**CHAPTER: 1**

**INTRODUCTION**

**HUMAN RESORCE MANAGAEMENT**

**INTRODUCTION:**

Human resource management (HRM) is the strategic and coherent approach to the management of an organization’s most valued assets-the people working there who individually and collectively contributes to the achievement of the objective of the business. The terms “human resource management” and “human resource” (HR) have largely replaced the term “personnel management” as a description of the process involved in managing people in organizations. Human resource management is evolving rapidly. Human resource management is both an academic theory and a business practice that addresses the theoretical and practical techniques of managing a work force.

The basic premise of the academic theory of HRM is that humans are not machines: therefore, we need to have an interdisciplinary examination of people in the workplace. Fields such as psychology, sociology, industrial engineering, industrial and organizational psychology and industrial relations and critical theories like post modernism and post structuralism play a major role. The goal of human resource management is to help and organization to meet strategic roles by attracting and maintain employees and also to manage them effectively. The key word is “fit”, i.e. a HRM approach seeks to ensure a fit between the management of an organization’s employees and the overall strategic direction of the company.

HRM is concerned with people dimension in management. Since every organization is made up of people, acquiring their service, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving organizational objectives. This is true, regardless of the type of organization – government, business, education, health, recreation or social action.

**HR competencies that make a difference**

HR professionals share the human tendency to look outward, to see and want to fix other people’s problems, and to fulfill roles that deliver value. But competency building begins at home. HR has its own set of competencies that professionals need if they are to maximize the value they add for key stakeholders. Any gaps in that competencies set need to be filled as quickly and effectively as possible so that HR can take its proper place as a major contributor to competitive business result.

**Evaluating competencies for HR professionals**

Competency work has become the leading logic for diagnosing, framing and improving the leadership in general and human resource management in particular. Competencies have been enunciated for multiple purposes;

1. To specify what people need to do to improve performance
2. To predict performance in complex jobs.

**Functions of HRM**

* Determining the human resource needs of the organizations.
* Creating and promoting a human resource philosophy in the organization and getting the approval and commitment of the top management.
* Educating the employees of the organization various aspects of the human resource approach adopted in the organization.
* Formulating and envisaging human resource planning and career planning.
* Recruitment, selection and placement etc.

**Limitations of HRM**

HRM has its own limitation though personnel management has been in practice for quite some time now. HRM is of recent origin.

* Most of the HRD programs are limited to classroom training in many organizations.
* Some HRD people hold the view that HRM is something very distinct from personnel management and neglect the importance of personnel functions. It must be understood that a balance and integrated approach is necessary.

**Major HR challenges faced by the Indian organization**

**Managing Knowledge workers**

Here we are looking at different kind of people who does not obey the principles of management for the traditional group. This boils down to higher educational qualifications, taking up responsibilities at lesser age and experience, high bargaining power due to the knowledge and skills in hand, high demand for the knowledge workers, and techno surviances. Managing this set of people is essential for the growth of any industry but especially IT, BPOs and other knowledge basic sector.

**Managing technological challenges**

In every arena organization are getting more and more technologically oriented. We have seen sectors like Banking undergoing revolutionary changes enable by technology. It is a huge challenge to bring in IT and other technology acceptance all levels in organizations.

**Developing Leadership.**

It is quite interesting to note that there is less important given to developing leadership at the organizational level. Though leadership is discussed on basis on traits and certain qualities, at an organizational level it is more based on knowledge. The challenge is to develop individuals. Who have performance potential on basis of past record and knowledge based expertise in two business leaders by imparting them with the necessary “soft skills”.

**Managing Change**

Business environment in India is volatile. There is boom in terms of opportunity brought forward by globalization however this is also leading to many interventions in terms of restructuring turn around merges downsizing etc. Research has clearly shown that the success of this intervention is heavily depend on managing the people issues in the process.

**TRAINING AND DEVELEOPMENT**

**INTRODUCTION**

Companies have found that investment in human capital in the form training and development yields high returns. The ones that recognize the value of their employees and place a new emphasis on education and training are becoming more competitive, successful, and profitable as a result. According to a study conducted in 2002 by Knowledge Assessment Management, companies in the top 20% of those who spend money on training receive higher returns in the stock market.

Some training and development programs teach new hires to perform a specific job, while others update the skills and knowledge of established employees. Some of the money is spent to provide technology – related training that teaches employee to operate, maintain, or repair equipment used in the work place. Technology training is needed for workers in industries are diverse as construction, manufacturing, health, and transportation. Technical professionals include scientist architects, engineer and health professionals. Blue–collars technical workers include mechanics, repair people and those in precision production jobs.

Many of today’s most successful companies realize that their employees are their greatest asset. Therefore, corporations are increasingly investing in education their employees so that they can grow and change within the company and make it more profitable. The range of training opportunities varies considerably from company to company so, when researching potential employees, it is important for job seekers who care about this to investigate the level and type of training provided to employees.

**Meaning of Training**

The term “training” refers to the acquisition of knowledge, skills and competencies. Training forms the core of apprenticeship and is a standard practice at almost all technical colleges and poly – techniques. In addition to the basic training required for trade, occupation or profession, observers of the labor – market recognized today the need to continue training beyond initial qualification, to maintain, upgrade and update skills throughout the working life of an individual.

**Definition of Training**

Training is a process to increase an employee’s ability to perform through learning, usually by changing the employee attitude or increasing his or her skills and knowledge -

K. Aswathappa

The process of teaching new employees, the basic skills they need to perform their jobs-

Gary Dazzler

**Features of Training**

* Increases knowledge and skills for doing a job
* Bridges the gap between job needs and employee skills, knowledge and behavior
* The job oriented process, vocational in nature.
* Short term activity design essentially for operatives

**Objectives of Training**

* To upgrade skills and preventive obsolescence
* To develop healthy and constructive attitude
* To prepare employees for future assignments
* To minimize operational errors.

**Importance of Training**

* Develop the employee and make him suitable for the job.
* Work towards value addition
* Develop human skills and efficiency.

**Reasons of Training**

* Increased use of technology in use of production
* To minimize labor turnover arising from normal separation
* To increase the productivity of an employee
* To enable employees to keep abreast of the changing methods techniques and use of sophiscated tool and equipment

**Training should be**:

Training should be problem-based in the sense that it should be planned to fill the gaps between with people can do and what they to do, now and in future. The problem may be of negative nature were the aim of training is to remove entrenched deficiencies. Alternatively, it may be of positive nature where the training aims to develop new skills and enhance knowledge to meet future requirements.

**Action – oriented:**

Training should stress that the whole stress is to make things happen, to get people in to action, and to ensure that they can do the things now better or will be able to do things that they couldn’t do it before. The objectives of any training event should be defined in terms of “deliverables”. That is what people will be able to training, and this is what they would achieve.

**Performance – related**

It relates to training specifically to meet the performance and competence requirements of the employees in the organization.

**Ensure continuous development**

Training should not be regarded as simply the provision of short, isolated courses at various points in a career learning is a continuous process and a policy of continuous development.

**Where should training take place?**

The training can be in a company, on the job, off the job and external training. Each has merits and demerits.

**In company, on – the- job**

It is the responsibilities of supervisors and managers to utilize available resources to train, quality, and develop their employees.

On-the-job training is the best training methods because it is planned, organized, and conducted at the employee ‘s worksite. It is particularly appropriate for developing proficiency skills unique to an employee’s job especially jobs that are relatively easy to learn and require locally owned equipment and facilities

To be most effective, an on the job training plan should include:

* Subject to be covered
* Numbers of hours
* Estimated completion date
* Method by which the training will be trained

**The most common methods of on the job training are:**

* **Demonstration/instruction** – showing the trainee how to do the job.
* **Coaching –** that involves a close working relationship between an experienced employee and the trainee.
* **Job rotation –** where the trainee is given several jobs in succession, to gain experience of wide range of activities.
* **Projects –** employees join a project team – which give them exposure to other parts of the business and allow them to take part in new activities.

**Advantages of on-the-job training**

* Generally, most cost effective,
* Less disruptive to the business
* Training an employee in their own working environment, with equipment they are familiar with and people they know can help them gain direct experience to a standard approved by the employer.
* Employees may find that they have more confidence if they are supervised and guided as they are doing the job right.

**In-company, off-the-job**

The training can be imparted on special courses or in designated training areas or centers. This is specially equipped and staffed for the purpose. It is the best way to acquire advance manual, office, customer service or selling skills and to learn about the company procedures and products. It results in easier acquisition of basic skills and knowledge.

**The main types of off-the-job courses are**

* **Conferences –** in this method, managers and potential managers attend the conference program in which they pool their dress and experience with certain problems which are common subjects of discussions.
* **Day release –** where the employees takes time out from normal working hours to attend a college or training center.
* **Revision courses –** (e.g. in the accountancy profession, student employees are given blocks of around 5-6 weeks off on pre – exam course).
* **Block release courses-** which may involve several weeks at the local college.

**Advantages of off-the-job training**

* use of specialist trainees and accommodation
* employee can focus on the training and not to be distracted by work

**Disadvantages of off-the-job training**

* May not be directly relevant to the employee’s job
* Costs (transport, course fees, examination fees, accommodation)

**Induction training**

It is a training given to a new employee .it is important to give anew employee a good impression on the first day of work. However, this is program should not end there. It is also important to have a systematic induction program, spread out over several days, to cover all the ground in the shortest effective time.

The following items should be covered in an effective induction program.

* Introduction to business/department and its personal/management structure
* Lay out of the building

**Training vs. Development**

Training often has been referred to as teaching specific skills and behavior. The skills are always behavioral as distinct from conceptual or intellectual.

Development, in contrast, is considered to be more general than training and more oriented towards individual needs in addition to organizational needs and it is more often aimed towards management people. Usually the intent of the development is to provide knowledge and understanding that will enable people to carry out non- technical organizational functions more effectively, such as problem solving, decision making and relating to people**.**

**TRAING AND DEVELOPMENT DISTINCTIONS**

**TABLE**

|  |  |  |
| --- | --- | --- |
| **Learning dimensions** | **Training** | **Development** |
| Who | Non- managers | Managers |
| What | Technical-mechanical operations | Theoretical- conceptual ideas |
| Why | Specific job related info | General knowledge |
| When | Short term | Long term |

**Areas of training**

The areas of training in which training is offered may be classified in the following categories.

* **Knowledge** – Here the trainee learns about the set rules and regulations about the job, the staff and the products or services offered by the company.
* **Technical skills** – The employee taught a specific skill (e.g. Operating a machine, handling computer etc.)
* **Social skills** – The employee is made to learn about him and other, develop a right mental attitude towards the job, colleges and the company. The principle focus is on teaching the employee how to be a team member and get a head.

**THE HUMAN RESOURCE DEPARTMENT AT KAVIKA**

The human resources department scales the requirement the requirement of various appointments for different production and non – production department. Training program are arranged and the newly recruited staffs are given training to suit his/her work. Some qualified semi – skilled/skilled personnel were selected for appropriate appointments wherever necessary.

Transfer or shifting of skilled or semi – skilled or supervisory staffs will be done due to surplus man – power in a particular department where work load is less and will be transferred to a department where there is more and more or work or man- power required wherever necessary. Trainings are given to such transferred employees in order to cope with department or environment work load or type of work to be undertaken.

**Pole star statement of HRD**

To create an environment supportive of blossoming of full potential Human Resource to achieve company’s vision, mission and values.

**TRAINING AND DEVELOPMENT AT KAVIKA**

Employee’s development through:

* In – house training
* Deputing to external programs
* Deputing to other units
* Deputing to other units
* Deputing to HRD programs
* 100-110 in house held on an average per year.
* Sponsoring to external programs on need basis
* Need analysis through training co- coordinators, appraisal system (E-Map), HOD’s and organizational objectives
* Inter-action with quality, IT, HSE & OL GROUP

**In- house facilities**:

* 2conference halls
* 2 class rooms
* Audio visual facilities with the state of -the art technology
* Panel of internal and external faculty available

**Training programs being held:**

* Skill development
* Technical
* Knowledge and awareness
* Attitudinal and behavior
* Competencies
* Health safety and environment
* Quality improvement

**Improvements achieved through Training:**

* Training needs analysis done through controlling officers and TRG. Coordinators
* Effectiveness of training measured for important workshops

**Typical reasons for Employee Training and Development:**

Training and development can be initiated for a variety of reasons for an employee or group of employees, e.g.;

* When a performance appraisal indicates performance improvement is needed
* To “benchmark” the status of improvement so far in a performance improvement effort
* As a part of an overall professional development program
* As part of succession planning to help an employee be eligible for a planned change in role in the organization
* To “pilot”, or test, the operation of a new performance management system
* To train about a specific topic

**General Benefits from Employee training and Development**:

Reasons for supervisors to conduct training among employees. These reasons include:

* Increased job satisfaction and morale among employees.
* Increased employee motivation
* Increased efficiencies in processes, resulting in financial gain
* Increased capacity to adopt new technologies and methods
* Increased innovation in strategies and products
* Reduced employee turnover
* Enhanced company image, e.g., conducting ethics training (not a good reason for ethics training)
* Risk management, e.g., training about sexual harassment, training

**Typical topics of Employee Training:**

1. Communication:The increasing diversity of today’s workforce brings a wide variety of languages and customs.
2. Computer skills: Computer skills are becoming a necessity for conducting administrative and office tasks.
3. Customer service: Increased competition in today’s global marketplace makes it critical that employees understand and meet the needs of customers.
4. Ethics: Today’s society has increasing expectations about corporate social responsibility. Also, today’s diverse workforce brings a wide variety of values and morals to the workplace.
5. Human relations: The increased stresses of today’s workplace can include misunderstandings and conflict. Training can people to get along in the workplace.
6. Safety: It is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc. But can also be useful with practical advice for avoiding assaults, etc.

Chapter: 2

RESEARCH DESIGN

**Title of the Study**

“A STUDY ON TRAINING AND DEVELOPMENT PROCESS AT KAVIKA”

**Statement of the Problem**

Training is very essential in every part of the organization. Some of the problems at Kavika are:

* A huge sum of money is required to be spent on training and development programs. Large amount of money is required to be spent on the employees who are transferred within the country or outside the country. Money is also required to import highly scientific and technological instruments to the factory.
* Highly qualified and skilled specialist required to train employees.

**Objectives of the Study**

* To identify and understand the Training function at KAVIKA Bangalore.
* To find out whether the employees found the training program beneficial.
* To find out various effectiveness criteria of training program.
* To study if the existing training functions is achieving its purpose.
* To analyze the training system for further development.
* To suggest measures for the improvement of the training program.

**Scope of the Study**

This chapter gives a picture of how the study has been carried on. It summarizes the procedures followed in this study, the basis for the final analysis, the methods of data collection, the basis for selecting samples and the limitation of the study. The Research Design is Exploratory, as it is undertaken to primarily study the effectiveness of the training and discover insights into its working and activtie4s in the organizations.

**Methodology**

This study is descriptive one undertaken to understand the employees training and development. The resources are collected through primary and secondary sources which are collected, complied, classified, tabulated and analyzed to arrive at inferences.

**Sample Design**

All employees of KAVIKA Constituted the universe for the study and a sample size of 30 were chosen through random sampling and distributed to the employees.

**Data collection:**

For any statistical enquiry the collection of data information is done through principle sources identically i.e. by primary sources and secondary sources of data.

* **Primary data**: Are those which are collected for the first time. Primary data for the study is collected through questionnaire and questionnaire is used is closed form.
* **Secondary data**: Most of the data used for the study is secondary in nature and has been collected from the company and from the records of Kavika Bangalore.

**Plan of analysis:**

Data collected were complied, classified, tabulated and analyzed using statistical tools such as averages.

**Limitations of the study**:

* One of the main limitations of the study is that people in the organization may fail to respond truthfully their answers may not reflect the actual situation, but they provide answers that might place them in favorable light.
* As the sample is selected on a random basis and is only representative portion of the whole, it is not possible to attain prefect accuracy.
* Sampling demands a full and complete knowledge of sampling methods and procedures and exercise of great care.
* Sampling results in a certain degree of errors.

Chapter: 3

COMPANY PROFILE



**PICTURE 1: KAVIKA Company**

The KARNATAKA VIDYUTH KHARKHANE limited, a fully owned Government of Karnataka undertaking, is the successor to the Government Electric Factory, the first ever manufactured of electrical transformer in the country , established way back in 1933 by the erstwhile Maharaja of Mysore.in the year 1976, when there was an industrial boom in the country as to give independent administrative set up to facilitate up gradation of manufacturing activities by adopting latest technology, the company, KAVIKA was formed. The company entered into technical collaboration with world renowned M/S. Westinghouse electric corporation, USA, to upgrade technology and to manufacture completely self (CSP) transformer.

Our engineers were trained in this corporation to adopt their technical know – how in the manufacturer of transformers. The company is manufacturing distribution and power transformer ranging from 15KVA,22KV class. Presently, the company is manufacturing transformers ranging from 25KVA TO 500KA, which are in demand. The company is in the line of manufacturing of distribution and power transformers since more than six decades. It is having qualified engineers of year of services and capable of manufacturer, supervisors, technicians and various others supporting staff or employees that have put in number, good quality transformers.

**VISION**

“World class engineering enterprise committed to enhancing stakeholder value.”

**MISSION**

“To become a globally competitive transformer production industry while working as an instrument for achieving self-reliance in design, manufacture and maintaining the quality of the equipment and diversifying to related areas, managing the business and commercial lines in a scenario of growing professional competent.”

**HISTORY AND BACKGROUND OF KAVIKA**:

KAVIKA is one of the leading and pioneer in the manufacturing of distribution transformer in India conforming presently to ISI standard catering to various electricity board and public utilities in India.

KARNATAKA VIDYUTH KARKHANE LIMITED is the successor to the erstwhile government Electric factory; KAVIKA was originally set up as a departmental understanding by government electric factory in the year 1933 with an investment of RS.5 LAKHS. As the time, its appliances, survey instrument etc. Later on the management and control was taken over by the management and control was taken over by the department of the industry and commerce to extended the activities and also to run the factory and commercial lines.

In the year 1976 GEF was converted into public limited company and was renamed as KAVIKA, LTD, the company is engaged in the production of high quality transformer and has been catering the needs of KPTC(KEB) several decades between 1976 and 2003 the company has produced more than 145000 transformer of various kinds.

**MAIN FEATURES**:

The company is capable of manufacturing good quality transformers. In fact, the company is known for quality transformers. The company has designed, developed and manufactured special type of transformers like Completely Self Protected transformers, Single phase transformers and Booster transformers every year.

**OFFICAL ADDRESS**:

KARNATAKA VIDYUTH KHARKANE LIMITED (KAVIKA) is situated at Mysore road, Bytarayanapura, Bangalore 560 026

**INFRASTRUCTURAL FACILITIES**:

The industry is having sophiscated equipment for fabrication as well as assembly of transformers and also the company is having Raw materials testing Laboratory and final product testing laboratory which meets the IS (Indian Standards).

The company is having Computer network of LAN in order to know the day to day activities of production, inventory and finance position (MIS). The industry consists of Technocrats and skilled labor too.

**NATURE OF BUSINESS CARRIED**:

KAVIKA is the well-known company for production of quality Transformers, which are used in electric power transmission from one circuit without change in frequency. This company carries only the production and distribution of the transformers across Karnataka.

In the year 1976 GEF was converted into public company and was renamed as KAVIKA LTD., the company is engaged in the production of high quality transformers and has been catering the needs of KPTCL (KEB) for several decades. Between 1976 and 2003 the company has produced more than 145000 transformers of various kinds.

The skilled, sincere dedicated employees of KAVIKA have always managed to give out their best toward team efforts of keeping the company’s image height in the market.

**OWNERSHIP PATTERNS:**

In KAVIKA, the ownership pattern can be easily identified. Hence the company is fully governed by the ‘Government of Karnataka’. They are following the “AUTHORTRAIN STYLE” of ownership pattern. The company is fully centralized in the hands of government. They have both ‘top down’ and ‘bottom up’ approach.

**ACHIVEMENT AND AWARDS:**

The company has achieved the ISO 9001-2008 AND CERTIFICATE, in order to maintain the quality and also company pays cash awards.

**SOCIETAL CONCERNS**

**Environmental Friendly Policies**:

1. KAVIKA is committed to adopt environment friendly practice in all activities, products and services by
2. Continual improvement of environment performance in our design and manufacturing or other services activities with the objectives of minimizing or avoiding adverse impact on the environment.
3. Complying with applicable environmental legislations and regulation.
4. Preventing pollution, strives to reduce hazardous wastes, conserving natural resources, energy etc.,
5. Prioritizing environmental aspects and using the information to set and review environmental objective and targets.
6. Training all employees on environment awareness to enable implementation of the environmental policy.

**FUTURE GROWTH AND PROSPECT:**

The manufacturing and distribution of transforms, which is now practically the only product of this unit, suffers from a serious competition for all small scale manufacturing and the profits have lowered. Therefore, it was considered necessary that other product, which can give substantial increases in production and assured reasonable profits are to be taken up by the company in addition to Transformers.

The product mix required to put the new company on available footing was examined and the following product mix were undertaken by adopting latest and modern technology.

* Power and distribution transformers up to 3000KVA, 33KV
* Completely self-protected transformers up to 315KVA, 11KV.

**COMPETITION INFORMATION:**

Even though the company has many competitors, the company is also every competitive. KAVIKA is strict adherence to quality policy. They are maintaining the quality standard also the fixing price for the product. So they manufacture the good quality transformer at a reasonable price. The company has the main customers like ESCOM from which it is getting the split orders to manufacture the distribution transformers according to the order prescribed by ESCOM.

**COMPETITORS OF KAVIKA:**

* Star electrical, Mysore
* Vijay electrical, Hyderabad
* Trans power electric LTD.,
* Southern power equipment company (SPEC)
* Maruti electrical, Bangalore
* Kiran electric transformer Ltd.,

**AN IMPRESSIVE CLIENTELE:**

KAVIKA has a long list of satisfied clients who have stood by it for decades a testimony to trouble – free performance and reliability. The vast clientele includes Karnataka electricity board amongst all other electricity boards, Karnataka Power Corporation, prestigious private customer, industrial segment, builders and many others.

**OBJECTIVES:**

* To imbibe the spirit of quality in every employee in the organization and promote team work.
* Strict adherence to quality during all stages of manufacture with emphasis on detects prevention.
* Continuous product review and improvement in quality.
* Individually and collectively all employees of KAVIKA strive for eliminating waste in manufacturing and non-manufacturing areas to reduce the cost in establishment.
* Better employment opportunities.
* Ensure quality of personnel at all levels and provide them the right work environment, job satisfaction and professional challenges.
* Provide a healthy blend of employees who have grown with organization and those selected from outside.
* Motivate employees to be increasingly achievement oriented. Identify personnel with potential for growth.

**QUALITY OF POLICIES:**

Manufacture quality transformers to the satisfaction of the customer. Quality is given a great preference.

The secret behind the popularity of KAVIKA transformers is the strict norms adherence to quality at every stage of manufacture. Starting from the prime quality CRGO coils and other indigenous raw materials, the product goes strict quality check at every stage to ensure that only the best come out of the factory to reach customers, across the country.

**MANUFACTURING DESIGN:**

* The Company is manufacturing Distribution Transformer ranging from 10KVA to 500KVA, 11Kv Class.
* The company is in the line of manufacture of Distribution Transformers sine more than Eight Decades.
* The salient features of the Company are: The Company is known for its quality Transformers.

1. **The basic facilities required for manufacturing of good quality transformers are under:**

* **Design and Development Division**
* **Quality control and Testing facilities.**

**DESIGN & DEVELOPMENT:**

The Design and Drawing Division is computerized and we are adopting the latest technology in designing the transformers as per the BI Standards and customers’ specifications. The various document for procurement of raw material, manufacturing activities., will be issued from this department, in line with the requirements for manufacture as per the customer’s specification.

**QUALITY CONTROL & TESTING:**

The Division will monitor the various manufacturing activities, up to final testing of transformers to ensure that the transformers coming out will conform to the Indian standards and customers’ requirement various inspection procedures adopted are as under:

* Inspection of raw-materials received from various vendors.
* Stage inspections at various levels in manufacturing shops.
* Final Testing of the transformers as per Indian Standards.
* Inspections at the dispatch area before dispatch to ensure that the transformers are fitted with all accessories etc.
* The various procedures and tests conducted are as per the Indian Standards which are quite elaborative. This department is headed by qualified and experiences engineers and is having a team of qualified personnel at various stages and they will be independent from production department to ensure that the quality parameters are complied with, at various stages of manufacture.

**PROCUREMENT OF RAW MATERIALS:**

The major raw- materials required for manufacture of good quality of transformers are as follow as:

* Silicon steel laminations – Cold Rolled Grain Oriented Steel.
* Electrical Grade Double Paper Covered Copper/Aluminum Conductors.s
* Transformers Oil.
* Bushing Metal Parts and Various other MS items.
* Mild Steel Tanks



**PICTURE 2: TANSFORMERS**

**PRODUCTS**

**CONVENTIONAL TRANSFORMERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SLNO** | **DESCRIPTION** | **RATING KVA** | **HIGH VOLTAGE** | **LOW VOLTAGE** |
| 1 | SINGLE PHASE ALUMINIUM WOUND TRANSFORMERS (POLE MOUNTING) | UPTO 25 | 6350/11000 | 460-230 |
| 2 | 3 PHASE ALUMINIUM WOUND TRANSFORMERS | UPTO 200 | 11000 | 433 |
| 3 | 3 PHASE ALUMINIUM WOUND TRANSFORMERS (WITH OR WITHOUT TAPS) | 25 TO 500 | 11000 | 433 |
| 4 | 3 PHASE COPPER WOUND TRANSFORMERS | 300 TO 500 | 11000 | 433 |
| 5 | STAR RATED  TRANSFEORMERS – 3  STAR, 4 STAR AND 5 STAR | 25,63 AND 100 |  |  |

**SPECIAL TRANSFORMERS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SL NO** | **DESCRIPTION** | **RATING KVA** | **HIGH VOLTAGE** | **LOW VOLTAGE** |
| 1 | SINGLE PHASE NEUTRAL GROUNDING  TRANSFORMERS | UPTO 50 | 4000 TO 11000 | 400 |
| 2 | BOOSTER TRANSFORMERS | UPTO 2400 | 13200 | 11000 |

**PICTURE 3: SINGLE PHASE ALUMINIUM WOUND TRANSFORMERS**

**PICTURE 4: ALUMINIUM WOUND TRANSFORMERS (3 STAR RATED):**

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**PICTURE 5: ALUMINUM WOUND TRANSFORMERS (WITH OR WOTHOUT TAPS):**

****

**PICTURE 6: INVENTORY**

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**SWOT ANALYSIS:**

1. **STRENGTHS**

* Largest manufacture of transformers in India
* It has adopted latest technology in design, manufacture and testing.
* The continuous innovation in the area has made the product later in the markets.
* ISO 9001 – 2008 Certified Company.
* It has a very good brand image.
* Excellent infrastructure with trained engineers, technicians and skilled manpower.

1. **WEAKNESS**

* KAVIKA is a product of only distribution transformer. It has no diversification in business.
* The type of infrastructure layout design leads to wastage of time in distance travelled by men and materializes. There is no utilization of available space.
* It is a PSU and is restricted by many government regulation and policies.
* Marketing to private customer is less.

1. **OPPORTUNITIES**

* Active participation in inter – state and international trade fairs frequently can help it in getting tenders from other state electricity boards and abroad.
* Adoption of e – marketing can give boom to its sales and can also help and getting more customers.
* As there is a growing need of the power, it has a bigger role to play it has also wide opportunities and scope in India and worked wide as their products maintain global standards in quality.
* Proper promotions of products can help in fetching more prestigious private customer.

1. **THREATS**

* Low price offered by private manufacture for distribution transformers.
* Potential entrant may attract the loyal customer of KAVIKA.

**COMPANY PROFILE:**

|  |  |  |
| --- | --- | --- |
| 1 | Established | 1933- AS GOV ELECTRIC FACTORY |
| 2 | INCORPORATION | 1976 – AS KAVIKA LTD |
| 3 | AUTHORIZED SHARE CAPITAL | RS.600 LAKHS |
| 4 | PAID UP SHARE CAPITAL | RS.562 LAKHS |
| 5 | NET WORTH | RS.8396.40 LAKHS |
| 6 | PRODUCT | DISTRIBUTION TRANSFORMERS |
| 7 | PRODUCT RANGE | 3 PHASE ALUMINIUM WOUND TRANSFORMER CONFORMING TO STAR RATING OF BEE FROM 25KVA TO 100 KVA, 11KV/0.433KV 3 PHASE ALUMINIUM WOUND TRANSFORMERS (WITH OR WITHOUT TAPES) FROM 15KVA TO 500KVA, 11KV/0.433KV  3 PHASE COPPER WOUND TRANSFORMER FROM 15KVA TO 1500KVA, 11KV/0.433KV |
| 8 | LOAN FROM GOVERMENT | RS.1553.80 LAKHS (INCLUDING INTEREST AND PANEL INTEREST) |
| 9 | TOTAL FIXED EXPENSES PER MONTH | RS.100 LAKHS |
| 10 | BANKERS | STATE BANK OF MYSORE  CORPORATE BRANCH,  MG ROAD, BANGALORE  CANANARA BANK,  BYTARANAPURA BRANCH, MYSORE ROAD,  BANGALORE  STATE BANK OF INDIA,  RR NAGAR, BANGALORE –  560 098 |

CHAPTER 5:

DATA ANALYSIS AND INTERPETATION

**ANALYSIS AND INTERPRETATION**

Table – 1

**Age of the respondents:**

|  |  |  |
| --- | --- | --- |
| **AGE** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| 20 – 30 | 12 | 40 |
| 31- 40 | 4 | 13 |
| 41- 50 | 8 | 27 |
| 51 & ABOVE | 6 | 20 |

**ANALYSIS:**

The table shows that 12 respondents out of 30 belongs the age group between 20 – 30, 4 belongs to the age group between 31- 40, 8 belongs to the age group between 41 – 50 and 6 belongs to the group of 51 and above.

**INTERPRETATION:**

This shows that the majority of the respondents belong to the age group of 20-30 and very less respondents belong to the age group of 31-40.

Table -2

**Qualification of respondents**

|  |  |  |
| --- | --- | --- |
| **QUALIFICATION** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| SSLC | 6 | 20 |
| PUC | 8 | 27 |
| Diploma | 14 | 47 |
| Graduate | 1 | 3 |
| Post graduate | 1 | 3 |

**ANALYSIS**:

The above graph shows the qualifications of the respondents out of which 6 respondents are SSLC holders, 8 are PUC, and 14 are diploma and only 1 each of respondents having qualifications of graduate and post-graduate.

**INTERPETATION:**

This table shows that majority of the respondents have done their diploma and the number of graduate and post-graduate are very less as compared to SSLC, PUC, and Diploma.

Table -3

**Number of training program attended by the respondents:**

|  |  |  |
| --- | --- | --- |
| **NO. OF TRAINING PROGRAM** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Nil | 1 | 3 |
| 1-2 days | 11 | 37 |
| 3 -4 days | 8 | 27 |
| 5 & above | 10 | 33 |

**ANALYSIS:**

From the above table, we can see that only 1 respondent out of 30 doesn’t attend any training program, 11 have attended training between 1-2 days, 8 are between 3-4 days and 10 of the respondents have attended training program for 5 & more days.

**INTERPRETATION:**

The graph shows that the respondents have attended training program several times which is very important for the development of oneself.

Table- 4

**To which level of staff more training is given:**

|  |  |  |
| --- | --- | --- |
| **LEVELS OF STAFF** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Senior staff | 11 | 37 |
| Junior staff | 2 | 7 |
| New staff | 5 | 17 |
| All of employees | 12 | 40 |

**ANALYSIS:**

The above table shows that the 12 of the respondents feel that everybody in the organization is given equal amount of training, 11 respondents feel that training is given more to the senior staff, 2 respondents feel that more training is given to the junior staff and 5 respondents feel that more training is given to the new staff.

**INTERPETITION:**

The above graph shows that the majority of the respondents feel that everybody in the organization is given equal amount of training.

TABLE – 5

**Training method that are normally use:**

|  |  |  |
| --- | --- | --- |
| Training methods | No. of respondents | Percentage |
| Class room training from senior staff | 8 | 27 |
| External consultants | 13 | 43 |
| Online training | 0 | 0 |
| Job rotation | 6 | 10 |

**ANALYSIS:**

The above table shows that out of 30 respondents 8 respondents feel that class room training from senior staff is mostly followed ,30 respondents from external consultant, online training is nil, 3 respondents from lecturers and 8 respondent feel that mostly job rotation is followed.

**INTERPETATION:**

From the above graph is concluded that the 43% training is done by external consultants thus giving a wide exposure to the employees about the need of training.

Table – 6

**Opinion of the respondents whether there are well informed about the goals/objectives of the training program:**

|  |  |  |
| --- | --- | --- |
| OPINION | NO. OF RESPONDENTS | PERCENTAGE |
| STRONGLY AGREE | 17 | 57 |
| AGREE | 5 | 17 |
| NEUTRAL | 4 | 13 |
| DISAGREE | 4 | 13 |
| STRONGLY DISAGREE | 0 | 0 |

**ANALYSIS:**

The above table shows that out of 30 respondents 17 respondents strongly agrees that they are well informed about the goals, 5 respondents agree, 4 respondents each for neutral and disagree and for strongly disagree is nil.

**INTERPRETATION:**

From the above graph we can see that majority of the respondents agree that they are well informed about the goals/ objectives of the training program. If the employees are well informed it will help them to prepared themselves and concentrate in the training program.

TABLE 7-

**Opinion of the respondents whether the training help them to identify their strengths and overcome their weakness:**

|  |  |  |
| --- | --- | --- |
| **OPINION** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Strongly agree | 17 | 57 |
| Agree | 6 | 20 |
| Neutral | 5 | 17 |
| Disagree | 2 | 7 |
| Strongly disagree | 0 | 0 |

**ANALYSIS:**

The above table shows that out of 30 students 17 respondents strongly agree that the training program helped them to identify their strengths and to overcome their weakness, 6 respondents agree, 5 respondents’ neutral, 2 respondents disagree and there is no respondents that strongly disagree.

**INTERPETITION:**

From the above table we can see that majority of the respondents agree that the training program they attended helped them to identify their strengths and overcome their weakness.

TABLE -8

**Opinion of the employees on the demonstrable effect of the training program on the performance of the task and the achievement of organizational goals**:

|  |  |  |
| --- | --- | --- |
| **OPININON** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Strongly agree | 17 | 57 |
| Agree | 3 | 10 |
| Neutral | 7 | 23 |
| Disagree | 3 | 10 |
| Strongly disagree | 0 | 0 |

**ANALYSIS:**

The above table shows that only 17 respondents out of 30 respondents strongly agree that training has a demonstrable effect on the performance of the task and achievement of the organizational goals, 3 respondents agree , 7 respondents agree, 7 respondents neutral, 3 respondents disagree and no respondents strongly disagree.

**INTERPRETATION:**

From the above graph we can see that majority of the respondents strongly agree that training has a demonstrable effect on the performance of the task.

TABLE -9

**Types of training given to the respondents**

|  |  |  |
| --- | --- | --- |
| **TYPES OF TRAINING** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Technical skills | 15 | 50 |
| Personality development | 10 | 33 |
| Cross cultural training when going abroad | 5 | 17 |
| Managing people and communication skills | 0 | 0 |

**ANALYSIS:**

The above table shows that out of 30 respondents for 15 respondents the training in technical skills has helped them to a large extent, 10 respondents in personality development and 5 respondents in cross cultural training when going abroad.

**INTERPRETATION:**

The above graph shows that majority of the respondents have attended training on technical skills but none of the respondents attend much training program on managing people and communication skills.

Table – 10

**Opinion of the respondents on the physical requirements and facilities provided during training hour are excellent:**

|  |  |  |
| --- | --- | --- |
| **OPININON** | **NO. OF RESPONDENT** | **PERCENTAGE** |
| Strongly agree | 0 | 0 |
| Agree | 18 | 60 |
| Neutral | 10 | 33 |
| Disagree | 2 | 7 |
| Strongly disagree | 0 | 0 |

**ANALYSIS:**

The above table shows that out of 30 respondents no one strongly agree that the physical requirements and facilities provided during training are excellent, 18 respondents agree, 10 respondents and 2 respondents disagree.

**INTERPETITION:**

From the above graph we can see that majority of the respondents is satisfied with the facilities that have been provided during the training program and it is up to their expectations even though they do not strongly agree that the facilities were excellent.

Table – 11

**Opinion of the respondent on whether the training program improves efficiency.**

|  |  |  |
| --- | --- | --- |
| **OPININON** | **NO. OF RESPONDENT** | **PERCENTAGE** |
| Strongly agree | 4 | 13 |
| Agree | 20 | 67 |
| Neutral | 6 | 20 |
| Disagree | 0 | 0 |
| Strongly disagree | 0 | 0 |

**ANALYSIS:**

From the above table it shows that out of 30 respondents 4 respondents strongly agree that the training program attended by them improves their efficiency, 20 respondents agree, 6 respondents neutral and there are no respondents that disagree and strongly disagree with the statement.

**INTERPETITION:**

The above graph shows that the majority of the respondents agree that the training program have improved their efficiency and the extent to which the training program helped the respondents to do a better job for the organization.

TABLE -12

**Opinion of the respondents on the outcome of the training program:**

|  |  |  |
| --- | --- | --- |
| **OPININON** | **NO. OF RESPONDENT** | **PERCENTAGE** |
| High success | 6 | 20 |
| Medium success | 20 | 67 |
| Low success | 4 | 13 |
| No success | 0 | 0 |

**ANALYSIS:**

The above table shows that out of 30 respondents 6 respondents feel that the training program attended by them are of high success, 20 respondents feel that it is medium success and 4 respondents are low success.

**INTERPETITION:**

Above graph shows that majority of the respondents feel that the training programs attended by them are of medium success and only 4 respondents fell that it has a low success.

TABLE – 13

**Facilities that are provided during the training program**:

|  |  |  |
| --- | --- | --- |
| **FACILITIES** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Ac rooms | 0 | 0 |
| LCD projector | 9 | 30 |
| Audio Aids | 10 | 33 |
| Video aids | 0 | 0 |
| All | 11 | 37 |

**ANALYSIS:**

From the above table we can see that out of 30 respondents 9 respondents have attended training program which provided mostly LCD Projector for the sessions, 10 respondents for audio aids and 11 respondents have attended training program which have provided all the facilities like AC room, LCD projector, audio aids and video aids.

**INTERPETITION:**

From the graph it can be stated that the majority of the training program are conducted using audio aids and LCD projector. Thus it makes the training more effective which is helpful for the employees.

Table – 14

**Subject content of the training program:**

|  |  |  |
| --- | --- | --- |
| **SUBJECT CONTENT** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Only theory | 3 | 10 |
| Only practical | 3 | 10 |
| Both theory and practical | 24 | 80 |

**ANALYSIS:**

From the above table it is clear that 3 respondents out of 30 respondents feel that the training program attended by them were all theory and also 3 of the respondents felt that the training program were only practical. Majority of the respondents felt that the training program attended by them were both theory and practical.

**INTERPRETATION:**

Since 80% of the subject content of training program is done by theory and practical which led to create awareness of training in employee with easy learning. Thus making the program must effective.

Table -15

**Type of training the organization manage for new recruitments**

|  |  |  |
| --- | --- | --- |
| **TYPES OF TRAINING** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Technical training | 23 | 27 |
| Management training | 4 | 13 |
| Communication training | 0 | 0 |
| Presentation skills | 3 | 10 |

**ANALYSIS:**

From the above table we can see that out of 30 respondents 23 respondents feel that technical training is manage for new recruitments, 4 respondents feel that it is management training and 3 respondents feel that it is Presentation skills.

**INTERPETITION:**

From the above graph we can see that majority of the respondents feel that the organization manages technical training for new recruitments whereas there are no respondents that feel that the organization manage language skills for new recruitments.

Table -16

**Different method the respondents would like to have in their future training program:**

|  |  |  |
| --- | --- | --- |
| **METHODS** | **NO .OF RESPONDENTS** | **PERCENTAGE** |
| lecturers | 5 | 17 |
| Case study | 2 | 7 |
| Role play | 2 | 7 |
| Training games | 6 | 20 |
| All the above | 15 | 50 |

**ANALYSIS:**

The table shows that 5 of the respondents would like to have lecture method, 2 follow the case study, 2 of the respondents wanted to have role play 6 respondent wanted to have training games and 50 of the respondent would like to have above methods in the future training program.

**INTERPETITION:**

From the above graph shows that majority of the respondents feel that they should have all the training methods in the future training program to get a better result after the training program.

**CHAPTER: 6**

**FINDINGS**

**AND**

**SUGGESTIONS**

**FINDINGS**

* It is seen that majority of the respondents feel that everybody in the organization is given equal amount of working.
* It is noticed that majority of the respondents agree that they are well informed about the goals/objectives of the training program.
* It is noticed that majority of the respondents agree that the training program they attended helped them to identify their strengths and overcome their weakness.
* It is seen that majority of the respondents agree that training has a demonstrable effect on the performance of the task and the achievement of organizational goals. Thus shows that the respondents have a positive attitude on the training program that they have attended.
* It is observed that the majority of the respondents feel that the organizational manages technical training for new recruitments where there are no respondents that feel that the organizations does not focus on language skills.
* The study shows that the majority of the respondents are satisfied with the facilities have been provided during the training program and it not many support that the facilities were excellent.

**SUGGESTIONS**

Based on the data collected through the questionnaire the following suggestion are made for consideration:

* The organization can utilize both subjective and objective approach for the training program.
* A Self-Assessment training needs should be introduced where in the employees can assess their train needs.
* There should also be counseling for trainees, who could not grasp the topic well or who could not implement the learning well.
* Feedback should be given due prominence and should be taken from everyone and not only a selected few.
* Trainees should be given / rewarded for better performance during the training programs.
* The organization may consider deputing each employee to attend at least one training program every year.
* The In-house training programs will be beneficial to the organization since it will help the employees to attend their official work while undergoing the training.
* The organization can also arrange part time training programs in the office premises for short duration, spanning over few days in order to avoid any interruption in the routine work.

CHAPTER 6 –

CONCLUSION

**CONCLUSION**

Training has become increasingly vital to all the success of modern organizations. They often compete on competencies – the core sets of knowledge and expertise that give them an edge over their competitors. Training plays a central role in nurturing and strengthening these competencies, and in this way has become part of the backbone of strategy implementations. In addition, rapidly changing technologies require that employees continuously hone their knowledge, skills and abilities (KSAs) to cope with new processes and systems.

Employees Training and Development programs try to improve skills or add to the existing level of knowledge so that the employees are better equipped to do his/her present job or to get prepared for a higher position with increased responsibilities. Employee growth and development should be seen in the context of an ever changing and dynamic environment.

KAVIKA being into the electronic industry, has to make sure that its employees are well trained technically as well as in other aspects also, employee as well as the organization has benefited from these programs.

From the study conducted on its effectiveness, most of the employees are satisfied with the training and development activities, though there is still scope for improvement in it.

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**BIBLOGRAPHY**

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**ANNEXURE**

**QUESTIONNAIRE**

**A STUDY ON TRAINING AND DEVELOPMENT**

**AT KAVIKA**

Dear Sir/Madam,

I am Celestine Babu Studying BBA 3rd year in Darshan college, Bangalore. As part of my studies, I am doing a project report on training and development at KAVIKA.

I request you to spend your valuable time in filling up the enclosed questionnaire and return at the earliest. I assure you that the information furnished by you will be strictly confidential and will be used only for my academic purpose.

Personal Data

1. Name:
2. Age:
3. Sex:

4) Qualification:

1. SSLC
2. P.U.C
3. DIPLOMA
4. GRADUATE
5. POST GRADUATE

5) The employees are well informed about all the goals/ objectives of the training program?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

6) What mode of training method is normally used in your organization?

a. Class room training from senior staff

b. External consultants

c. Online training

d. lectures given by HR department

i. job rotation

7) More training in your organization is given to

a. senior staff

b. junior staff

c. new staff

d. Everybody Is given equal amount of training

8) How much training you get in a year?

a. nil

b. 1 to 2 days

c. 3 to 4 days

d. More than 3 days

9) The physical requirements and facilities provided during training were excellent?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

10) What sort of training you get normally?

a. Technical skills

b. personality development

c. cross cultural training when going abroad

d. managing people and communication skill

11) Training has a demonstrable effect on the performance of the task or the achievement of organization goals?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

12) The training program has helped you to identify your strengths and to overcome the weakness?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly Disagree

13) Training program improves efficiently?

a. Strongly agree

b. Agrees

c. Neutral

d. Disagree

e. Strongly Disagree

14) what in your opinion was the outcome of the attempt?

a. High success

b. Medium success

c. Low success

d. No success

15) Facilities that are provided in your training program

a. AC room

b. LCD room

c. Audio aids

d. Video aids

e. All

16) What do you think of the subject content of the training program?

a. it was all about theory

b. it was about practical

c.it was both practical and theory

17) Which type of training your organizations manage for new recruitment?

a. Technical training

b. Management training

c. Language training

d. Presentation skills

18) What do you except from future training program?

a. Lecture

b. Case study

c. Role play

d. Training games

e. all