRAINING PROGRAM HELPED TO INCREASE THE PRODUCTIVITY OF BOTH QUALITY AND QUANTITY?



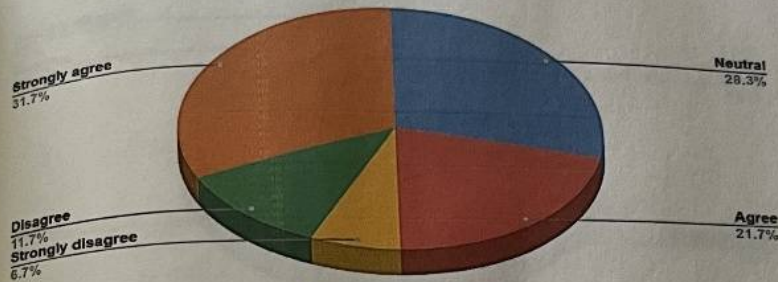
INTERPRETATION:

From the above table, it is interpreted that 1.7% out of which 1 response have responded **STRONGLY DISAGREE** for the program that helped to increase the productivity of both quality and quantity, 18.3% out of which 11 responses have responded **DISAGREE** for the program that helped to increase the productivity of both quality and quantity, 31.7% out of which 19 responses have responded **NEUTRAL** for the program that helped to increase the productivity of both quality and quantity, 30% out of which 18 responses have responded **SAGREE** for the program that helped to increase the productivity of both quality and quantity, 18.3% out of which 11 responses have responded **STRONGLY AGREE** for the program that helped to increase the productivity of both quality and quantity,

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Strongly disagree	1	1.7%
Disagree	11	18.3%
Neutral	19	31.7%
Agree	18	30%
Strongly agree	11	18.3%
TOTAL	60	100%

TABLE NO: 4.19
Q. DO YOU AGREE THAT TRAINING HELPS TO UNDERSTAND THE JOB CLEARLY?

RESPONDENTS



INTERPRETATION:

From the above table, it is interpreted that 6.7% out of which 4 responses have responded for **STRONGLY DISAGREE** that the training helps to understand the job clarity, 11.7% out of which 7 responses have responded for **DISAGREE** that the training helps to understand the job clarity, 28.3% out of which 17 responses have responded for **NEUTRAL** that the training helps to understand the job clarity, 21.7% out of which 13 responses have responded for **AGREE** that the training helps to understand the job clarity, 31.7% out of which 19 responses have responded for **STRONGLY AGREE** that the training helps to understand the job clarity.

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Strongly disagree	4	6.7%
Disagree	7	11.7%
Neutral	17	28.3%
Agree	13	21.7%
Strongly agree	19	31.7%
TOTAL	60	100%

Conclusion:

In summary, investing in the training and development of employees yields numerous benefits for both individuals and organizations. It enhances employee skills, boosts morale, increases productivity, and fosters innovation. By providing opportunities for growth and learning, companies can retain top talent, adapt to market changes, and maintain a competitive edge. However, effective training programs require careful planning, implementation, and evaluation to ensure alignment with organizational goals and employee needs. Ultimately, prioritizing training and development initiatives is essential for building a skilled, motivated workforce capable of driving long-term success.

Impact on Employee Engagement: Training and development initiatives play a crucial role in enhancing employee engagement. When employees feel invested in and supported through learning opportunities, they are more likely to be motivated, committed, and satisfied in their roles.

Role in Talent Development and Retention: Effective training and development programs contribute to talent development and retention efforts.

Employees are more likely to stay with organizations that invest in their growth and provide opportunities for advancement, reducing turnover and the associated costs.

Alignment with Organizational Values: Training and development initiatives should reflect the values and culture of the organization. By promoting learning, skill development, and career advancement, companies demonstrate their commitment to employee well-being and professional development.

Response to Industry Trends and Technological Advances: In today's rapidly evolving business landscape, training and development are essential for keeping pace with industry trends and technological advances. Employees need to acquire new skills and knowledge to adapt to changing job requirements and remain competitive in their fields.

Measurement of Effectiveness: It's crucial to measure the effectiveness of training and development programs to ensure they are achieving their intended outcomes. Key performance indicators, such as employee performance metrics, training completion rates, and employee feedback, can help assess the impact of these initiatives and identify areas for improvement.

Continuous Learning Culture: Training and development should be viewed as an ongoing process rather than a one-time event. Organizations should foster a culture of continuous learning, where employees are encouraged to seek out new opportunities for growth and development throughout their careers.

SUGGESTIONS:

- The company should give appropriate training as per the past performance of the employees.
- There should be training sessions every month to keep motivated the employee.
- The organization should keep motivating their employee.
- They should give feedback after providing the training.
- There must be improvement in employees after providing them a proper training.
- There should be a timely training provided to the employees.
- The training process must be easier and understanding to the employees there must be a friendly environment in the organization.

FINDING:

In my study I have found that training and development of TCS company and the methods which were used in the training and try to find the organisation is working at the global aspect using it and to check the authenticity of training online and the success of ratio the employee.

1. I understood the concept of training and development process using it.
2. It is found that training and development process increase the ability of employee.
3. They work for the employee development because of which the organisation also makes profit.
4. I found that their mission is straight forward to provide good training and improve the skills of the employees.
5. I found that they provide training to new employee as well as old employee.
6. As they provide training which improves the communication skills, time management and motivate the employees to achieve their goal .
7. They also provide the facilities of online training to the employees.
8. They see to it that the training provided to the employee had made any changes in employee progress or not.
9. I find that the work environment in the organisation is going smooth because of the training provided to the employees.

Google form link:

https://docs.google.com/forms/d/e/1FAIpQLSe1yOGy1FrVPNd72qikxYrV1Y2qFjwo5Dz05c8guSo0oaGVhQ/viewform?usp=sf_link

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These resources cover various aspects of training and development, including needs assessment, program design, evaluation, and the impact of training on organizational performance.

Training and development are essential components of a holistic approach to talent management. By investing in the learning and growth of employees, organizations can cultivate a skilled and engaged workforce capable of driving innovation, achieving business goals, and sustaining long-term success.

Training and development are integral components of organizational success, fostering employee growth, enhancing skills, and improving performance. By investing in these initiatives, companies can cultivate a talented workforce, adapt to industry changes, and ultimately achieve their strategic objectives.

However, it's essential for organizations to continually evaluate and refine their training programs to ensure alignment with evolving business needs and individual development goals. Through a commitment to ongoing learning and development, businesses can sustain a competitive edge in today's dynamic marketplace.

It is concluded that, training and development in TCS company is followed by the employees

1
2
3
4
5

16) Is there a well-designed incentive training policy in the company

- Yes
- No
- Maybe

17) Do you feel your skill sets have improved after the training?

- Yes
- No
- Maybe

18) What is your opinion about present training system?

- Excellent
- Good
- Fair
- Poor

19) Do you agree that training helps to understand the job clearly?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20) training program helped to increase the productivity of both quality and quantity?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

8) Are you satisfied with the information provided by the trainer during the training session
Satisfied
Not satisfied
Average

9) what are the conditions that have to be improved during the training session?
Redesigning the job
Remove interference
Reorganising
Upgrade the information the material given during training

10) Do you agree that training helps in performing job more enthusiastically?
Strongly disagree
Disagree
Neutral
Agree
Strongly agree

11) what type of training is being imparted for new recruitments in your organisation?
Technical training
Technical skills
Management training
Presentation skill

12) Is your career growth based on various training programme you attended?
Yes
No
Maybe

13) how many training programs are conducted in a year?
2
2 to 3
3 to 4
More than 4

14) will the training session involve only theory concepts or even practical?
Only theory
Only practical
Both theory and practical

Appendix:

1) Is training provided for new employees

- Yes
- No
- Maybe

2) training program according to you is

- Improves skills
- Improve knowledge
- Change attitude
- All of the above

3) Do you think that training helps for the individual development as well as organisational development

- Individual development
- Organisational development
- Both

4) how often you have attend training

- More than 10
- More than 5
- More than 3

5) what type of training methods do you prefer?

- On the job methods
- Off the job methods
- Both

6) what kind of training methods does the organisation provide to train the employees?

- On the job training method
- Off the job training method
- Audio visuals
- Lectures
- All of the above

7) how often training program are conducted in your organisation?

- Every month
- Every quarter
- Half yearly
- Once in a year