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CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
- Garg Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES
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WEBSITE
- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on July 05, 2011 http://epw.in/user/viewabstract.jsp

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A STUDY TO DETERMINE THE EFFECTIVENESS OF THE TRAINING PROGRAMMES AT ONE OF THE NAVRATNA COMPANY IN ELECTRONIC INDUSTRY

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ABSTRACT

Electronics industry is a technology based industry where consistent update of technology is compulsorily required. The employees also have to be updated with the technology adopted by the organization and this is possible only when there is regular training for the employees. So most of the electronic companies conduct regular training programmes to improve technical, conceptual, behavioural and managerial skill of the employees. In order to study the effectiveness of the training programmes in Electronics industry, the present study was undertaken in one of the nav ratna company related to electronic industry. The main objective is to study the effectiveness of the training programmes at one of the Navratna Company in electronic industry. The data for the purpose of the study is collected using a structured questionnaire constituting different aspects like training programme and job relevance, contribution to career development, faculty, methods and facilities provided, improvement in performance and feedback. The sample comprising 38 executives of different cadres was selected using stratified random sampling technique. The collected data is analysed using different statistical tools like mean, correlation and simple percentages

KEYWORDS
Training Programme, Navratna Compnies, Electronic Industry.

INTRODUCTION

Electronics industry is a technology based industry where consistent update of technology is compulsorily required. The employees also have to be updated with the technology adopted by the organization and this is possible only when there is regular training for the employees. So most of the electronic companies conduct regular training programmes to improve technical, conceptual, behavioural and managerial skill of the employees. In order to study the effectiveness of the training programmes in Electronics industry, the present study was undertaken in one of the nav ratna company. The main objective is to study the effectiveness of the training programmes at one of the Navratna Company.

NEED FOR THE STUDY

The human resource is considered as the organisation's most important asset that helps in the organisation goal achievement to a greater extent. In order to make the employees competent and techno friendly, regular training is essential that makes the employees comfortable with the work environment and work equipment. The importance of training programmes is increasingly felt by the organizations and the amount spent on training programmes is considered as an investment rather than as cost by the organizations. It is very important to ensure that the training programmes are effective otherwise the very purpose of conducting training programmes is lost. In this context, the study of the effectiveness of training programmes is undertaken.

OBJECTIVES OF THE STUDY

Primary objective: To study the effectiveness of training programmes in one of the Navratna Company located at Machilipatnam.
Secondary objectives:
1.   To identify the relevance of training programmes to the job.
2.   To study the contribution of training programmes to individual and organisational development.
3.   To study the adequacy and effectiveness of training facilities, methods and trainers.
4.   To determine if there is a significant difference in the opinions expressed by the executives of different cadres regarding the training programmes.

METHODOLOGY

Research design: 'A research design is the arrangement of conditions for collection and analysis of data in a manner. The time period taken to collect the data is two months. Employees constitute the universe for the present study. There are 108 executives of different cadres working in the organization. Out of them 38 executives have attended the training programmes in the past three years and they are the sample respondents for the present study. To enable the sample to represent all the executive cadres, the sample has been drawn using stratified random sampling technique.
Methods of data collection: In this project the data collected is of two types
Primary data: The opinions of the executives regarding different aspects of the training programme are gathered through opinion survey. A structured questionnaire was used to collect the primary data.
Secondary data: The company profile and conceptual information was collected using other sources like company records, books, journals, magazines, internet, etc.
Data Analysis: The collected data is analysed using different statistical tools like mean, correlation and simple percentages.

SCOPE OF THE STUDY

The study is conducted among the executives who have attended the training programmes during the past three years. The study is conducted to the executive class of employees.

LIMITATIONS

1.   The study is confined to Machilipatnam branch only.
2.   The executives who have attended the training programmes in the past three years only are considered for the purpose of the study.
3.   The study is limited to the executive cadre employees only.
4.   Since it is restricted to only two months and in depth study is not undertaken.
The effectiveness in Training process will depend on the Accuracy of Training need identification, Training need assessment, Training need justification, Budgeting and controlling the cost, Selection of learning process & training methodology, Planning, designing & conducting the process, Evaluation of programme, the trainee & the feedback Records.

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TABLE 1: THE STRUCTURED TRAINING PROGRAMMES REGULARLY IMPLEMENTED FOR THE EXECUTIVE LEVEL EMPLOYEES ARE LISTED BELOW

S .NO	TITLE OF THE TRAINING PROGRAMME	LEVEL OF THE EXECUTIVES	DURATION OF THE TIME PERIOD
1	Executive development programme	E I EII	1 WEEK 2 WEEKS
2	Junior executive development programme	EII EIII	2 WEEKS 3 WEEKS
3	Executive development programme	EIV	4 WEEKS
4	Managerial effectiveness programme	EV	1 WEEK
5	Change management peer programme	E VI AND ABOVE	2 WEEKS
6	360 Degrees feedback and leadership development workshop	E VI AND ABOVE	3 DAYS
7	Strategic finance programme	E VI AND ABOVE	3 DAYS
8	Business Orientation programme	MARKETING EXECUTIVES	4 DAYS

From the Table 2, it can be interpreted that the training need identification process helps to evaluate the employee requirements and the organisational needs, further it simplifies the identification of the trainees and specifies the required skills for an employee to be adequate with his present job with regard to this about 85 percent of the employees are satisfied with the training need identification process which is done through competency mapping by the immediate superior.

TABLE 2 TRAINING NEED IDENTIFICATION PROCESS

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	1 (0.20)	1 (0.20)	- (0.0)	- (0.0)	5
E3	2 (0.40)	3 (0.60)	- (0.0)	- (0.0)	- (0.0)	5
E4	2 (0.22)	7 (0.77)	- (0.0)	- (0.0)	- (0.0)	9
E5	- (0.0)	9 (0.10)	- (0.0)	- (0.0)	- (0.0)	9
E6	5 (0.62)	2 (0.25)	1 (0.12)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	13	23	2	0	0	38
Percentages	(0.34)	(0.60)	(0.5)	(0.0)	(0.0)	(1.0)

TABLE 3: TRAINING PROGRAMME RELEVANCE FOR JOB

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	1 (0.20)	1 (0.20)	- (0.0)	- (0.0)	5
E3	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E4	4 (0.44)	5 (0.55)	- (0.0)	- (0.0)	- (0.0)	9
E5	6 (0.66)	3 (0.33)	- (0.0)	- (0.0)	- (0.0)	9
E6	5 (0.62)	1 (0.12)	2 (0.25)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	22	13	3	0	0	38
Percentages	(0.58)	(0.34)	(0.7.89)	(0.0)	(0.0)	(1.0)

From the Table 3, For any employee to perform his job efficiently a consistent improvement is required which can be achieved by the training programme, so the training programme is always associated with the fulfilment of the job requirement and majority of the employees agreed that the training programme is relevant for their job which contributes for their effective performance .

TABLE 4: OPPORTUNITIES PROVIDED BY THE ORGANISATION TO USE THE LEARNED SKILLS AND KNOWLEDGE

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	2 (0.40)	3 (0.60)	- (0.0)	- (0.0)	- (0.0)	5
E3	2 (0.40)	2 (0.40)	1 (0.20)	- (0.0)	- (0.0)	5
E4	2 (0.22)	6 (0.66)	1 (0.11)	- (0.0)	- (0.0)	9
E5	5 (0.55)	4 (0.44)	- (0.0)	- (0.0)	- (0.0)	9
E6	4 (0.50)	4 (0.50)	- (0.0)	- (0.0)	- (0.0)	8
E6a	- (0.0)	2 (0.10)	- (0.0)	- (0.0)	- (0.0)	2
Total	15	21	2	0	0	38
Percentages	(0.39)	(0.56)	(0.05)	(0.0)	(0.0)	(1.0)

From the table 4, it can interpreted that when the training is given to the employees, simultaneously the organisation must provide opportunities for the employees to exhibit the learned skills and knowledge, and about 90 percent of the employees agreed that the organisation provides opportunities to exhibit their skills and knowledge.

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TABLE 5: APPLICATION OF THE ACQUIRED SKILLS AND KNOWLEDGE

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E3	3 (0.60)	1 (0.20)	1 (0.20)	- (0.0)	- (0.0)	5
E4	7 (0.77)	2 (0.22)	- (0.0)	- (0.0)	- (0.0)	9
E5	4 (0.44)	4 (0.44)	1 (0.11)	- (0.0)	- (0.0)	9
E6	5 (0.62)	2 (0.25)	1 (0.12)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	23	12	3	0	0	38
Percentages	(0.60)	(0.32)	(0.08)	(0.0)	(0.0)	(1.0)

From the table 5, it can interpreted that, when the learning takes place, the learner acquires knowledge and skills and the employees must be able to apply these skills and knowledge in the work place and most of the employees are satisfied with their applicability of knowledge in the work place.

TABLE 6: ACCEPTANCE OF RESPONSIBILITIES

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	1 (0.20)	4 (0.80)	- (0.0)	- (0.0)	- (0.0)	5
E3	3 (0.60)	1 (0.20)	1 (0.20)	- (0.0)	- (0.0)	5
E4	4 (0.44)	3 (0.33)	2 (0.22)	- (0.0)	- (0.0)	9
E5	5 (0.55)	3 (0.33)	1 (0.11)	- (0.0)	- (0.0)	9
E6	3 (0.37)	5 (0.62)	- (0.0)	- (0.0)	- (0.0)	8
E6a	2 (1.0)	- (0.0)	- (0.0)	- (0.0)	- (0.0)	2
Total	18	16	4	0	0	38
Percentages	(0.47)	(0.42)	(0.10)	(0.0)	(0.0)	(1.0)

From the table 6, it can interpreted that, training always helps in the improvement of skills and knowledge and there by performance and this improvement in the performance helps to take up challenges and responsibilities and with regard to this more than 85 percent of the employees agreed that the training helps to take responsibilities.

TABLE 7: PERFORMANCE IMPROVEMENT

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E3	1 (0.20)	4 (0.80)	- (0.0)	- (0.0)	- (0.0)	5
E4	7 (0.77)	2 (0.22)	- (0.0)	- (0.0)	- (0.0)	9
E5	2 (0.22)	6 (0.66)	1 (0.11)	- (0.0)	- (0.0)	9
E6	7 (0.87)	1 (0.12)	- (0.0)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	21	16	1	0	0	38
Percentages	(0.55)	(0.42)	(0.03)	(0.0)	(0.0)	(1.0)

From the table 7, it can interpreted that employees get adequate with their working condition by the improvement in their performance and this improvement can be achieved by the training and with regard to this statement more than 97 percent of the employees agreed that there is an improvement in their performance.

TABLE 8: ACHIEVEMENT OF TRAINING OBJECTIVES

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	1 (0.20)	4 (0.80)	- (0.0)	- (0.0)	- (0.0)	5
E3	2 (0.40)	3 (0.60)	- (0.0)	- (0.0)	- (0.0)	5
E4	5 (0.55)	3 (0.33)	1 (0.11)	- (0.0)	- (0.0)	9
E5	3 (0.33)	5 (0.55)	1 (0.11)	- (0.0)	- (0.0)	9
E6	2 (0.25)	6 (0.75)	- (0.0)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	14	22	2	0	0	38
Percentages	(0.37)	(0.58)	(0.05)	(0.0)	(0.0)	(1.0)

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From the table 8, it can interpreted that, the training programme mainly aims to fulfil the gaps between the organisation requirements and the employee skills and 36 percent of the employees strongly agree and about 57 percent agree that the training programme achieved its intended objectives.

TABLE 9: ORGANISATION'S GOAL ACHIEVEMENT

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E3	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E4	6 (0.66)	2 (0.22)	1 (0.11)	- (0.0)	- (0.0)	9
E5	2 (0.22)	6 (0.66)	1 (0.11)	- (0.0)	- (0.0)	9
E6	5 (0.62)	3 (0.37)	- (0.0)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	20	16	2	0	0	38
Percentages	(0.53)	(0.42)	(0.05)	(0.0)	(0.0)	(1.0)

From the table 9, it can interpreted that Training programme improves the performance and this improvement in the performance helps in job perfection, working efficiency and performing the job in a better manner and there by contributes for the organisations goal achievement and about 90 percent of the employees agreed that the training programme contributes for the goal achievement.

TABLE 10: CONTRIBUTION OF TRAINING PROGRAMME FOR CAREER DEVELOPMENT

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	4 (0.80)	1 (0.20)	- (0.0)	- (0.0)	- (0.0)	5
E3	2 (0.40)	3 (0.60)	- (0.0)	- (0.0)	- (0.0)	5
E4	6 (0.66)	1 (0.11)	2 (0.22)	- (0.0)	- (0.0)	9
E5	3 (0.33)	5 (0.55)	1 (0.11)	- (0.0)	- (0.0)	9
E6	6 (0.75)	2 (0.25)	- (0.0)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	22	13	3	0	0	38
Percentages	(0.58)	(0.34)	(0.8)	(0.0)	(0.0)	(1.0)

From the table 10, it can interpreted that Career development is a long term goal for the employee and it can be achieved by continuous learning, and this takes place by training that helps in the improvement in the performance and with regard to this majority of the employees accept that the training programme contributes for the career development.

TABLE 10: EFFECTIVE AUDIO AND VISUAL PRESENTATIONS

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	1 (0.20)	3 (0.60)	1 (0.20)	- (0.0)	- (0.0)	5
E3	4 (0.80)	1 (0.20)	- (0.0)	- (0.0)	- (0.0)	5
E4	4 (0.44)	4 (0.44)	1 (0.11)	- (0.0)	- (0.0)	9
E5	4 (0.44)	4 (0.44)	1 (0.11)	- (0.0)	- (0.0)	9
E6	4 (0.50)	3 (0.37)	1 (0.12)	- (0.0)	- (0.0)	8
E6a	2 (0.10)	- (0.0)	- (0.00)	- (0.0)	- (0.0)	2
Total	19	15	4	0	0	38
Percentages	(0.50)	(0.39)	(0.10)	(0.0)	(0.0)	(1.0)

From the Table 10, it can interpreted that the audio and visual presentations are the key aspects for the training and the effective presentation contributes for the effective learning as the learning is done by observing and by seeing and almost all the employees agreed that the audio and visual presentations in the training programme are effective.

TABLE 11: SATISFACTION WITH FACILITIES PROVIDED

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	2 (0.40)	3 (0.60)	- (0.0)	- (0.0)	- (0.0)	5
E3	- (0.0)	4 (0.80)	1 (0.20)	- (0.0)	- (0.0)	5
E4	7 (0.77)	2 (0.22)	- (0.0)	- (0.0)	- (0.0)	9
E5	2 (0.22)	6 (0.66)	1 (0.11)	- (0.0)	- (0.0)	9
E6	4 (0.50)	4 (0.50)	- (0.0)	- (0.0)	- (0.0)	8
E6a	- (0.0)	2 (1.0)	- (0.0)	- (0.0)	- (0.0)	2
Total	15	21	2	0	0	38
Percentages	(0.39)	(0.55)	(0.05)	(0.0)	(0.0)	(1.0)

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From the Table 11, it can interpreted that, the facilities provided for the employees are also considered as one of the major aspects that include the classroom facilities like seating, ventilation batch size and the provision of these facilities makes the employees feel comfort and majority of the employees are satisfied with the facilities provided in the training programme.

TABLE 12: RELEVANCE OF STUDY MATERIAL

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E3	3 (0.60)	1 (0.20)	1 (0.20)	- (0.0)	- (0.0)	5
E4	5 (0.55)	3 (0.33)	1 (0.11)	- (0.0)	- (0.0)	9
E5	4 (0.44)	5 (0.55)	- (0.0)	- (0.0)	- (0.0)	9
E6	5 (0.62)	3 (0.37)	- (0.0)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	21	15	2	0	0	38
Percentages	(0.55)	(0.39)	(0.05)	(0.0)	(0.0)	(1.0)

From the table 12, it can interpreted that the process of learning occurs by observing, listening and by watching, so the study material provided for the training programme plays a key role in learning and about 90 percent of the employees accepted that the study material provided is relevant to the training programme.

TABLE 13: PROVISION OF EXCELLENT FACULTY

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E3	4 (0.80)	1 (0.20)	- (0.0)	- (0.0)	- (0.0)	5
E4	3 (0.33)	4 (0.44)	2 (0.22)	- (0.0)	- (0.0)	9
E5	4 (0.44)	4 (0.44)	1 (0.11)	- (0.0)	- (0.0)	9
E6	5 (0.62)	2 (0.25)	1 (0.12)	- (0.0)	- (0.0)	8
E6a	- (0.0)	2 (1.0)	- (0.0)	- (0.0)	- (0.0)	2
Total	19	15	4	0	0	38
Percentages	(0.50)	(0.39)	(0.10)	(0.0)	(0.0)	(1.0)

From the table 13, it can interpreted that training is the learning process between the trainer and the trainee where the trainee observes, follows and learns by imitating the trainer, therefore the faculty provided is also considered as one of the key elements for effective training and majority of the employees agreed that the faculty is excellent.

TABLE 14: EFFECTIVENESS OF TRAINING METHODS

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree(1)	Total
E2	3 (0.60)	2 (0.40)	- (0.0)	- (0.0)	- (0.0)	5
E3	1 (0.20)	3 (0.60)	1 (0.20)	- (0.0)	- (0.0)	5
E4	4 (0.44)	5 (0.55)	- (0.0)	- (0.0)	- (0.0)	9
E5	4 (0.44)	4 (0.44)	1 (0.11)	- (0.0)	- (0.0)	9
E6	5 (0.62)	3 (0.37)	- (0.0)	- (0.0)	- (0.0)	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	- (0.0)	2
Total	18	18	2	0	0	38
Percentages	(0.47)	(0.47)	(0.05)	(0.0)	(0.0)	(1.0)

From the Table 14, it can be interpreted that the training methods include on the job and off the job training and these methods are implemented based on the work or the training objectives. These methods help to learn by practice and most of the employees agreed that the methods implemented in the training programme are effective.

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TABLE 15: LENGTHY TRAINING SESSIONS

Executive level	Strongly agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Total
E2	- (0.0)	- (0.0)	3 (0.60)	2 (0.40)	-	5
E3	2 (0.40)	- (0.0)	1 (0.20)	1 (0.20)	1 (0.20)	5
E4	1 (0.11)	1 (0.11)	2 (0.22)	5 (0.55)	-	9
E5	- (0.0)	1 (0.11)	- (0.0)	8 (0.88)	-	9
E6	- (0.0)	1 (0.12)	3 (0.37)	4 (0.50)	-	8
E6a	1 (0.50)	1 (0.50)	- (0.0)	- (0.0)	-	2
Total	4	4	9	20	1	38
Percentages	(0.10)	(0.10)	(0.24)	(0.53)	(0.03)	(1.0)

From the table 15, it can interpreted that training sessions includes the time period for the training programme and this might be some times too short or adequate or too long based on the content of the training programme and majority of the employees agreed that the training sessions are adequate and not lengthy.

Overall rating of the training programme indicates the rating of the training programme as a whole that includes the facilities, faculty, methods, and material and this rating explores the analysis of the training programme in general and this can be considered as the final opinion of the employees and about 90 percent of the employees rated that the training programme is excellent.

TABLE 16 SHOWS THE CORRELATION OF OVERALL RATING WITH DIFFERENT CATEGORIES AND WITH EACH VARIABLE

Correlation between overall rating and variables	Value of correlation
Variables category wise	
Training need identification and job relevance	0.274333
Contribution for career development	0.290803
Faculty methods and facilities	0.316053
Individual variables	
Training need identification process	0.223909
Training programme relevance for job	0.242244
Opportunities provided by the organisation to use the learned skills and knowledge	0.118064
Application of the acquired skills and knowledge	0.076563
Acceptance of responsibilities	0.175313
Performance improvement	0.088913
Achievement of training objectives	0.215471
Organisation's goal achievement	0.177773
Contribution of training programme for career development	0.242244
Effective audio and visual presentations	0.24697
Satisfaction with facilities provided	0.207792
Relevance of study material	0.173046
Provision of excellent faculty	0.265966
Effectiveness of training methods	0.101075
Lengthy training sessions	0.121888

From the table 16, it can interpreted that, the correlation is a statistical tool that establishes the relation between two different variables and explains how they are related that is either positive or negatively related this further helps in the analysis of the variables. The correlation between the overall rating with various categories and with individual statement variables establishes the relation between the overall rating and the other variable and indicates whether there exists a positive relation between them or negative relation, and among the categories 'faculty, methods and facilities` is more positively related with the overall rating followed by 'contribution for career development ','training need identification and job relevance'. With regard to the individual statement variables, the overall rating is more positively related with faculty provided, followed by audio and visual presentations, contribution for career development, training programme relevance for job and least related with the acquired skills and knowledge and with the performance improvement.

FINDINGS OF THE STUDY

Based on the analysis of the data collected the following are the findings of the study regarding the effectiveness of training programmes.

- A note worthy finding of the study is 90 percent of the sample respondents expressed that the training programmes conducted in the organisation is excellent.
- Out of the total employees, 94 percent of the employees are satisfied with the need identification process which is mainly done through competency mapping by the immediate superior.
- Majority of the employees agreed that the training programme is relevant for their job which contributes for their effective performance.
- 95 percent of the employees agreed that the organization provides opportunities to exhibit their skills and knowledge.
- 97 percent of the employees agreed that there is an improvement in their performance after attending the training programme.
- 92 percent accepted that the training programme contributes for their career development.
- 94 percent of the employees are satisfied with the facilities provided in the training programme.
- 95 percent of the respondents agreed that the methods implemented in the training programme are effective.
- 92 percent of the employees agreed that the employee feedback is taken into consideration.
- The correlation between overall rating for the training programme and different dimensions of training indicated positive relationship. The highest is for the dimension of training indicated positive relationship. The highest is for the dimension 'faculty, methods and facilities' with the value 0.32. This indicated that the effectiveness of training to a greater extent depends on trainer, facilities and methods of training.
- The correlation between overall rating for the training programme and different individual dimensions of training indicated the positive relationship and the value is relatively high for the dimension 'provision of excellent faculty' with the value of 0.2659.

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- The mean score of training excellence is high for level 'E6' followed by 'E6A', 'E2", 'E4', 'E5' and E3 level employees. This indicates that E6 cadre executives are more satisfied with the training programme when compared to others.
- The mean scores of training programmes of E3 and E5 executive cadres are relatively low when compared to other executive cadres.
- The mean score is high for the variable 'application of the acquired skills and knowledge followed by 'performance improvement', 'training programme relevance to job', 'contribution for the career development', relevance of the study material'. This implies that the employees are more satisfied with these variables of the training programme.
- The mean score of all levels of executives for the category 'training programme and job relevance` is 4.43 and the score is high for E6 level with the value 4.52.
- The mean score of all levels of executives for the category 'contribution for career development` is 4.45 and relatively the mean score is high for E6 level with the value 4.54.
- The mean score of all levels of executives for the category 'career and development` is high for the dimension 'contribution for career development` with the value 4.52.
- The mean score for the category 'facilities, methods and faculty' is 4.39 and the mean score value is relatively high for E6 level with the value 4.52 when compared to other executive cadres.
- The mean score for the category 'improvement and feedback` is 1.8 and the mean score is high for the level E3 with value 2.1.

SUGGESTIONS

Though majority of the sample respondents rated the training programmes as excellent, still there is scope for further improvement in different dimensions of training. The following are certain suggestions that may help in further improvement in the effectiveness of training programmes.

1. Training need identification process has to be improved further by finding out the gap between current skills and knowledge of the employees and the required skills and knowledge. In this context involvement of the employees in training need identification process is required.
2. The organisation has to ensure that after attending the training programme the employee should be in a position to apply the learned skill and knowledge. Otherwise the very purpose of conducting training programme is not served.
3. The training sessions should neither be too lengthy nor too short. The sessions should be adequate enough to retain the interest of the trainees and to impart necessary skill and knowledge.
4. Based on the study it is observed that the mean scores of training programmes of E3 and E5 executive cadres are relatively low when compared to other executive cadres. Certain steps have to be taken by the organization to improve Junior Executive Development Programmes conducted for E3 executives and Managerial Effectiveness Programme conducted for E5 executives.
5. For E3 level training facilities provided must be improved further.
6. The organization must provide more opportunities for application of learned skills and knowledge and help them in the performance improvement of E3 level executives.
7. The organisation should ensure that the training programmes help in career advancement of E5 level of executives.
8. The facilities, methods and the faculty have to be more strengthened for Junior Executive Development and for Managerial Effectiveness Programme.

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