

**A PROJECT REPORT  
ON**

**ANALYTICAL STUDY ON TRAINING AND ASSESSMENT PRACTICES  
ADOPTED BY EMPLOYEES OF HALDIRAMS PVT LTD. NAGPUR.**

**Submitted to  
RASHTRASANT TUKDOJI MAJARAJ NAGPUR UNIVERVITY,  
NAGPUR.**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR  
THE AWARD OF THE DEGREE OF MASTERS IN COMMERCE (M.COM)**

**Submitted by  
RAVINA. UPAGADE.**

**Project guide  
CS.AKHIL RAMTEKE**

**2019-2020**



## **DECLARATION**

### **BY STUDENT**

**I Ravina Upagade the undersigned here by , declare that this project work “ Analytical study on Training and Assessment practices adopted by employees of haldiram pvt ltd , Nagpur” is a result of any own research work and has not been previously submitted to any other universities for any other examination.**

**I hereby further declare that all the information of this document has been obtained and presented in accordance with academic rules and ethical conduct.**

**Collage enrolment no:**

**Academic year : 2019-2020**

**Date :**

**Name : Ravina Upagade**

**Place : Nagpur**

**Signature:**

### **Approval of project proposal**

**Name of student : Ravina Upagade**

**Collage & department : Rashtrasant Tukdoji Maharaj  
Nagpur University Campus  
Department of commerce**

**Title of project : Analytical study on training and  
assessment practices adopted by  
employees of Haldiram Pvt. Ltd.**

**Project guide : CS. Akhil Ramtek**



## **ACKNOWLEDGEMENT**

**I am extremely thankful to my project guide CS. AKHIL RAMTEKE for the guideline throughout the project. I tender my sincere regards to his for giving me outstanding guidance, enthusiastic suggestion and invaluable encouragement which helped me in the completion of the project.**

**I will fail in my duty if i do not think the non-teaching staff of the college for their co-operation.**

**I would like to thank all those who helped me in making this project and successful.**

**Place : Nagpur**

**Name : Ravina Upagade**

**Date:**

## **INDEX**

<b>Sr. No.</b>	<b>Topic</b>	<b>PageNo.</b>
1.	<b>INTRODUCTION &amp; RESEACH METHODOOGY</b>	
1.1	<b>Introduction of training and assessment</b>	
1.2	<b>Definition</b>	
1.3	<b>Company profile</b>	
1.4	<b>Meaning of study</b>	
1.5	<b>Problem statement</b>	
1.6	<b>Aims and Objective</b>	
1.7	<b>Hypothesis</b>	
1.8	<b>Research Methodology</b>	
1.9	<b>Sample size</b>	
1.10	<b>Scope of study</b>	
1.12	<b>Limitations of the study</b>	
2.	<b>REVIEW OF LITERATURE</b>	
3.	<b>DATA ANALYSIS AND INTERPERETATION</b>	
4.	<b>HYPOTHESIS TESTING</b>	
5.	<b>FINDING</b>	
6.	<b>CONCLUSIONS</b>	
7.	<b>SUGGESSTIONS</b>	
8.	<b>BIBLIOGRAPHY</b>	
9.	<b>ANNEXURE</b>	

## **1. INTRODUCTION**

One of the most talked subjects in corporate circles, in recent times is how to optimize the contributions of human resources in achieving organizational goals. An efficient and satisfied workforce is the most significant factor in organizational effectiveness and marginal excellence. But experiences in business and service organizations however indicate that management, comparatively speaking, best more time and attention to policies and systems relating to production, technology, investment, inventory, marketing, etc than to human resources. Compulsion of modern business environment is however promoting corporate managements to systematically review their current attitudes, beliefs and policies towards human resources for they contribute most significantly to the survival and growth of organization. Enlightened and progressive managements have therefore come to believe that people are not problems but opportunities. Training and Assessment activities are important part of exploring these opportunities. Training and Assessment activities are designed to impart specific skills, abilities and knowledge to employees. Training is a planned effort by an organization to facilitate employee's learning of job related knowledge and skills for the purpose of improving performance. Assessment refers to learning opportunities designed to help employees grow and evolve a vision for future.

### **MEANING OF TRAINING AND ASSESSMENT:-**

In simple terms, training and Assessment refer to imparting specific skills, abilities and knowledge to an employee.

A formal definition of training and Assessment is:-

“It is any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or Increasing his skills and knowledge.”

### **DISTINCTION BETWEEN TRAINING AND ASSESSMENT**

TRAINING	ASSESSMENT
1.Training means learning skills and Knowledge for doing a specific job.	1.Assessment Means growth of an Employees in all respects.
2.It is concerned with maintaining and Improving current job performance. Thus, It has short-term perspective.	2.It seeks to develop competence and skills For future performance. Thus, it has a long-Term perspective.
3. It is job-centred in nature.	3. It is career-centred in nature.
4. Role of trainer is very important.	4.The executives has to be motivated Internally for self Assessment.

**The need of training and Assessment is determined by employee’s performance deficiency, compute as follows:-**

**Training and development need = Standard performance – Actual performance.**

Training is an organised activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedure for transferring technical know-how employees so as to increase their knowledge and skills for doing specific jobs with proficiency.

According to Edwin B. Flippo, “Training is the act of increasing the knowledge and skills of an employee for doing a particular job.” Training involves the Assessment of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behaviour of those trained and to enable them to do their jobs better. It makes newly appointed workers fully productive in the minimum of time. It is equally important for the old employees due to frequent changes in technology.

### **PROCESS OF TRAINING AND ASSESSMENT:-**

Process of training and Assessment is a well planned process. The following graph represents this in a graphical manner:-





## **NEED OF TRAINING AND ASSESSMENT**

Training is important not only from the point of view of organization; but also for the employees. Training is valuable to the employees because it will give them greater job security and opportunity for advancement.

The need of training arises in an enterprise due to following reasons:-

- **CHANGING TECHNOLOGY:-**Technology is changing at a fast pace. The workers must learn new techniques to make use of advanced technology. Thus, training should be treated as a continuous process to update the employees in new methods and procedures
- **QUALITY CONSCIOUS CUSTOMERS:-** Customers have become quality conscious and their requirements keep on changing. To satisfy the customers, quality of products must be continuously improved through training of workers.
- **GREATER PRODUCTIVITY:-** It is essential to increase productivity and Reduce cost of production for meeting competition in the market. Effective training can help increase productivity of workers.
- **STABLE WORKPLACE:** - Training creates a feeling of confidence in the minds of the workers. It gives them a security at the work-place. As a result, labour turnover and absenteeism are reduced.

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance. The difference between actual the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design.

A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.

### **Principle of Assessment :-**

Use assessment instruments for which understandable and comprehensive documentation is available. Knowledge, Skills, and Abilities Today's workplace often requires employees to be independent thinkers responsible for making good decisions based on limited information. This kind of work may require training if the employee does not have these skills. Below is a list of various competencies that employees may be required to possess in order to perform their jobs well.

- Adaptability
- Analytical Skills
- Action Orientation
- Business Knowledge/Acumen
- Coaching/Employee Development
- Communication
- Customer Focus
- Decision Making
- Fiscal Management
- Global Perspective
- Innovation
- Interpersonal Skills
- Leadership
- Establishing Objectives
- Risk Management
- Persuasion and Influence
- Planning

- Problem Solving
- Project Management
- Results Orientation
- Self-Management
- Teamwork
- Technology
- assessments/surveys
- records & report studies
- work samples

### **Conducting a Work / Task Analysis :-**

Interview subject matter experts (SME's) and high performing employees. Interview the supervisors and managers in charge. Review job descriptions and occupational information. Develop an understanding of what employees need to know in order to perform their jobs.

### **What kinds of training are available?**

Observe the employee performing the job. Document the tasks being performed. When documenting the tasks, make sure each task starts with an action verb. How does this task analysis compare to existing job descriptions? Did the task analysis miss any important parts of the job description? Were there tasks performed that were omitted from the job description?

Organize the identified tasks. Develop a sequence of tasks. Or list the tasks by importance. Are there differences between high and low performing employees on specific work tasks? Are there differences between Experts and Novices? Would providing training on those tasks improve employee job performance?

Most employees are required to make decisions based on information. How is information gathered by the employee? What does the employee do with the information? Can this process be trained? Or, can training improve this process?

### **Cognitive Task Analysis:-**

Develop a model of the task. Show where the decision points are located and what information is needed to make decisions and actions are taken based on that information. This model should be a schematic or graphic representation of the task. This model is developed by observing and interviewing the employees. The objective is to develop a model that can be used to guide the development of training programs and curriculum. Since the training is based on specific job tasks, employees may feel more comfortable taking the effort to participate in training. Gather information about how the task is performed so that this can be used to form a model of the task. Review job titles and descriptions to get an idea of the tasks performed. Observe the employee performing the job. Review existing training related to the job. Make sure you observe both experts and novices for comparison.

### **Customer Complaints:-**

Are there differences between high and low performing employees on specific competencies? Would providing training on those competencies improve employee job performance?

### **Checklist for Training Needs Analysis:-**

It is helpful to have an organized method for choosing the right assessment for your needs. A checklist can help you in this process. Your checklist should summarize the kinds of information discussed above. For example, is the assessment valid for your intended purpose? Is it reliable and fair? Is it cost-effective? Is the instrument likely to be viewed as fair and valid by the participants? Also consider the ease or difficulty of administration, scoring, and interpretation given available resources. Click [here](#) for a sample checklist that you may find useful. Completing a checklist for each test you are considering will assist you in comparing them more easily.

## **1.2 DEFINITION:-**

According to Edwin B. Flippo, “Training is the act of increasing the knowledge and skills of an employee for doing a particular job.” Training involves the Assessment of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behaviour of those trained and to enable them to do their jobs better. It makes newly appointed workers fully productive in the minimum of time. It is equally important for the old employees due to frequent changes in technology.

“Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop.

## **1.3 COMPANY PROFILE :-**



Haldiram's is a major Indian sweets and snacks manufacturer based in Nagpur, Maharashtra, India. The company has manufacturing plants in Nagpur, New Delhi, Kolkata, and Bikaner. Haldiram's has its own retail stores and a range of restaurants in Nagpur, Kolkata, Patna, and Delhi. In contemporary times, Haldiram's products are exported to several countries worldwide, including Sri Lanka, United Kingdom, United States, Canada, United Arab Emirates, Australia, New Zealand, Japan, Thailand, Australia and others.

Haldiram's was founded in 1937 by Ganga Bhisen Agrawal as a retail sweets and namkeen shop in Bikaner, Rajasthan. In expansion, the company's first manufacturing plant was located in Calcutta. In 1970 a larger manufacturing plant was established in Nagpur.<sup>[2]</sup> Another manufacturing plant was established in New Delhi, the capital of India, in the early 1990s, which also had retail store. In 2003, the company began the process of developing convenience to be marketed to consumers. In 2008, the chairman of the company's Nagpur branch was Shivkishan Agarwal. In 2014, Haldiram was ranked 55th among India's most trusted brands according to the Brand Trust Report, a study conducted by Trust Research Advisory. Haldiram's products are available across 50 countries & are even present in supermarkets like Tesco, Carrefour, Spinney's & Somerfield. It started exporting to US in 1993.

The success story of Haldiram is also a success of Hindu United Family business. The history of the brand begins from Bikaner in 1937. From a small corner shop to a brand worth Rs.1500 Crores; Haldiram has hit the right chords with its customers over the past seven decades. To chronicle the tale of this much-loved brand, Haldiram Story began in 1937 when one Gangabhisar Aggarwal started a shop selling „Namkeens“ in the town of Bikaner, Rajasthan. It was really this gentleman's father Tansukhdas who originally started the „Bhujia“ business but a new found popularity was gained by Gangabhisar's small setup. The name Haldiram as the hear-say goes was his another name which was taken forward by his youngest son Rameshwar Lal who opened a shop in Calcutta, West Bengal by the name, „Haldiram Bhujawala“. This name was the stepping stone to the later success story of Haldiram. Rameshwar Lal had also registered the trademark in 1972 which later became a bone of contention in the family as other sons of Gangabhisar, Moolchand and Shivkishan Aggarwal opened units at Delhi and Nagpur respectively. The bitter fallout led to a clear demarcation of territory as Haldiram's, Haldiram's Prabhuji and Nagpur's Haldiram are restricted to Delhi, Kolkata and Nagpur respectively. Also, Bikaji is another popular offshoot of the Haldiram family brand name. None of them has been too able to outweigh the success story and pull of the original-Haldiram which has created a new history for Indian food industry.

Haldiram despite captures by Nathu's, Aggarwal's and Bikanerwala still retains a market share of 25% with a total turnover of Rs.400 Crores. Credit goes to its USP of serving authentic Indian snacks prepared with unmatched hygiene and standardized quality. Also it has built the entire empire around the core of Namkeen and sweets which has added to its portfolio of achievements and serves as an important chapter in history and success story of Haldiram.

In order to stay afloat in the era of quick service restaurants like Mc Donald's and Pizza Huts, Haldiram has pondered over the idea of increasing space for customer sittings and going for a high-pitch marketing from a low key profile. Haldiram has not been free from controversies as Prabhu Shankar Aggarwal; owner of the Kolkata unit was booked for murder of a tea-stall owner who was coming in the way of a grand restaurant setup.

### **PRODUCT:-**

Haldiram's has over 100 products. Its products include frozen foods such as frozen meals, ice cream and kulfi, sweets, cookies, crackers, sherbet, papad, savouries, chips and other snacks. Haldiram's also produces fruit-flavoured beverages and dairy products. The company also produces ready-to-eat food since 2010. It provides all type of traditional Indian food and sweets. In the 1990s, the production of potato-based foods was enabled by the importation of machinery from the United States designed for these purposes.

Haldiram's products are marketed at various retail locations such as bakeries and confectionery stores, among others, and also on various commercial websites. The pricing of the company's products is typically inexpensive compared to similar products made by other companies. Prior and up to August 2003 in the United States market, the company's products were limited to potato chips. The company's products are carried by some Indian supermarkets in the U.S. In the U.S., Haldiram's products are popular with South Asian Americans.

**Table 1.1: Product List****Namkeens**

<u>200 Gms</u>	<u>400 Gms</u>
1. Plain Bhujia 2. Bhujia 3. Karanchy Mixture 4. Navrattan 5. Nut Cracker 6. Khatta Meetha 7. Bombay Mixture 8. Chana Dal 9. Masala Moong Dal 10. Moong Dal 11. Boondi Masala 12. Boondi Plain 13. Dal Biji 14. Ghatia 15. Kabli Chana 16. Bhavnagri Sev 17. Aloo Masala 18. Mathri 19. Samosa 20. Bhelpuri 21. All in One 22. Aloo Bhujia 23. Nimbu Masala	1. Plain Bhujia 2. Bhujia 3. Navrattan 4. Khatta Meetha 5. Masala Moong Dal 6. Moong Dal 7. Nut Cracker 8. Dal Biji 9. All in One 10. Aloo Bhujia 11. Chana Jor Garam 12. Kashmiri Mixture 13. Hara Chiwda 14. Cornflakes Mixture 15. Kaju Mixture 16. Panchrattan
	<u>75 Gms</u>
	1. Bhujia 2. Navrattan 3. Khatta Meetha 4. Moong Dal 5. Nut Cracker 6. Aloo Bhujia 7. Boondi Plain 8. Boondi Masala 9. Nimbu Masala 10. Peanut Salted 11. Masala Moong Dal
	<u>30 Gms</u>
24. Long Sev 25. Methi Sev 26. Peanut Salted 27. Peanut Masala 28. Chana Jor Garam 29. Bombay Chana 30. Kashmiri Mixture 31. Cornflakes Mixture 32. Hara Chiwda Mixture 33. Mint Lachha 34. Chilli Chatak Lachha 35. Kaju Mixture 36. Panchrattan 37. Shahi Mixture	1. Nut Cracker 2. Peanut Salted 3. Aloo Bhujia 4. Bhujia 5. Navrattan 6. Moong Dal 7. Khatta Meetha 8. Nimbu Masala



<b><u>65 Gms</u></b>	
1. Kahmiri Mixture	
2. Cornflakes Mixture	
3. Kaju Mixture	
<b><u>Sweets</u></b>	<b><u>Syrups (700 ML)</u></b>
1. Rasgulla (1 Kg Tin Pack)	1. Rose Syrup
2. Jamphal (1 Kg Tin Pack)	2. Khus Syrup
3. Cham Cham (1 Kg Tin Pack)	3. Orange Crush
4. Kesar Rasbhari (1 Kg Tin Pack)	4. Pineapple Crush
5. Kalam Petha (1 Kg Tin Pack)	5. Lemon Crush
6. Keasar Ganderi (1 Kg Tin Pack)	6. Mango Crush
7. Raj Bhog (1 Kg Tin Pack)	7. Kala Khatta
8. Dry Petha	8. Badam Kesaria
9. Karachi Halwa (250/500 Gms)	9. Thandai Kesaria
10. Soan Papdi (250/500/1000 Gms)	
11. Soan Cake (250/500 Gms)	
<b><u>Perishable Sweets</u></b>	<b><u>Can Packs</u></b>
1. Moti Choor Ladoo/Boondi Choor Ladoo	1. Bombay Mixture
2. Plain Burfee	2. Aloo Bhujia
3. Dhoda Burfee	3. Cornflakes Mixture
4. Moong Dal Burfee	4. Panchrattan
5. Besan Ladoo	5. Khatta Meetha
6. Atta Ladoo	<b><u>Cookies</u></b>
7. Pinni	1. Jeera Cookies (75/300 Gms)
8. Kaju Gunjia	2. Atta Cookies (75/300 Gms)
9. Anjeer Burfee	3. Ajwain Cookies (75/300 Gms)
10. Mix Sweets	4. Coconut Cookies (75/300 Gms)
11. Mix Sweets 750 Gms	5. Butter Badam Cookies (75/300 Gms)
<b><u>Gift Packs</u></b>	6. Kaju Pista Cookies (75/300 Gms)
1. Namkeen Nazrana	7. Choco Chip Cookies (75/300 Gms)
2. Sweet Spicy	<b><u>Ready To Eat Food</u></b>
3. Meetha Chatpata	
4. Thoda Sa Meetha Thoda Sa Namkeen	
5. Meethe Meethe Pal	

## **THEORETICAL PERSPECTIVE:-**

One of the factors behind organizations giving a lot of attention to their people is the nature of the firms in the current business environment. Given the fact that there has been a steady movement towards an economy based on services, it becomes important for firms engaged in the service sector to keep their employees motivated and productive. Even in the manufacturing and the traditional sectors, the need to remain competitive has meant that firms in these sectors deploy strategies that make effective use of their resources. This changed business landscape has come about as a result of a paradigm shift in the way businesses and firms view their employees as more than just resources and instead adopt a “people first” approach.

## **METHODS OF TRAINING:-**

The various methods of training may be classified into the following categories:

- On-the-job training
- Vestibule training
- Off-the-job training
- **ON-THE-JOB TRAINING:-**

On-the-job training is considered to be the most effective method of training the operative personnel. Under this method, the worker is given training at the work place by his immediate supervisor. In other words, the worker learns in the actual work environment. It is based on the principle of “learning by doing”.

There are four methods of on-the-job training described below:-

**COACHING:-** Under this method, the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching the subordinate is on learning by doing. This method is very effective if the superior has sufficient time to provide coaching to his subordinates.

**UNDERSTUDY:-** The superior gives training to a subordinate as his assistant. The subordinate learns through experience and observation. It prepares the subordinate to assume the responsibilities of the superior's job in case the superior leaves the organization. The purpose of understudy is to prepare someone to fill the vacancy caused by death, retirement, transfer, or promotion of the superior

**POSITION ROTATION:-** The purpose of position rotation is to broaden the background of the trainee in various positions. The trainee is periodically rotated from job to job instead of sticking to one job so that he acquires a general background of different jobs. However, rotation of an employee from one job to another should not be done frequently. He should be allowed to stay on a job for sufficient period so that he may acquire the full knowledge of the job.

**JOB ROTATION:-** Job rotation is used by many firms to develop all-round workers. The employees learn new skills and gain experience in handling different kinds of jobs. They also come to know interrelationship between different jobs. It is also used to place workers on the right jobs and prepare them to handle other jobs in case of need.

- **VESTIBULE TRAINING:-**

The term „vestibule training“ is used to designate training in a class-room for semi-skilled workers. It is more suitable where a large number of employees must be trained at the same time for the same kind of work. Where this method is used, there should be well qualified instructors in charge of training programmes. Here the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc. Vestibule training is adapted to the general type of training problem that is faced by on-the-job training. An attempt is made to duplicate, as nearly as possible, the materials, equipments and conditions found in real work place. The human resources department makes arrangements for vestibule training when the training work exceeds the capacity of the line supervisors. Thus, in vestibule training, the workers are trained on specific jobs as they would be expected to perform at their work place.

Vestibule training has certain demerits also. The artificial training atmosphere may create adjustment problem for the trainees when they are sent to their actual work place. It is relatively expensive as there is duplication of materials, equipments and conditions found in the real work place.

- **OFF-THE-JOB TRAINING:-**

It requires the workers to undergo training for a specific period away from the work place. Off-the-job methods are concerned with both knowledge and skills in doing certain jobs. The workers are free of tension of work when they are learning.

There are several off-the-job methods of training as described below:-

**SPECIAL LECTURE CUM DISCUSSION:-** Training through special lectures is also known as “class-room training”. It is more associated with imparting knowledge than skills. The special lectures may be delivered by some executives of the organization or specialists from vocational and professional institutes. Many firms also follow the practice of inviting experts for special

Lectures for the staff on matters like health, safety, productivity, quality, etc.

**CONFERENCE TRAINING:-**A conference is a group meeting conducted According to an organised plan in which the members seek to develop Knowledge and understanding by oral participation. It is an effective training device for persons in the positions of both conference member and conference leader. As a member, a person can learn from others by comparing his opinions with those of others. He learns to respect the viewpoints of others and also realizes that there is more than one workable approach to any problem.

**CASE STUDY:-**The case method is a means of stimulating experience in the classroom. Under this method, the trainee is given a problem or case which is more or less related to the concepts and principles already taught. They analyze the problem and suggest solutions which are discussed in the class. The instructor helps them reach a common

solution to the problem. This method gives the trainee an opportunity to apply his knowledge to the solution of realistic problems.

### **TYPES OF TRAINING:-**

There are a number of different types of training we can use to engage an employee. These types are usually used in all steps in a training process.



#### **1: Technical or Technology Training:-**

Depending on the type of job, technical training will be required. Technical training is a type of training meant to teach the new employee the technological aspects of the job. In a retail environment, technical training might include

teaching someone how to use the computer system to ring up customers. In a sales position, it might include showing someone how to use the customer relationship management (CRM) system to find new prospects. In a consulting business, technical training might be used so the consultant knows how to use the system to input the number of hours that should be charged to a client. In a restaurant, the server needs to be trained on how to use the system to process orders. Let's assume your company has decided to switch to the newest version of Microsoft Office. This might require some technical training of the entire company to ensure

Everyone uses the technology effectively. Technical training is often performed in-house, but it can also be administered externally.

## **2. Quality Training:-**

In a production-focused business, quality training is extremely important. Quality training refers to familiarizing employees with the means of preventing, detecting, and eliminating non-quality items, usually in an organization that produces a product. In a world where quality can set your business apart from competitors, this type of training provides employees with the knowledge to recognize products that are not up to quality standards and teaches them what to do in this scenario. Numerous organizations, such as the International Organization for Standardization (ISO), measure quality based on a number of metrics. This organization provides the stamp of quality approval for companies producing tangible products. ISO has developed quality standards for almost every field imaginable, not only considering product quality but also certifying companies in environmental management quality. ISO9000 is the set of standards for quality management, while ISO14000 is the set of standards for environmental management. ISO has developed 18,000 standards over the last 60 years. With the increase in globalization, these international quality standards are more important than ever for business development. Some companies, like 3M, choose to offer

ISO training as external online training, employing companies such as QAI to deliver the training both online and in classrooms to employees.

Training employees on quality standards, including ISO standards, can give them a competitive advantage. It can result in cost savings in production as well as provide an edge in marketing of the quality-controlled products. Some quality training can happen in-house, but organizations such as ISO also perform external training.

### **3. Skills Training:-**

Skills training, the third type of training includes proficiencies needed to actually perform the job. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your job. A cashier needs to know not only the technology to ring someone up but what to do if something is priced wrong. Most of the time, skills training is given in-house and can include the use of a mentor. An example of a type of skills training is from AT&T and Apple, who in summer 2011 asked their managers to accelerate retail employee training on the iPhone 5, which was released to market in the fall.

### **4. Soft Skills Training:-**

Our fourth type of training is called soft skills training. Soft skills refer to personality traits, social graces, communication, and personal habits that are used to characterize relationships with other people. Soft skills might include how to answer the phone or how to be friendly and welcoming to customers. It could include sexual harassment training and ethics training. In some jobs, necessary soft skills might include how to motivate others, maintain small talk, and establish rapport.

In a retail or restaurant environment, soft skills are used in every interaction with customers and are a key component of the customer experience. In fact, according to a Computerworld magazine survey, executives say there is an increasing need for people who have not only the skills and technical skills to do a job but also the necessary soft skills, such as strong listening and communication abilities. Many problems in organizations are due to a lack of soft skills, or interpersonal skills, not by problems with the business itself. As a result, HR and managers should work together to strengthen these employee skills. Soft skills training can be administered either in-house or externally.

## **5. Professional Training and Legal Training:-**

In some jobs, professional training must be done on an ongoing basis. Professional training is a type of training required to be up to date in one's own professional field. For example, tax laws change often, and as a result, an accountant for H&R Block must receive yearly professional training on new tax codes. Lawyers need professional training as laws change. A personal fitness trainer will undergo yearly certifications to stay up to date in new fitness and nutrition information.

Some organizations have paid a high cost for not properly training their employees on the laws relating to their industry. In 2011, Massachusetts General Hospital paid over

\$1 million in fines related to privacy policies that were not followed. As a result, the organization has agreed to develop training for workers on medical privacy. The fines could have been prevented if the organization had provided the proper



training to begin with. Other types of legal training might include sexual harassment law training and discrimination law training.

## **6. Team Training:-**

Do you know the exercise in which a person is asked to close his or her eyes and fall back, and then supposedly the team members will catch that person? As a team-building exercise (and a scary one at that), this is an example of team training. The goal of team training is to develop cohesiveness among team members, allowing them to get to know each other and facilitate relationship building. We can define team training as a process that empowers teams to improve decision making, problem solving, and team-development skills to achieve business results. Often this type of training can occur after an organization has been restructured and new people are working together or perhaps after a merger or acquisition. Some reasons for team training include the following:

- Making the workplace more enjoyable
- Improving communication
- Motivating a team
- Getting to know each other
- Getting everyone “onto the same page,” including goal setting.
- Teaching the team self-regulation strategies.
- Helping participants to learn more about themselves (strengths and weaknesses)

## **1.4 MEANING OF STUDY:-**

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance. The difference between actual the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design.

A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use.

This survey gathers data to determine what training needs to be developed to help individuals and the organization accomplish their goals and objectives. This is an assessment that looks at employee and organizational knowledge's, skills, and abilities, to identify any gaps or areas of need.

The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. Training can reduce, if not eliminate, the gap by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data.

### **1.5 PROBLEM STATEMENT:-**

The process of Training need analysis of employees has been a matter of concern to many organizational needs. It is the wish of every organization to attract the best human resource in order to channel their collective effort into excellent performances.

Training need analysis is important role in any given organization in the modern day. Considering it, the study on training and need analysis in Haldiram gives me a scope to know in detail about the different technique and method adopted by Haldiram to train their employees very effectively and efficiently.

The problem statement included various factors such as knowing the training and development facilities to the employees and also to know what effort has been put in the firm to improve it so that it can be utilized effectively and efficiently by the employees in the organization.

## **1.6 AIMS AND OBJECTIVES :-**

- To study how Training and assessment programmes are undertaken in the organization.
- To know process of Training and assessment at Haldirams Pvt. Ltd.
- To study the effectiveness of Training and assessment in Haldirams Pvt. Ltd.
- To examine the effectiveness of training in overall development of skills of workforce.

## **1.7 HYPOTHESIS:-**

### **Null Hypothesis (Ho)**

The Training and Assessment of employees can not enhance their skill and effectiveness

### **Alternate Hypothesis (Ha)**

Training and Assessment of employees enhance their Skills and Effectiveness.

## **1.8 RESEARCH METHODOLOGY:-**

The process used to collect information and data for the purpose of making business decisions. The methodology may include publication research, interviews, surveys and other research techniques, and could include both present and historical information.

**1. Area of Study:-** The survey was conducted in Nagpur city in Maharashtra state. Nagpur is upcoming smart city in Maharashtra. Nagpur is a right area for conducting research.

**2. Sources of Data:-** The study has used both the primary data and secondary data. Field survey method was employed to collect primary data from 50 respondents in three areas from Nagpur (DT). Framed questionnaire is used for data collection. Secondary data were collected through various journals, magazines, reports and newspapers.

**3. Sampling Design:-** For the purpose of the study 50 respondents have been chosen in Nagpur city by using stratified random sampling technique. The questionnaire was prepared and administered in person to all the respondents.

The present study is Training and Assessment by adopting the descriptive and analytical research based on empirical observations and comprehensive survey. The descriptive research means it includes surveys and fact - findings enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In analytical research, the researcher has to use facts or information already available and analyze these to make a critical evaluation of the material. Then the questions are developed and reviewed by the subject experts. Some modifications, additions and deletions of questions are made according to the opinion of the experts.

### **1.8.1 RESEARCH DESIGN:-**

Descriptive Research is being used because a large number of respondents are to be studied based upon the various factors. This research is adopted so as to know what is happening in the market with respect to product, the customer and their attitudes.

### **1.9 SAMPLE SIZE**

A sample size of 50 respondents was used for this study.

### **1.10 SCOPE**

The scope of training practices should include the following:-

1. Improving working relationships and communication between supervisors and subordinates.
2. To train employees with table manners adopted at higher levels.
3. To make the employees of the company work in an effective manner. With training people gain confidence and this confidence is seen in the output and results.
4. To reduce labour turnover. Training decreases their chances of leaving their current job.
5. To prevent obsolescence among old employees.

### **1.11 LIMITATIONS**

- 1) The study is limited to Haldirams Pvt Ltd.
- 2) The study is restricted to only for Nagpur city.
- 3) Some of the respondents were totally unresponsive and were not ready to cooperate.
- 4) Due to none availability of concerned person's questions remained unanswered.
- 5) Biasness is the most serious limitation.
- 6) The reliability of the data to great extent is dependent on the honesty and cooperation of the respondents in providing the information.

## **2. LITRATURE REVIEW:-**

**Serafin and Horton (1994)** Former Ford vice president Basil Coughlan estimates that every percentage point of loyalty is worth \$100 million in profits to his firm (Serafin and Horton (1994)), and major enterprises like Del Monte, Harley Davidson and General Motors are spending large sums of money to induce brand loyalty (Monzo (1994); Lefeon (1993)).

- **Wagner S (2000)** in his study on “Employees Speak out on Job Training: Findings of New Nationwide Study,” highlighted employee development programs are experiencing higher employees satisfaction with lower turnover rates although salary and benefits play a role in recruiting and retaining employees, people are also looking for opportunities to learn new things, the challenge of new responsibilities, and the prospect of personal and professional growth. The Gallup Organization found that employee satisfaction and retention are high when a company is willing to train its workers.
- **L.B.olio & D.A.olanivan, (2008)** This article examines the impact of training and assessment on the performance of home economics teaching schools important. The study revealed among others that and training and assessment has a positive impact on the performance of home economics teachers.
- **Logan, J.K (2000)** illustrated that retention is a complex concept and there is no single recipe for keeping employees with a company. Many companies have discovered, however, that one of the factors that helps retain employees is the opportunity to learn and try new things. The Gallup Organization also supports this contention, as they found “the opportunity to learn and grow” as one of the critical factors for employee retention. Companies that offer employee development programs find success with retaining workers. Sears has found that in locations where managers work to help their employees grow professional turnover is 40 to 50 per cent less than in stores where that relationship does not exist.
- **McGehee and Thayer (1961)** are widely acknowledged as the seminal text on training needs analysis and are quoted in much of the literature. They outlined the analysis of training need at the level of the organisation, group and individual and these levels continue to form the foundation of most approaches

### **3. ANALYSIS AND INTERPRETATION OF DATA**

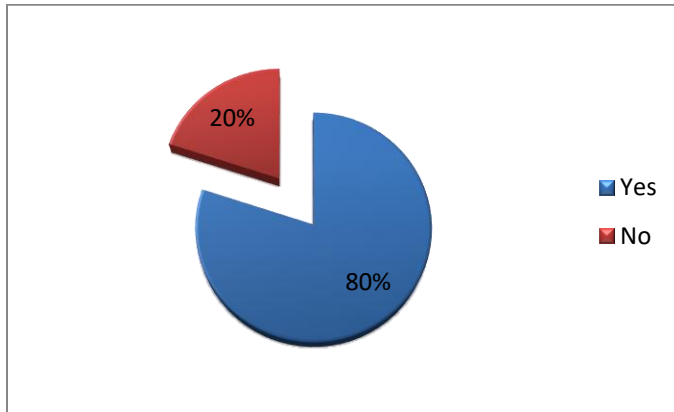
The results of the analysis of the collected data are presented below. The following Tables explain the profile of the surveyed respondents in Haldirams Nagpur.

#### **Q. Do you understand the term Training and Assessment?**

**Table No 1**

<b><u>Responses</u></b>	<b><u>Respondent</u></b>	<b><u>Percentage</u></b>
Yes	30	80%
No	20	20%

**Graph No 1**



#### **Interpretation**

As per the above table no 1 and graph no 1, we can study the statistics of the responses for term training and assessment with positive and negative answers. Amongst all responses 80% gave positive responses and 20% gave negative responses.

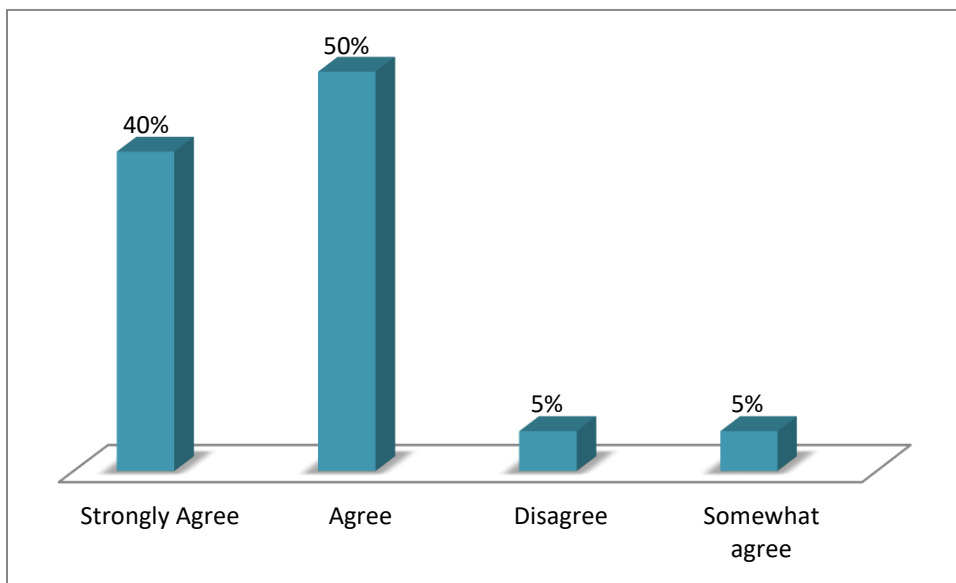
Hence, we can conclude that positive responses are more as compared to the negative response.

**Q. Your organization considers training as a part of organizational strategy. Do you agree with this statement?**

**Table no 2**

Strategy	Percentage
Strongly Agree	40%
Agree	50%
Disagree	5%
Somewhat agree	5%
Total	100%

**Graph no 2**



### **Interpretation**

As per above table no 2 and graph no 2, it shows that 40% Trainees are strongly agreed with training as a part of organisational strategy, 50% trainees are agreed, 5% trainees disagreed the statement and 5% trainees somewhat agrees.

Through this we can conclude that training as part of organisational strategy is beneficial for the growth of the trainees.

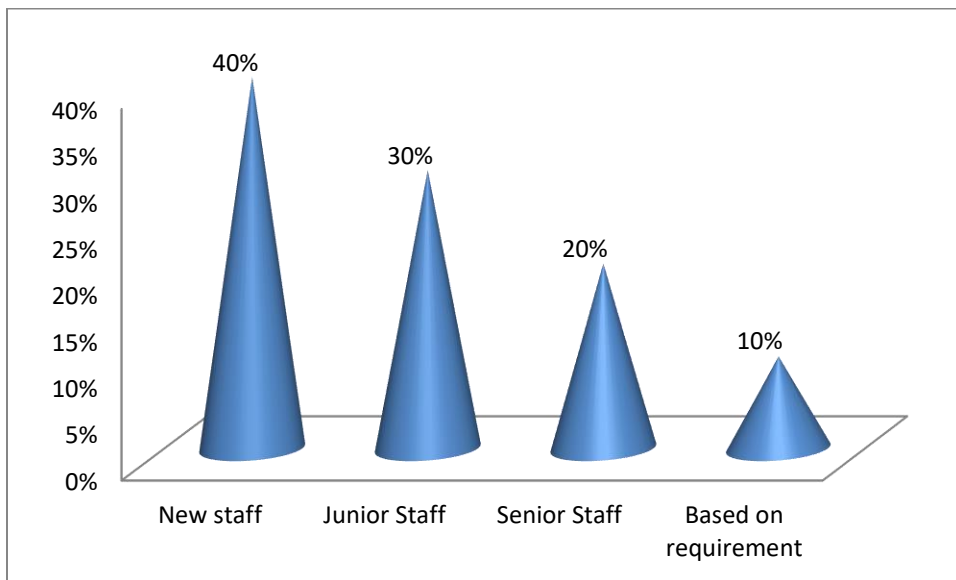


**Q. To whom training is given more in your organization?**

**TABLE 3**

Strategy	Percentage
New staff	40%
Junior Staff	30%
Senior Staff	20%
Based on requirement	10%
<b>Total</b>	<b>100%</b>

**Graph No 3**



**Interpretation:**

According to the above table no and graph no, we can study the requirement for the training of employees. Out of total staff 40% new staff are trained, 30% junior 20% senior, and 10% based on requirement.

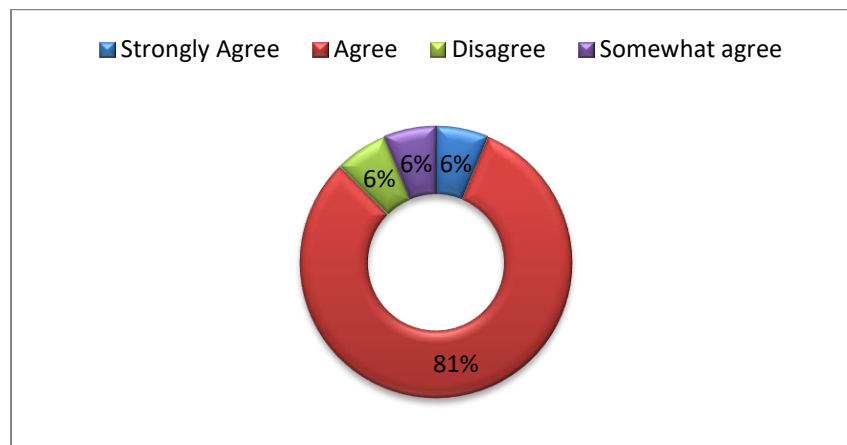
Hence, we can interpret that maximum training required to new staff.

**Q. “Training and Assessment sessions conducted in your firm are useful.” Do you agree with this statement?**

**TABLE 4**

Strategy	Percentage
Strongly agree	7%
Agree	81%
Disagree	6%
Somewhat Agree	6%
<b>Total</b>	<b>100%</b>

**Graph no 4**



### **Interpretation**

According to above data, out of 100% employee's 7 % of employees strongly agree with the statement. 81% of employees agree with the statement. 6% of employees disagree with the statement. 6% of employees somewhat agree with the statement.

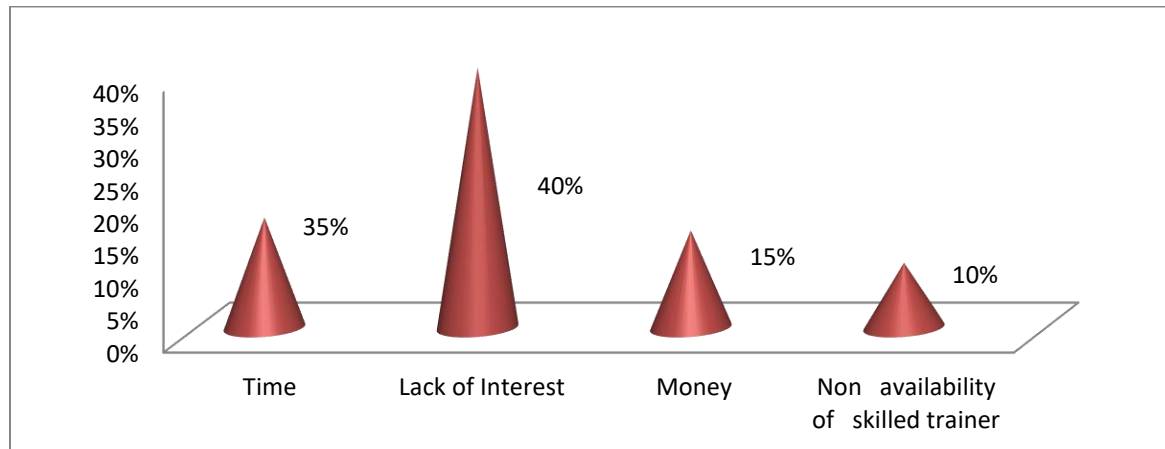
Hence, we can conclude that training and assessment is useful for the organisation because employees are agreed with the training and assessment which helps them to grow individually as well as helps to grow organisation.

**Q. What are the barriers to Training and Assessment in your firm?**

**Table 5**

Strategy	Percentage
Time	35%
Lack of Interest	40%
Money	15%
Non availability of skilled trainer	10%
Total	100%

**Graph No 5**



**Interpretation**

According to above Table no and Graph no, barriers are faced by the employees are Time by 35%, Lack of interest by 40% of trainees , Money by 15%, and Non availability of skilled trainer by 10% .

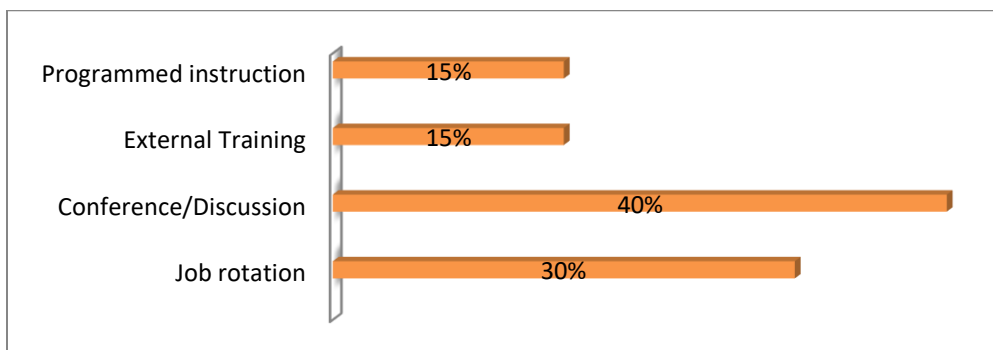
Through the above data we interpret that there is lack of interest among employees is barrier in organisation.

**Q. What mode of training method is used in your firm?**

**Table 6**

Method	Percentage
Programmed instruction	15%
External training	15%
Conference/ Discussion	40%
Job rotation	30%
<b>Total</b>	<b>100%</b>

**Graph No 6**



**Interpretation**

From the above table no and graph no, in this question we can recognise the training method used in the Haldirams. As the statistics suggest training method programmed instruction is 40%, External training is 15%, Through conference and discussion is 40% and job rotation is 30%.

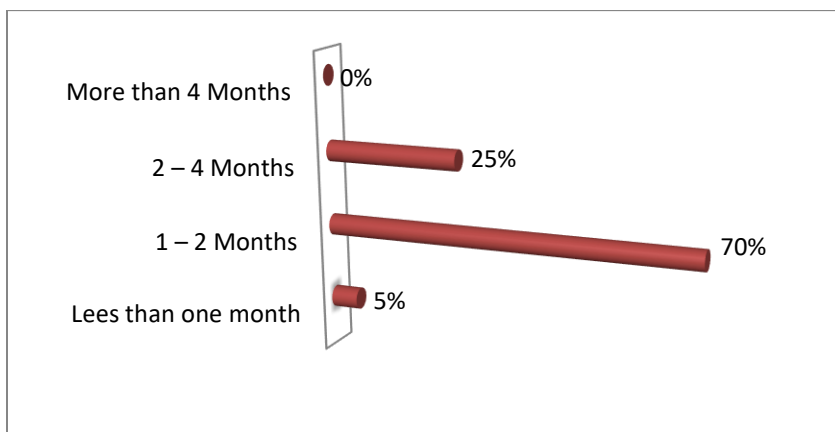
Hence, we can conclude that conference and discussion is mostly used training method in Haldirams.

**Q. How long does it take to implement the trained process?**

**TABLE 7**

Strategy	Percentage
Less than one month	5%
1-2 months	70%
2-4 months	25%
More than 4 months	0%
<b>Total</b>	<b>100%</b>

**Graph no 7**



**Interpretation**

According to above data, we find out that the trainees how much time to implement into the process. Out of total employees 5% of employees said it took them less than one month. 70% of employees said they took 1-2 months. 25% of employees said they took 2-4 months.

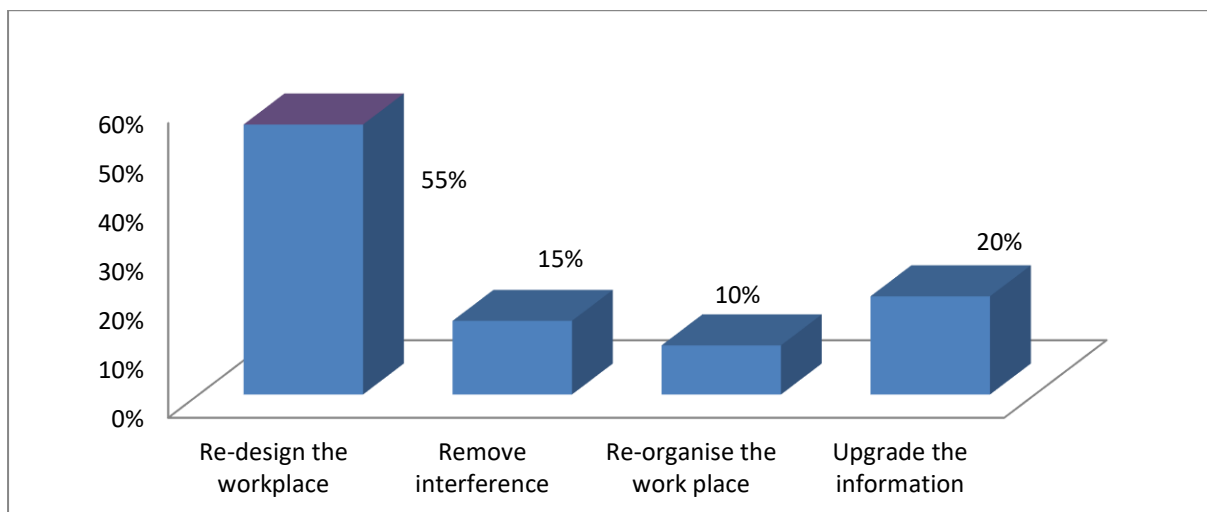
Hence , we can say that maximum trainees takes 1 to 2 months to implement the process

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

**Table 8**

Re-design the workplace	55%
Remove interference	15%
Re-organise the work place	10%
Upgrade the information	20%
<b>Total:-</b>	<b>100%</b>

**Graph 8**



**Interpretation**

According to the above data, out of total employees 55% employees needs re-design of job. 15% of employees need removal of interferences during training.

10% of employees need re-organisation of the work place. 20% of employees needs up graded information during training sessions.

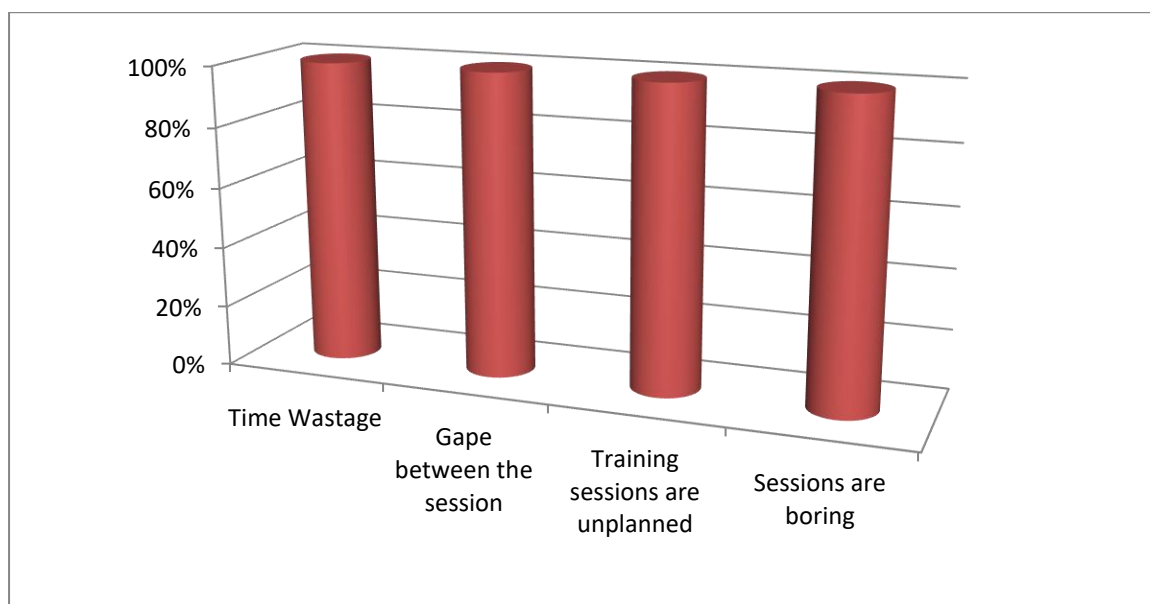
From the above statistics we conclude that maximum employees or trainees demand for redesigning the work place.

### Q. What are the general complaints about training sessions?

**Table 9**

Strategy	Percentage
Time Wastage	70%
Gaps between the session	20%
Training sessions are unplanned	5%
Sessions are boring	5%
<b>Total</b>	<b>100%</b>

**Graph 9**



### Interpretation

According to the above data, out of total employees. 70% of employees have a complaint of time wastage during training. 20% of employees have a complaint of too many gaps between the sessions. 5% of employees said training sessions are unplanned and are boring.

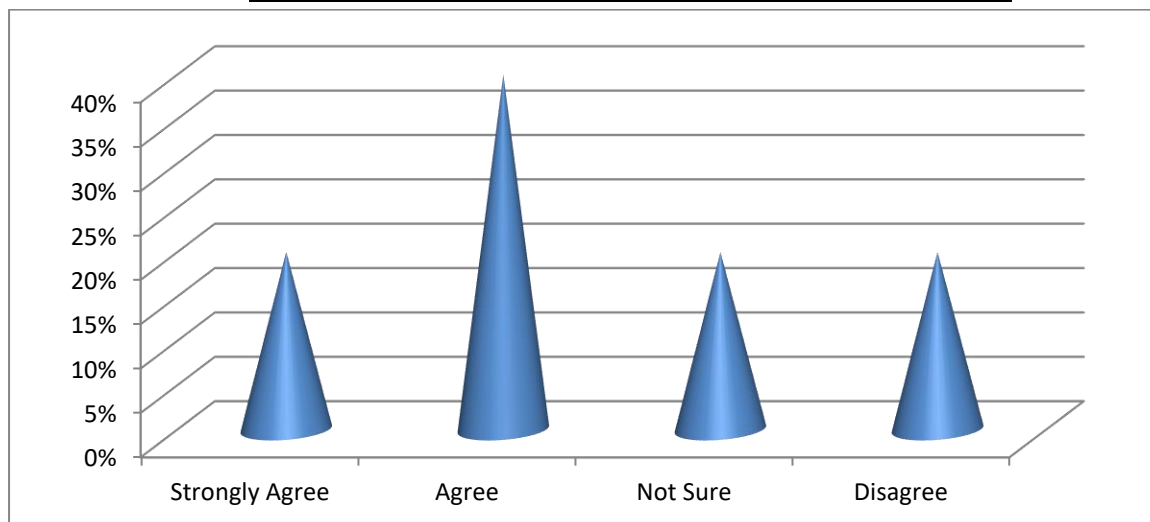
Hence, we can conclude that maximum employees or trainees think that training sessions are not up to the level and at some point they get bored.

**Q. The training was imparted considering the change in Individuals responsibility.**

**Table 10**

Strategy	Percentage
Strongly Agree	20%
Agree	40%
Not sure	20%
Disagree	20%
Total	100%

**Graph 10**



### **Interpretation**

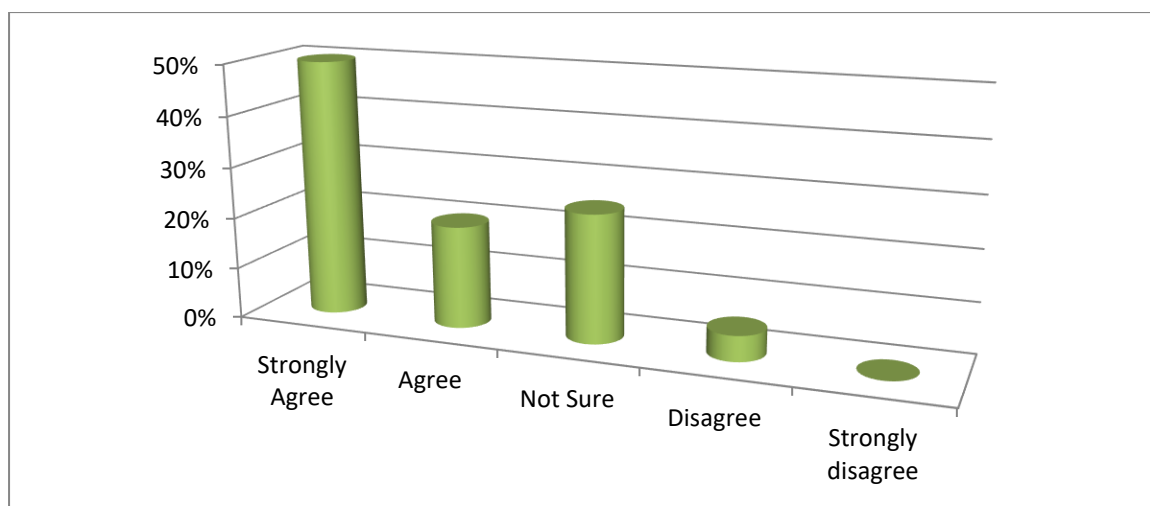
The above Table shows the following 60% of employees feel that the training was imparted considering the change in Individuals responsibility were agreed. 40% of the employees feel that the training was imparted considering the change in Individuals responsibility were not agreed. Through this we conclude that maximum employees are agreed that training was imparted considering the change in Individuals responsibility.



**Q. The duration of the training Programme was adequate**

**Table 11**

Strategy	Percentage
Strongly Agree	50%
Agree	20%
Not sure	25%
Disagree	5%
Strongly Disagree	0%
Total	100%



**Interpretation:**

The above Table shows the following Outr of total 50% of employees feel that the duration of the training Programme was adequate. Most of the employees feel that the duration of the training Programme was not adequate.

## **6. CONCLUSION**

On the basis of the analysis made, the following conclusions are drawn:

- Maximum number of the employees finds healthy environment at the work place.
- Lack of interest in employees act as a barrier in training programmes.
- Maximum employees said that they get help whenever they require.
- Employees are satisfied with the training and Assessment programmes given to them.
- The training programmes have helped in developing skills of the employees.
- After attending the training programme most of the workers find their attitude better towards the job.
- Most of the employees wants to the workplace to be redesigned where the training sessions are been conducted.
- Employees felt the time wastage during training session. But trainees were satisfied with activities conducted during training program because it was related to their job.

## **7. SUGGESTION**

- Some advanced training is required in technology department.
- The company should adopt some other ways for nominating the trainees like training need identification survey, self nomination, personal analysis, organisational analysis, etc.
- Training should be a continuous process i.e., it should be imparted at regular intervals.
- The duration of training program should be less and details should be precise and accurate.
- HR department should conduct seminars on some vital topics so that employees are always motivated and encouraged to work.

## **7.1 BIBLIOGRAPHY**

### **BOOKS:**

1. Ashwathapa, Human Resource Management, published by Tata McGraw, 3<sup>rd</sup> edition (2010)
2. S. S Khanka, Human Resource Management, published by S. Chand & Company Ltd, 1<sup>st</sup> edition (2003)

### **WEBSITES:**

- [www.google.com](http://www.google.com)
- [www.wikipedia.org](http://www.wikipedia.org)
- [www.Haldiram.com](http://www.Haldiram.com)

## **QUESTIONNAIRE**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Address: \_\_\_\_\_

Gender: Female ☐ Male ☐

\_\_\_\_\_ Qualification: \_\_\_\_\_

Occupation: Student ☐ Self Employed ☐

Salaried Others ☐ ☐

Q.1 Do you understand the term Training and Assessment?

Yes

No

Q.2 What do you understand by term Training?

Learning

Enhancement

Sharing information

All of the above

Q.3 Your organisation considers training as a part of organisational strategy. Do You agree with this statement?

Strongly agree

Agree

Disagree

Somewhat agree

Q.4 To whom is training given more in your organisation?

New staff

Junior staff

Senior staff

Based on requirement

Q.5 What are the barriers to training and Assessment in your organisation?

Time

Lack of interest

Money

Non availability of skilled trainer

Q.6 "Training and Assessment sessions conducted in your firm are Useful."Do you agree with this statement?

Strongly agree

Agree

Disagree

Somewhat agree

Q.7 How long does it take to implement the trained process?

Less than one month

1-2 months

2-4 months

More than 4 months

Q.8 How well the work place of training is organised?

Excellent

Good

Bad

Average

Q9. Do you feel the training and assessment program is compulsory for employees?

Yes

No

Can't say

Q.10 What are the general complaints about training sessions?

Take away precious time of workers

Too many gaps between the sessions.

Training sessions are unplanned.

Boring and not useful.

Q.11 The training was imparted considering the change in Individuals responsibility

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

Q.12 Is training and assessment is effective for the orangansation?

Yes

No