

RESEARCH PAPER

Efficacy of Training and Development Programmers on Employees Productivity at Bharat Heavy Electricals Ltd.

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Abstract:

Training is equipping the employees with required skill to perform their job. Development is the growth of employees at every level of management by planned and organised process. The main aim of training and development is the best possible utilization of employees' capabilities. The present study an attempt has been made to study the impact of training and development programmes on employees' efficiency of the Bharat Heavy Electricals Ltd.(BHEL). The study showed the impact of training and development programme on employees' efficiency, which appended to be good in BHEL. The average mean score and percentage score of the overall 20 items has been computed at 3.62 (65.5%).

Key words: Training, Development, Employees Efficiency, Employees Attitude, BHEL

1. Introduction

Profitability of an organization depends upon the performance of their employees. Employees performance depends upon the level of training being given to them, hence employees training and development programmes are becoming a necessity for every organisation now a days. Training is equipping the employees with the required skill to perform the job. It makes people aware of the rules and procedures to improve the performance in current job and prepare them for identical job.

Development is the growth of employees at every level of management by planned and organised processes. The main aim of development is the best possible utilisation of employees' capability. Employees development is thus an organised activity of employees professional growth.

In the present study an attempt has been made to study the impact of training and development programmes on employees' efficiency at Bharat Heavy Electricals Ltd.(BHEL).

2. Objectives

- To get knowledge of training trends in the employees of the organisation.
- To study, through analysis, the general behaviour and pattern of employees towards training. · To know about training facilities of BHEL.
- To know whether trainers are satisfied with the training facility.
- To know the satisfaction level of

employees.

- To know the stability of the employees.
- To know the employees turnover ratio.
- To analyze the cost effectiveness of training.
- To study the impact of training and development programs on employees.

3. Hypothesis

- There may be some need for improvement in training and development programmes. • All the employees may be satisfied with these training programmes.
- There are some employees who might disagree with the behaviours of training officers. • Training programmes can encourage to the employees.
- Management can appreciate if they perform well and give best efforts.

4. Methodology

With a view to analyse the impact of training and development programmes on employees' efficiency at BHEL, questionnaires were distributed among the various cadres of employees. To measure the employees' efficiency 20 items questionnaire was administered to the selected respondents. Interview and discussion with some employees was another tool for study. Secondary data collected from the past literature, annual and training reports maintained by BHEL were also considered. The study was conducted in various BHEL offices of Jhansi Division. The scoring was analysed on a five point scale and score was simplified in percentage as per the formula of Rao (1991) i.e.

- **Percentage score=Mean score-1x25**

5. Review of Literature

It is incumbent on training and development professionals to design, implement and evaluate the effectiveness of their programme in reducing disputes in workplace performance. Some studies conducted to highlight the impact of training and development programmes on employee efficiency included these of Alan H Anderson (1992), Bartraa & Gibson (1999), Blanchard –Training & development. (2000), Shrivastava et.al. (2001), Bee, Francis & Roland (1994), Beldwin T.T(2008), Boydell-BACIE (1976), Craig R.L & Lester Brittel R (1967), Cascio, W F (1982), Hamblin A C (1974), Harless,J (1981), Kenney, J, Reid, M (1992), Kidder , Louise H & Judd, Charles M (1985), Mager RF (1984), Mc Gregor,Douglas (1960), Mills H R(2010), Kartikeyan et.al. (2010), Rae L(2011), Taylor H (2012), Warr Peter (2010), Watson, Charles (1989),and Zuber Skerritt (2002), Debra (2011), etc.

Blanchard et. al. (2000) studied training evaluation practices at both management and non-management levels in Canada through a survey of 202 organisations comprising of total of over 70,000 employees, thus representing a significant portion of Canadian

work force. The survey data indicated that only one-fifth of the Canadian organisation evaluated their training as suggested by academic standard. The researchers prescribed practitioner perspective as a supporting rationale for the survey results.

Shrivastava et.al. (2001) evaluated the effectiveness of various training programmes offered by the in-house training center of Tata Steel, Shavak Nanawati Training Institute (SNT), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level, reaction and feedback of participants, and change in performance and behaviors as perceived by the participants, their immediate supervisors and department heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through a structured interview schedule. It was found that the satisfaction level of participants, their supervisors and division heads were above average for all types of programmes. The participants were benefitted from the programmes, but transfer of learning was not as expected from their supervisors. There were changes in the post-training performance ranging from 10 to 37 percent. Training programmes could meet the objectives only to a limited extent.

Zuber (2002) studied the current practices of evaluating training and development programmes in the Indian corporate sector on the basis of data collected from written questionnaires mailed to 252 respondent companies - 127 private, 99 public and 26 multinational corporations (MNCS), The major findings in his study include the following -

High pressure for increased quality, innovation and productivity acts as a major driving force for the Indian corporate training and development programmes.

- Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness.
- Nearly 86 percent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other.
- The major purpose of evaluation is to determine the effectiveness of the various components of a training and development programmes.
- Organisations rely mostly on the participants' reactions to monitor the effectiveness of training.
- An overwhelming of the organisation uses 'questionnaires' as an instrument to gather relevant data for evaluation. · In most of the cases, evaluation was done immediately after the training.
- The majority of the private and public sector organisations use one-shot programme design and more than half of the MNCS also use single group pre-test and post-test design for evaluating the effectiveness of training and development programmes.
- Absence of transfer of learning from the place of training in the work places has been a major perceived deficiency of the corporate training and development system.
- The Indian corporate sector is currently facing the challenges of designing and developing more valid, reliable and operational measures to evaluate the effectiveness of training and development.
- Ogunu (2002) in his study examined the management training and development

programme of Guinness Nigeria PLC, Benin City with a view to ascertain its relevance adequacy and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company's Benin Brewery as subjects for the study. Data were collected by administering a questionnaire MTDQ developed by the researcher. Hypothesis testing in the study revealed that facilities for staff training were adequate for effective training of management staff. Training programmes for management staff were relevant to the jobs they performed and these programmes undergone by staff did indeed improve their performance and effectiveness at works.

·Kartikayan et.al. (2010) studied the existing practices of the various aspects of the training programme and its effectiveness in selected public and private sector banks in south India. This was mainly to assess the present status of the employee effectiveness in discharging the roles and responsibilities in tune with the objective of the bank. The authors assessed the effectiveness of the various facets of training, i.e. employee's attitudes towards training inputs, quality of training programmes, training inputs and application of training inputs to the actual job.

·Debra (2011), explored the relationship between training experiences and attitudes about perceived job proficiency. The author found a direct relationship between one's positive training experiences, attitudes and proficiency. In this study, those who updated training had the most positive attitudes toward training. Further, more of those who have negative training, attitudes also had a negative view on their proficiency.

·Singh and Mohanti (2012) suggested that the training had a significant role to play on productivity, but there are other dominant market forces which reduce its significance. Authors' analysis was a comparative study of training practices and other macroeconomic and market force both of which affect productivity.

According to Saxena (2012) training and development programme are, undoubtedly a costly investment which will yield rich dividends in the long run. Hence the role and relevance of this most important human resource management function must be recognized and valued at all levels of the organization. Accordingly, training and development programme should be planned, developed, budgeted, conducted and evaluated with great care. The HRD literature to date has not proved to be very helpful in unraveling the nature of corporate training and development evaluation policies and practices in Indian context. It is, therefore, both relevant and interesting to examine the trends and status, evaluating the effectiveness of HRD programme in the Indian corporate sector.

No.	Item	M	% Score	CAG
1.	Training improve the personal growth	3.2	55	AV
2.	Training help to improve level of	3.6	65	G
3.	Training help company fulfill personal	3.2	55	AV
4.	Training has helped me to increase	3.5	62.5	G
5.	Are you satisfied with the	3.2	55	AV
6.	Training help me to improve health and	3.5	64	G
7.	Do you fed better job can be	4.0	75	FG
8.	Training has helped in minimizing	4.0	75	FG

9.	Training has helped to reduce labour	3.2	57	AV
10.	Training has helped to career	3.6	57	G
11.	Any opportunity for	3.4	61	G
12.	Training knowledge of new employee	4.4	85	VG
13.	Training has helped refresher to old	3.5	64	G
14.	Training help develop their potential.	3.5	62.5	G
15.	Training has reduced waste	3.2	55	AV
16.	Training has helped to new	3.6	65	G
17.	Training helped better job adjustment and	4.	75	FG
18.	Training reduces fatigue and struggle with	3.5	64	G
19.	Training has helped in	3.9	74.5	FG
20.	Have you attended any training	4.0	75	FG
	Over all (AMS)	3.6	65.5	G

Table 1: Item wise mean score, percentage score and categories of employee efficiency towards training and development programmes at BHEL

MS=Mean Score, CAG=Category, VG= Very Good, FG=Fairly Good, G=Good, AV=Average, P=Poor

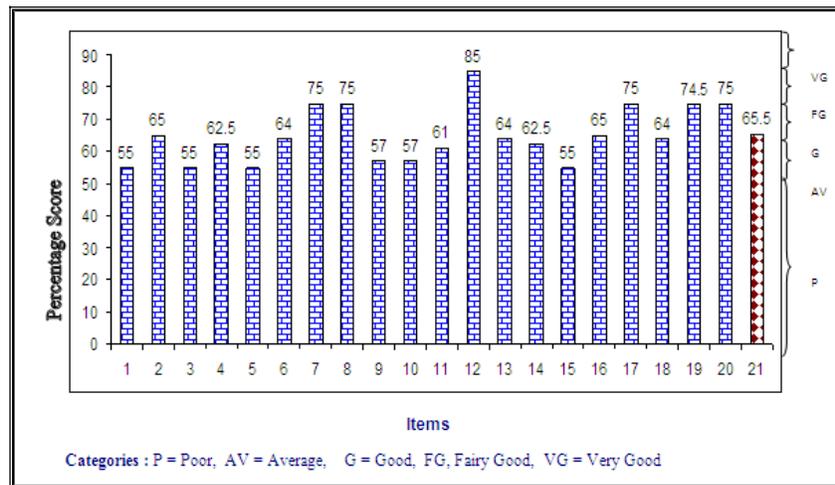


Figure 1: Item wise percentage score and categories of employee efficiency towards training and development programmes at BHEL

SN.	Categories	% Range	Item No.	Total No.
1.	Very Good	80-100%	12	01
2.	Fairly Good	70-80%	7.8.17.19.20	05
3.	Good	60-70%	2.4.6.10.11.13.14	09
4.	Average	50-60%	1.3.5.9.15	05
5.	Poor	40-50%	----	Nil

Table 2: Category wise employee's efficiency towards training and development

6. Result

The Tables 1, 2 and fig-1 under reference show the item wise mean score and percentage score of 20 items obtained during study on impact of training and development programmes in employees efficiency at Bharat Heavy Electricals Ltd (BHEL). Some trends notice are given below.

The impact of training and development programmes on employees efficiency appears to be good. The average mean score and percentage score of the overall of 20 items has been computed at 3.62 (65.5%). The most important factor contributing very good score is (i) training gives knowledge to new employees (item 12). Other important factors resulting fairly good score are, (i) better job can be performed after attending the training programme (item 7), (ii) training has help in minimizing accidental rates (item 8), (iii) training has helped the employees toward better job adjustment and high morale (item-17), (iv) training has helped in learning about working in organisation (item-19),and (v) attended any training programme during last three years (item-20). The items on which BHEL scored good are (i) training helps a company to fulfill its personnel need (item 3), (ii) training has helped me to increase internal promotion (item 4), (iii) training has helped to improve health and safety (item 6), (iv) training has helped to career development (item 10), (v) any opportunity for further training will be helpful to you (item 11), (vi) training has helped refresher to old employees (item 13), (vii) training helped and develop their potential (item 14), (viii) training has helped to new entrants the basic knowledge and skill they need (item 16), and (ix) training reduces fatigue and struggle with the job (item 18).

The factors on which BHEL has scored average are (i) training has helped to improve the personnel growth (item 1), (ii) training has helped a company to fulfill its personnel needs (item 3), (iii) employees satisfied with the training facilities provided by BHEL (item 5), (iv) training helped to reduce labour turnover (item 9),and (v) training has reduced waste and spoilage of raw materials (item 15).

7. Conclusion

The study revealed that most employees are satisfied with their job condition and nature of the job. The working environment is very good. The seniors interaction behaviors with subordinates are good. The employees are highly secured in their jobs. The way of supervision by the superiors is lined by the employees. They think that their job helps to achieve their ambition. The salary structured is also satisfactory, so they do not want to change their job. At this juncture, it can be concluded that employees are highly satisfied from BHEL, but there is some need of implementation in its training programmes, policy, reward system and other important issues.

8. Suggestion

- All the employees should be subjected to integrated and sound training program.
- An adequate review mechanisms for gaining the effectiveness and relevance

of training programmes should be developed.

- BHEL setup is good, but there is some need for improvement. · Training practices must be flexible.
- Requires some training for the employee to make good and healthy relations with the employees needs more improvement.
- The board should introduce more reward based scheme.
- There is a need to increase leave and holidays for employees. · There should be need to establish a department of HR.

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10. Impact of Training and Development

Programmes on Employees Efficiency at Bharat

Heavy Electrical Ltd (BHEL)

Questionnaire

1. Training has helped me to improve the personal growth.
 - (a) Strongly agree
 - (b) Somewhat agree
 - (c) Neutral
 - (d) Somewhat disagree
 - (e) Strongly disagree
2. Does training help to improve level of performance.
3. Training has helped to fulfill personal needs of company.
4. Training has helped me to increase internal promotion.
5. Are you satisfied with the training facilities provided by BHEL.

6. Training has helped me to improve health and safety.
7. Do you feel that better job can be performed after attending the training programmes ?
8. Does training help in minimizing accident rates.
9. Training has helped to reduce labour turnover.
10. Training has helped in career development.
11. Whether any opportunity for further training will be helpful to you.
12. Training gives knowledge to new employee.
13. Training has helped refresher to old employees.
14. Has training helped to develop their potential.
15. Training has reduced waste and spoilage of raw materials.

16. Training has helped to new entrants in the basic knowledge and skills they need.
17. Training has helped the employees toward better job adjustment and high moral.
18. Training reduces fatigue and struggle with the job.
19. Training has helped me in learning about working in organisation. 20. Have you attended any training programmes during last 3 years.

RESEARCH ARTICLE

A study on “Impact of Training on Organisational Efficacy and Human Potential”

By

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Abstract :- Training as an intervention is primarily aimed at Manpower. This intervention is necessitated to fulfil the learning requirements of the organization. The prime focus and epicentre of concern is the employee is expected to imbibe those learning that are essential for organizational growth, meeting future challenges, solving task and skill related problems, enhancing his own knowledge and self-development. An effective organization is, therefore the one which can develop its employees and help in gaining those values and corners, which are of utmost importance for an organization. The entire learning process, therefore, is an unending process of self-improvement and continuous up gradation. The process of training therefore helps an employee to sharpen his skills, knowledge, attitudes etc. that are required for his own self-development proper execution of work and discharge of duties and alternately leading to development of the organization by fulfilling its needs.

Keywords: Motivator, Working skills, Regulation, Manpower.

Introduction :-

When we speak of training effectiveness, we essentially mean the positive contribution of the training, **whether directly or indirectly**, towards the organizational parameters and individual requirements. The training becomes effective if it is able to achieve its desired goals and objective. The evaluation process is the process through which we try to assess the training activity viz-a-viz its achievement of objectives. Thus the obvious relevant questions are:

- Whether training can help in increasing profitability of the organization?
- Whether through training process we can improve our financial turnover?
- Whether training can help in value addition?
- Whether through training we can contribute towards customer satisfaction?
- Whether through training we can enhance productivity?
- Whether through training we can optimize product quality?
- Whether through training we can reduce wastage?
- Whether through training we can motivate people?
- Whether through training we can enhance team working?
- Whether through training we can involve people to perform better?
- Whether through training we can improve employee efficiency and effectiveness?

The impact of the training is an outcome of a comprehensive approach and is not a result of a single parameter. The combined energy of all elements and the activity that are involved in the training process contribute towards the broader impact on the organization and the potential of the individual. The comprehensive strategy is capable of capturing the various processes and is able to provide solution through multi pronged approach. The activities that are crucial to the training process are outlined and linked to the results and final outcomes. Each activity and training process is capable to generate impact in its own way and as such the sum impact can be experienced on organization and the individuals. The broad parameters/components that are considered as crucial for training effectiveness are outlined below.

(I) The Training Leadership

The training leadership essentially means the inner will and the initiative to take a lead in the process. It usually starts with the visualization of the training process and its requirements and setting the training objectives and goals. Based on the goals and objective training plans are prepared. Thus it is the process of:

Visualization - Taking vision about what can be the future expectations from the training? What solutions the training can provide as a part of long-term strategy? Anticipating the technological

and environmental requirements of future and then developing a training strategy accordingly. Thus visualizing training as a resource that continuously analyzes the long and short-term requirements for the organization. This approach has an element of pro-activity that forms the basic premise and assumption.

Determining training goals and objectives and preparing plans- Based on the vision that the training has forecasted, provides a blue print for determining training plans and objectives of departments, functions and individuals. These serve as a guide maps for providing training solutions. **A well-drafted requirement based on effective visualization is capable of impacting the training process.**

(II) The Training Process

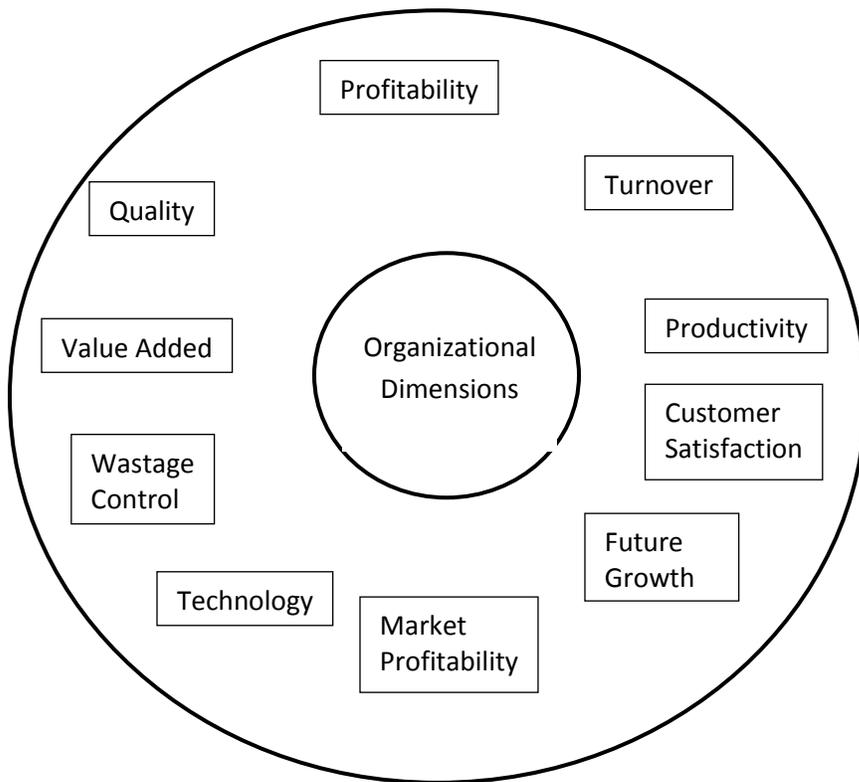
The training process encompasses the training activities that are essential for fulfilment of the training vision. They also have an element of continuous up gradation and updating of these activities. These activities are essential for the purpose of proper alignment of the training efforts and interventions. Without these sets of activities the training per-se will not be able to achieve the desired goals. The activities also have inbuilt mechanisms of self-evaluation and improvement on a continuous scale. The activities can be many; however few important ad essential activities are outlined below:

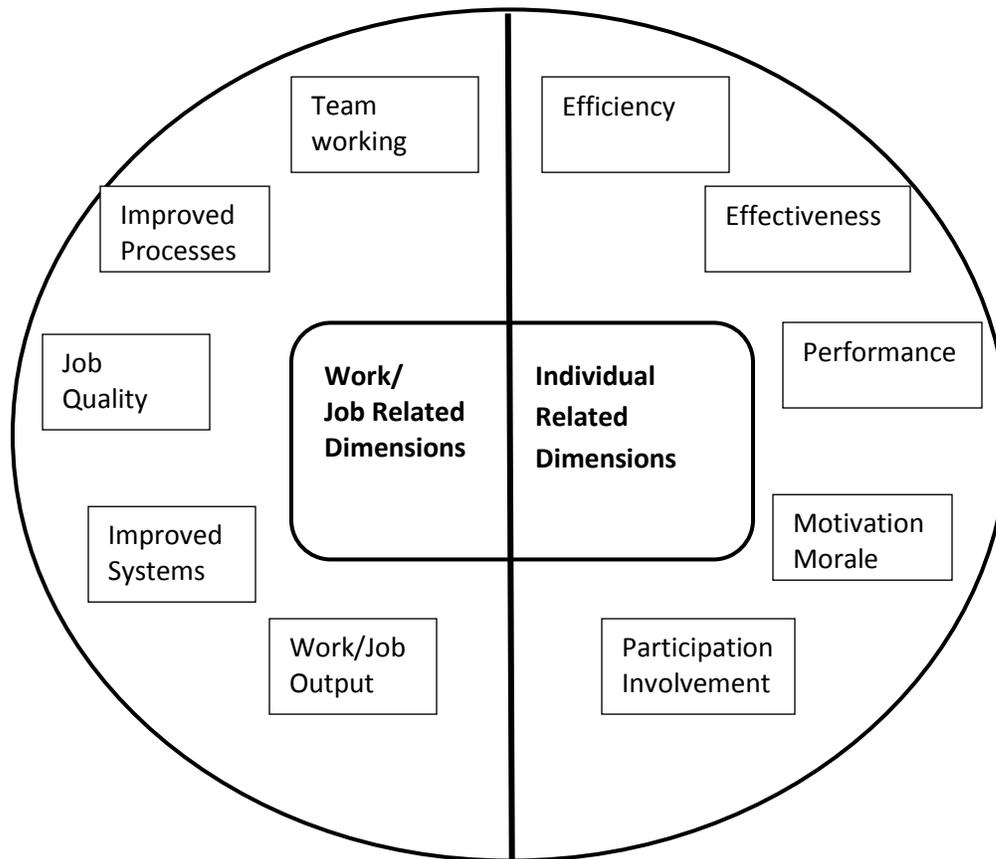
- Training Need Identification
- Selection of Trainers
- Development and Preparation of Course and Inputs
- Identification and Selection of Venue
- Pre- Training Counselling to Participants

These activities, if carried out in an effective manner, can contribute towards the positive impact of training since they form the basic premise for any training program and initiative. These activities are discussed in detail in the forthcoming chapters.

(III) *Resultants &Outcomes of Training*

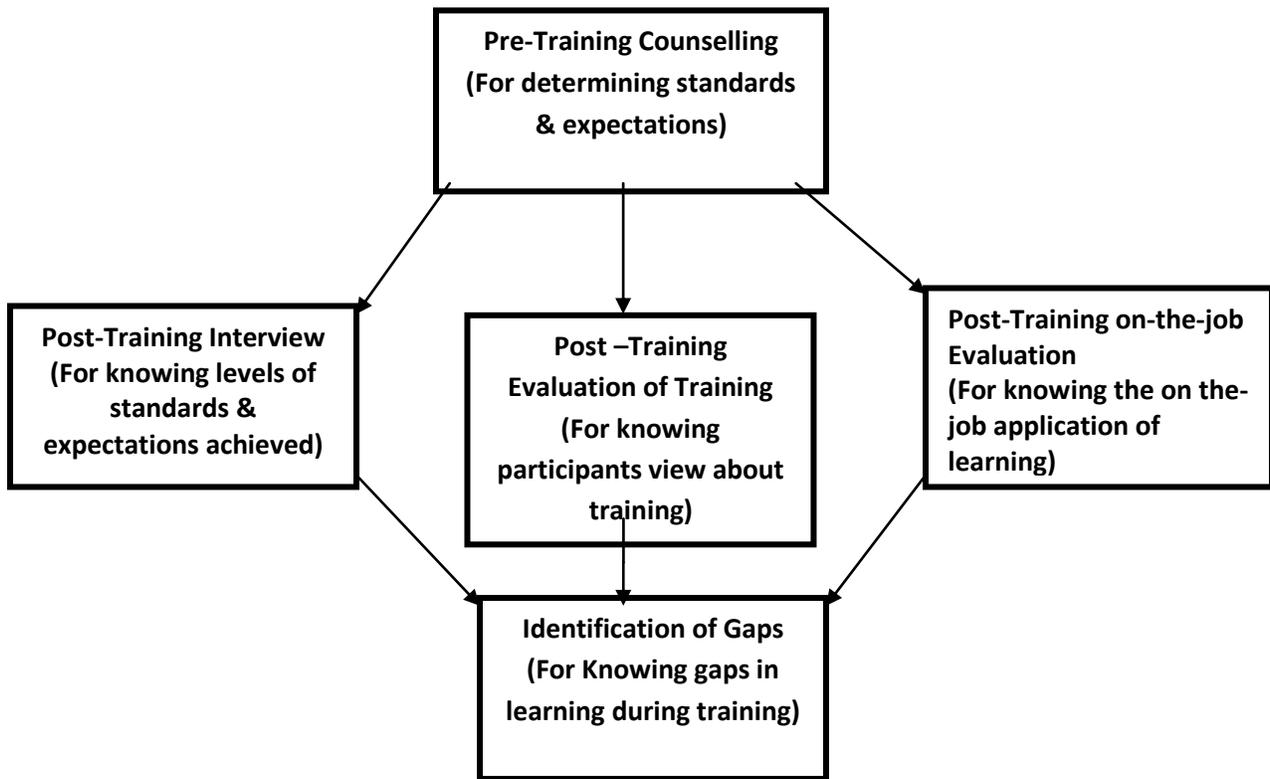
The training leadership of visualization and goal setting together with -the training process contribute towards the impact. This impact is evident on the organizational parameters as well as the individual and work related parameters if the leadership and the processes are carried out in effective way. The evident areas can have their sub parameters or dimensions that are diagrammatically represented below. These parameters are not comprehensive but are suggestive and as such there can be more parameters. Thus the indices of these parameters for certain years can indicate the direction of impact and serve as an analytical tool for trainers.





(IV) Measuring and Evaluating Initiatives

The training leadership initiative and the training processes are not in themselves sufficient to determine the effectiveness unless these are measured and evaluated against the set standards of goals and objectives. The impact evaluation thus forms an important set of dimension in the entire training effort. To make this continuous process it is pertinent that all possible means and initiatives are deployed for accurate assessment of the outcomes. Multi pronged approach is therefore essential. These measuring and evaluating initiatives can be introduced at various stages of the training process. The pre-training interview is incorporated as a part of the training process. Subsequently in the following phases the evaluation can be done for a training input, application of learning on-the-job. Thus the entire measuring and evaluating initiatives comprise of various stage from where the evaluation can proceed and forming a complete lot of continuous improvement.



The entire gamut of measuring and evaluating initiatives comprise of multifarious activities and can be taken up in stages which are in logical sequence as given above. Number of concepts and approaches has been discussed in the research pertaining to evaluation/measuring training effectiveness. However, we have basically taken up a "stage-based" approach for evaluation of training keeping in view the objective and goals of each of the stages. This has helped in focusing broadly taking into account the sequence of each stage. This is depicted in the diagram above; this concept of stage is useful in a way that it sees the entire training as a process having various stages and helps in identifying the further requirements. This also helps in identifying interventions required for bringing about improvement at each and every stage. Thus, each stage has its own relevance.

Post-Training Interview

When the participant has attended the training program and returns back to the shop/department, he comes back in a different mood and expectations. By this time his knowledge also is enhanced. During this session of interviewing the interviewer can find whether the expectations

from the training have been achieved or not. The line officer or training manager can come to know about the quality and standards of knowledge or skills that have been imparted to the participants and how the participant feels about the same. The training officer can also know about the resources that are required to implement the learning and knowledge acquired. The post-training interview requires a cordial atmosphere in so that free and frank exchange of dialogue takes place.

Post –Training Evaluation of training

This activity of taking feedback and evaluation can be done immediately after the program is over. In this activity set of questions pertaining to the training per-se can be asked. This is usually done to know the reaction of participant about the program, Kirk Patrick has termed as “reaction” evaluation.

In this feedback a questionnaire can be devised where the participant’s opinion towards various elements of the training can be gathered. The satisfaction level of the participant can be known towards the quality of the training inputs, training design, faculty – its knowledge, approach and command over the subject, communication skills, environment and atmosphere of training – both physical and conceptual/learning, knowledge gathered. On the subject, how effective the training was? Level of skills gained, quality of training material provided during the training etc.

The aforesaid feedback is helpful in evaluating the training per-se and to know the extent of the delivery in terms of the expectation. However this feedback in itself is not sufficient because the prime focus of this stage is the quality of training ingredients and inputs and has to be integrated with another stage in order to know the impact of learning while the participant is actually working on the job. However based on this feedback, decision pertaining to continue such training in future or continuing training with such an organization can be taken. Thus this stage has to be further integrated with another stage in order to know the actual impact of the training.

Conclusion: From the foregoing analysis it is brought to lime light that training is a path that leads towards increasing productivity, satisfaction, turnover, workforce employee’s identification. The training programmes should be organized by the management to increase employee’s ability. These programmes should be according to the need of employees. The study found that training attempts to increase employee satisfaction which increases turnover of the factory.

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TRAINING INITIATIVE SURVEY QUESTIONNAIRE

Dear Sir,

Please find enclosed a Training Initiative survey Questionnaire for our king perusal. The questionnaire is designed to survey the initiatives and intervention required in the field of Training in BHEL, Jhansi. The questionnaire contains 10 major Activities/ Initiatives which are essential for any Training Organization/ Department.

On each of these Activities/Initiatives few questions pertaining to:

- a. Your personal opinion about these activities, and
- b. Your view about the state of these activities in your department, are set.

The questions asked on each of the 10 Activities/Initiatives are standardized i.e the pattern in same for all the activities hence it is very simple to answer the question. All your have to do is put a tick _____ mark in the box provided against each question.

Your esteemed and frank opinion will help us to identify those activities which are to be given thrust in the present scenario.

Kindly give your few details as below this will enable us to analyse from variety of angles.

Name (Optional) : _____

Designation : _____

Scale Code (E1 to E8) : _____

Department : _____

Years of service completed : _____

Age : _____

1. Department Training Plans and Objectives

(Please tick ✓ in the box against each question)

01	Do you consider having departmental Training plans and objectives as relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Stongle Agree Agree title extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion all concerned people (ie of all levels) should be involved while preparing department Training plans and Objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Stongle Agree Agree title extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity for preparing Training plans and Objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Stongle Agree Agree title extent Extent Higher Extent
06	Does this activity exists in your Department If Yes, then proceed ahead to answer the following :	Yes <input type="checkbox"/> No <input type="checkbox"/> In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/>
	People in my department consider the activity of preparing Training plan and Objectives as relevant and useful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent

	In my Department procedure and set of activities exist in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	In underlying goals and objectives to be achieved of this activity are made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	In my department the concerned people (ie of all levels) are involved while preparing departmental. Training plans and Objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	My department invests time and resources in the activity for preparing Training plans and Objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent

Any other comments _____

2. Training Needs Identification

(Please tick \checkmark in the box against each question)

01	Do you consider having the Training Needs Identification Activity as relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongle Agree

		Agree	little extent	Extent	Higher Extent	
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Not at all	To Little Extent	To some Extent	To Higher Extent	To Great Extent
04	In your opinion all concerned people (ie of all levels) should be involved while preparing department Training plans and Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Do Not	Agree to a	Agree to some	Agree to a	Stongle Agree
		Agree	little extent	Extent	Higher Extent	
05	In your opinion organization /department should invest time and resources in the activity for preparing Training plans and Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Do Not	Agree to a	Agree to some	Agree to a	Stongle Agree
		Agree	little extent	Extent	Higher Extent	
06	Does this activity exists in your Department	Yes <input type="checkbox"/>		No <input type="checkbox"/>		
	If Yes, then proceed ahead to answer the following :	In structured Form <input type="checkbox"/>		Unstructured Form <input type="checkbox"/>		
	People in my department consider the activity of preparing Training plan and Objectives as relevant and useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Not at all	To Little Extent	To some Extent	To Higher Extent	To Great Extent
In my Department procedure and set of activities exist in this regard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Not at all	To Little Extent	To some Extent	To Higher Extent	To Great Extent	
The underlying goals and objectives to be achieved of this activity are made clear to all concerned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Not at all	Sometimes	often	frequently	Always	

	In my department the concerned people (ie of all levels) are involved while identifying training needs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	My organization/department invests time and resources in the activity for Training Needs identification.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent

Any other comments _____

3. Development and Preparation of Course and Inputs

(Please tick in the box against each question)

01	Do you consider having the Training Needs Identification Activity as relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongle Agree Agree tittle extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion all concerned people (ie of all levels) should be consulted/involved in preparation of	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongle Agree

	course and inputs.	Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity for preparing Training plans and inputs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongle Agree Agree little extent Extent Higher Extent
06	Does this activity exists in your Department If Yes, then proceed ahead to answer the following :	Yes <input type="checkbox"/> No <input type="checkbox"/> In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/>
	People in my department consider the activity of preparing Training plan and Objectives as relevant and useful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher ExtentTo Great Extent
	In my Department procedure and set of activities exist in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher ExtentTo Great Extent
	The underlying goals and objectives to be achieved of this activity are made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	In my department the concerned people (ie of all levels) are involved while identifying training needs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always

	My organization/department invests time and resources in the activity for preparing and developing course and inputs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
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Any other comments _____

4. Selection of Trainers

(Please tick in the box against each question)

01	Do you consider the process of selecting trainers as relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Stongly Agree Agree little extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion all concerned people (ie of all levels) should be consulted while carrying out the activity of selecting the trainers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Stongly Agree Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity of selecting the trainers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Stongly Agree Agree little extent Extent Higher Extent

06	<p>Does this activity exists in your Department</p> <p>If Yes, then proceed ahead to answer the following :</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/></p>
	<p>People in my department consider the activity of preparing Training plan and Objectives as relevant and useful</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all To Little Extent To some Extent To Higher Extent To Great Extent</p>
	<p>In my Department procedure and set of activities exist in this regard</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all To Little Extent To some Extent To Higher Extent To Great Extent</p>
	<p>The underlying goals and objectives to be achieved of this activity are made clear to all concerned</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all Sometimes often frequently Always</p>
	<p>In my department the concerned people (ie of all levels) are involved while selecting trainers.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all Sometimes often frequently Always</p>
	<p>My organization/department invests time and resources in the activity for selecting Training</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all To Little Extent To some Extent To Higher Extent To Great Extent</p>

Any other comments _____

5. Pre -Training Counselling Participants

(Please tick in the box against each question)

01	Do you consider the process of selecting trainers as relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion all concerned people (ie of all levels) should be involved while carrying out the activity of Pre-Training Counselling.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity of Pre Training counselling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
06	Does this activity exists in your Department If Yes, then proceed ahead to answer the following :	Yes <input type="checkbox"/> No <input type="checkbox"/> In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/>
	People in my department consider the activity of preparing Training plan and Objectives as relevant and useful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To

		Higher Extent To Great Extent
	In my Department procedure and set of activities exist in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	The underlying goals and objectives to be achieved of this activity are made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	In my department the concerned people (ie of all levels) are involved while carrying out the activity of Pre-Training Counselling.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	My department invests time and resources in the activity for preparing Training Plans and Objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent

Any other comments _____

6. Post –Training Interview

(Please tick \checkmark in the box against each question)

01	Do you consider the process of selecting trainers as relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	down procedure and set of activities in this regard	Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion all concerned people should asked to participate and involve themselves in Post –training interview	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity of post – training interview	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
06	Does this activity exists in your Department If Yes, then proceed ahead to answer the following :	Ye <input type="checkbox"/> N <input type="checkbox"/> In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/>
	People in my department consider the activity of conducting post training interview of participants as relevant and useful.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	In my Department procedure and set of activities exist in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	The underlying goals and objectives to be achieved of this activity are made	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	clear to all concerned	Not at all frequently	Sometimes Always	often		
	In my department the concerned people (ie of all levels) are involved while carrying out Post-Training interview.	<input type="checkbox"/>				
	My organization/department invests time and resources in the activity of Post Training Interview.	<input type="checkbox"/>				

Any other comments _____

7. Post – Training Evaluation of the Training Program

(Please tick in the box against each question)

01	Do you consider the activity of Evaluation of training Program as relevant useful activity.	<input type="checkbox"/>				
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/>				
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/>				
04	In your opinion the concerned people	<input type="checkbox"/>				

	should be involved while carrying out the activity of Program Evaluation.	Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity of post – training Evaluation of Training program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
06	Does this activity exists in your Department If Yes, then proceed ahead to answer the following :	Ye <input type="checkbox"/> N <input type="checkbox"/> In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/>
	People in my department consider the activity of preparing Training plan and Objectives as relevant and useful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	In my Department procedure and set of activities exist in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	The underlying goals and objectives to be achieved of this activity are made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always
	In my department the concerned people (ie of all levels) are involved while carrying out Post Training Evaluation of Training Program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all Sometimes often frequently Always

	My organization/department invests time and resources in the activity of Post Training Evaluation of Training Program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent

Any other comments _____

8. Post –Training On –The –Job Evaluation of Training Inputs and Transference of Learning

(Please tick ✓ in the box against each question)

01	Do you consider having the activity of Post Training OTJ Evaluation of Training Inputs and Transference of Learning as relevant and useful activity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongle Agree Agree little extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion the concerned people should be involved while carrying out P.T OTJ Evaluation of Training Inputs and Transference of Learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a

	resources in carrying out the activity of PT OTJ and Transference of Learning.	Stongly Agree Agree little extent Extent Higher Extent
06	Does this activity exists in your Department If Yes, then proceed ahead to answer the following :	Yes <input type="checkbox"/> No <input type="checkbox"/> In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/>
	People in my department consider the activity of preparing Training plan and Objectives as relevant and useful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	In my Department procedure and set of activities exist in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
	The underlying goals and objectives to be achieved of this activity are made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all frequently Sometimes Always often
	In my department the concerned people (ie of all levels) are involved while carrying out Post Training on – the – Job Evaluation of Training Inputs and Transference of Learning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all frequently Sometimes Always often

	My organization/department invests time and resources in the activity of Post Training Evaluation of Input	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
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Any other comments _____

9. Identification of Gaps

(Please tick \checkmark in the box against each question)

01	Do you consider the activity of Identifying the training Gaps as an relevant and useful activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
02	In your opinion there should be a laid down procedure and set of activities in this regard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
03	In your opinion, the underlying goals and objectives to be achieved of this activity should be made clear to all concerned	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Not at all To Little Extent To some Extent To Higher Extent To Great Extent
04	In your opinion all concerned people should be consulted & involved while carrying out the activity of Identifying the Gaps in Training	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent
05	In your opinion organization /department should invest time and resources in the activity of identification of Training Gaps.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Do Not Agree to a Agree to some Agree to a Stongly Agree Agree little extent Extent Higher Extent

06	<p>Does this activity exists in your Department</p> <p>If Yes, then proceed ahead to answer the following :</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In structured Form <input type="checkbox"/> Unstructured Form <input type="checkbox"/></p>
	<p>People in my department consider the activity of conducting gap-analysis as relevant and useful</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all To Little Extent To some Extent To Higher Extent To Great Extent</p>
	<p>In my Department procedure and set of activities exist in this regard</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all To Little Extent To some Extent To Higher Extent To Great Extent</p>
	<p>The underlying goals and objectives to be achieved of this activity are made clear to all concerned</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all frequently Sometimes Always often</p>
	<p>In my department the concerned people (ie of all levels) are involved while Identifying the Gaps in Training</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all frequently Sometimes Always often</p>
	<p>My organization/department invests time and resources in the activity of Identifying the Gaps.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Not at all To Little Extent To some Extent To Higher Extent To Great Extent</p>

Any other comments _____

13	कार्यक्रम की रूपरेखा एवं परिकल्पना से कितने संतुष्ट हैं?	<input type="checkbox"/>				
		पूर्ण संतुष्ट	संतुष्ट	सामान्य संतुष्ट	बहुत कम	बिल्कुल नहीं
14	क्रमानुसार सत्र प्रगति से आप कितने संतुष्ट हैं ?	<input type="checkbox"/>				
		पूर्ण संतुष्ट	संतुष्ट	सामान्य संतुष्ट	बहुत कम	बिल्कुल नहीं
15	आप कार्यक्रम के इनपुट्स/विषयवस्तु की गुणवत्ता से कितना संतुष्ट हुए ?	<input type="checkbox"/>				
		पूर्ण संतुष्ट	संतुष्ट	सामान्य संतुष्ट	बहुत कम	बिल्कुल नहीं
16	क्या कार्यक्रम की विषयवस्तु/ इनपुट्स उपयोगी एवं प्रांलंगिक है।	<input type="checkbox"/>				
		पूर्ण संतुष्ट	संतुष्ट	सामान्य संतुष्ट	बहुत कम	बिल्कुल नहीं
17	आप कार्यक्रम के इनपुट्स/ विषयवस्तु की मात्रा से कितना संतुष्ट हुए?	<input type="checkbox"/>				
		पूर्ण संतुष्ट	संतुष्ट	सामान्य संतुष्ट	बहुत कम	बिल्कुल नहीं
18	प्रशिक्षण में प्रदत्त तरीके एवं टूल्स आपकी समझ बढ़ाने में कितने सक्षम हुए ?	<input type="checkbox"/>				
		बहुतसीमा तक	कुछ सीमा तक	सामान्य	बहुत कम	बिल्कुल नहीं
19	किस सीमा तक प्रशिक्षण में उपयोग किए गये तरीके/टूल्स कार्यक्रम के उद्देश्यों की पूर्ति करने में सक्षम हुए ?	<input type="checkbox"/>				
		बहुतसीमा तक	कुछ सीमा तक	सामान्य	बहुत कम	बिल्कुल नहीं
20	प्रशिक्षण के दौरान प्रदत्त सामग्री कितनी उपयोगी सिद्ध हुई?	<input type="checkbox"/>				
		पूर्ण उपयोगी	उपयोगी	कुछ सीमा तक उपयोगी	बहुत कम उपयोगी	उपयोगिता शून्य
21	क्या आप अनुभव करते हैं कि कार्यक्रम के दौरान दी गयी प्रशिक्षण सामग्री की मात्रा पर्याप्त थी ?	<input type="checkbox"/>				
		अत्याधिक	पर्याप्त	सामान्य	कम	नगण्य
22	संकाय का प्रस्तुतिकरण कितना प्रभावशाली रहा	<input type="checkbox"/>				
		काफीसीमा तक	कुछ सीमा तक	सामान्य	बहुत कम	बिल्कुल नहीं
23	संकाय सदस्यों के ज्ञान स्तर से आप कितना संतुष्ट हैं ?	<input type="checkbox"/>				
		पूर्ण संतुष्ट	संतुष्ट	सामान्य संतुष्ट	बहुत कम	बिल्कुल नहीं
24	आम प्रशिक्षण द्वारा गृहीत/प्राप्त ज्ञान/कौशल को अपने कार्यक्षेत्र में प्रयुक्त करने में सक्षम हुए ? यदि "हाँ" तो किस सीमा तक	हाँ	<input type="checkbox"/>	नहीं	<input type="checkbox"/>	
		<input type="checkbox"/>				
		बहुतसीमा तक	कुछ सीमा तक	सामान्य	बहुत कम	बिल्कुल नहीं
25	आपके वर्तमान कार्य में कार्यक्रम कितना उपयोगी सिद्ध हुआ?	<input type="checkbox"/>				
		बहुतसीमा तक	कुछ सीमा तक	सामान्य	बहुत कम	बिल्कुल नहीं
26	क्या प्रशिक्षण जॉब में प्रयुक्त किए जाने उपयोगी परिणाम प्रदत्त करने में सक्षम है?	<input type="checkbox"/>				
		बहुतसीमा तक	कुछ सीमा तक	सामान्य	बहुत कम	बिल्कुल नहीं

	<p>यदि कुछ कारणों से आप पूर्ण रूप से "नहीं" कर पा रहे हैं (एक से अधिक "√" करें)</p> <p>क. कार्य पर स्रोत/सुविधाओं का आभाव</p> <p>ख. उचित वातावरण का आभाव</p> <p>ग. प्रशिक्षण में प्रयोग लाये गये इनपुट्स /निविष्ट संस्थान के आवश्यकतानुसार नहीं है।</p> <p>घ. प्रबंधन के समर्थन का आभाव</p> <p>ड. इनपुट्स/निविष्ट बहुत सैद्धान्तिक थे</p> <p>च. अन्य कृपया उल्लेख करें।</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>
27	<p>आप प्रशिक्षण कार्यक्रम की अवधि से कितना संतुष्ट हुये।</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> पूर्ण संतुष्ट संतुष्ट सामान्य संतुष्ट बहुत कम बिल्कुल नहीं </p>
	<p>28. क्या नियंत्रण अधिकारी ने आपके कार्यक्रम</p> <p>अ. पूर्ण होने के पश्चात आप से फीडबैक लिया या नहीं</p> <p>ब. क्या नियंत्रण अधिकारी द्वारा फीडबैक आयेजित किया जाना चाहिए।</p> <p>क. यदि "हाँ" तो क्यों चाहते हैं। (एक से अधिक √ कर सकते हैं)</p> <p>ख. यह जानने के लिए कि प्रशिक्षण से अपेक्षित उपलब्धि मिली या नहीं</p> <p>ग. किस तरह से प्रशिक्षण कार्यक्रम को कार्य में प्रयुक्त करने में मदद मिले।</p> <p>क. प्रशिक्षण में प्राप्त जानकारी/ज्ञान को सहयोगियों को भी आदान प्रदान कर सकूँ।</p> <p>क. यदि "नहीं" तो (एक से अधिक √ कर सकते हैं)</p> <p>क. अनावश्यक</p>	<p>हाँ <input type="checkbox"/> नहीं <input type="checkbox"/></p> <p>हाँ <input type="checkbox"/> नहीं <input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>

ख.	समय की बर्बादी	
ग.	संगठन के उद्देश्यों की पूर्ति नहीं हुई।	
29.	कार्यक्रम से किन क्षेत्रों में अभिवृद्धि हुई एवं प्रभाव पड़ा	काफीसीमा तक कुछ सीमा तक सामान्य बहुत कम बिल्कुल नहीं
	व्यक्तिगत	
1.	अभिप्रेरण स्तर में वृद्धि	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	व्यवहार कुशलता	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	टीम कार्य में वृद्धि	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	संप्रेषण कुशलता	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.	उत्तरदायित्व	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	कार्य संबंधि	
1.	ज्ञान में वृद्धि	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	कार्य आसान हो गया है।	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	कार्य अब कम समय लगता है।	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	अब विभिन्न प्रकार के कार्यों के करने की क्षमता बढ़ी	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	संस्थान	
1.	गुणवत्ता में वृद्धि	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	उत्पादकता में वृद्धि	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	प्रोसेस में सुधार	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4.	टेक्नालौजी मे सुधार	<input type="checkbox"/>							
5.	ग्राहक संतुष्टि में अभिवृद्धि								
6.	संस्थान के लाभ मे प्रत्यक्ष एवं अप्रत्यक्ष अभिवृद्धि								

Name of participant :

Name of Programme :

Duration : FromTo.....

QUESTIONNAIRE

Q1. Are you the controlling officer of the above participant?

Yes

No

Q2Did you identify or recommended him for the training?

Yes

No

If No, then who has identified his need

a) Your Head of the department

b) Some one else

c) Trainee proposed himself for programme

d) Do not know

Q3. If you have identified him then what was your purpose for recommending him for such training? (You can tick more than one)

- a) To bring about behavioural and attitudinal change
- b) Enhancement of skills
- c) Enhancement of Knowledge
- d) Meet technological changes
- e) For career development
- f) Organization productivity & Improving process
- g) Enhancing of Roles and Responsibilities
- h) Any other please specify

Q4. Before deputing him to training did you held a communication meeting with him?

Yes

No

If yes, then why

- a) To make purpose & object clear of training
- b) To clear his doubts

If yes, then why

- a) To make purpose & object clear of training
- b) To clear his doubts
- c) To convey usefulness of training
- d) To appraise trainee
- e) Any other please specify

.....
.....

Q5 Before identifying him for the training did you consult him?

Yes

No

If Yes, then why (You can tick more than one)

- a) He knows the problems of his job better
- b) He can guide workers around
- c) He knows for what he needs training
- d) He knows how to bring efficiency and excellence in work

If No, what were the reasons (can tick more than one)

- a) Ignorance
- b) I didn't consider it to be important
- c) I didn't think him worth knowledgeable and experienced
- d) I did not have time
- e) Any other please specify

.....
.....

Q6. In your opinion to what extent training programme was able to achieve its purpose or objective?

- a) Great extent
- b) Some extent
- c) Moderate
- d) Very less
- e) Not at al

Q7. Have you been tracking the progress that is whether the employee is applying the learning in actual job situation ?

Yes

No

If Yes, how (can tick more than one)

- a) Performance appraisal
- b) 360 Degree feedback
- c) Close observation
- d) Other methods (Please specify)

Q8. To what extent employee able to implement learning on the job?

- a) Great extent
- b) Some extent
- c) Moderate
- d) Very little extent
- e) Not at all

Q9. where changes are evident ? (Can tick more than one)

Individual

- a) Feeling motivated
- b) Better behaviour
- c) Better team work
- d) Better communication
- e) Better Responsibility Execution

Work related

- a) Better knowledge/skills
- b) Work/Task has low become easy
- c) Less time taken for the same work
- d) Now able to handle more variety of work

Organizational

- a) Improvement in technology
- b) Improvement in productivity

- c) Improvement/changes in process
- d) Improvement in quality
- e) Contribute towards customer satisfaction
- f) Directly or indirectly contributes to profit

Q10. How would you rate the performance of the employees on the scale given below before the training?

- a) Excellent
- b) Very good
- c) Good
- d) Moderate
- e) Poor

Q11. Performance of employee after training

- a) Excellent
- b) Very
- c) Good
- d) Moderate
- e) Poor

Q12. Is there some change in the trainee after time lapse?

- a) To large extent
- b) To some extent
- c) Satisfactory
- d) Very less
- e) Not at all

Q13. Do you think similar programme should be organized on same subject?

- a) For the same employees
- b) For other employees
- c) For other employees of other department

Q14. Did you have the feedback session with training programme?

Yes

No

If yes, then why

- a) To know if training was able to deliver desired outcome
- b) To help him how he can implement training on actual job
- c) Helpful in increasing my own knowledge so that
- d) I can share learning with others

If no, then why

- a) Not necessary
- b) Wastage of time
- c) Dis not meet with the organization objective