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Major Research Project on

**A Study of Effectiveness of Training and Development
Program on Performance of Employees in MSIL
(Maruti Suzuki India Ltd.)**

Submitted by:

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2K23/UMBA/048

Under the guidance of

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CERTIFICATE

I hereby certify that the Project Dissertation titled “A Study of Effectiveness of Training and Development Program on Performance of Employees in MSIL”, which is submitted by Karuna, Roll No. 2K23/UMBA/048, Department of Management, Delhi Technological University, Delhi in partial fulfillment of the requirement for the award of the degree of Master of Business Administration, is a record of the project work carried out by the student under my supervision. To the best of my knowledge, this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

Signature

Dr. Monika Khemani

CANDIDATE'S DECLARATION

I, Karuna, Roll No. 2K23/UMBA/48, student of MBA (HR & Finance), hereby declare that the project dissertation titled "A study of Effectiveness of training and development program on performance of employees in MSIL(Maruti Suzuki India Ltd), which is submitted by me to the Department of Management, Delhi Technological University, Delhi in partial fulfillment of the requirement for the award of the degree of Master of Business Administration, is original and not copied from any source without proper citation. This work has not previously formed the basis for the award of any Degree, Diploma, Associateship, Fellowship or other similar title or recognition.

Place: Delhi

Karuna

Date:

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to Dr. Monika Khemani who gave me the opportunity to do this wonderful project on the topic "A Study of Effectiveness of Training and Development Program on Performance of Employees in MSIL". This project report could not have been completed without the guidance & support of Dr. Monika Khemani (Project Mentor). Once again I express my gratitude to Maruti Suzuki India Limited for their kind Co-operation.

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EXECUTIVE SUMMARY

This research project titled "A Study of Effectiveness of Training and Development Program on Performance of Employees in Maruti Suzuki India Ltd. (MSIL)" aims to assess how training initiatives impact employee performance and organizational outcomes at MSIL.

The study highlights that training and development are strategic tools crucial for improving employee productivity, fostering engagement, and sustaining competitive advantage in today's fast-paced business environment. With a focus on MSIL, India's leading automobile manufacturer, the project explores various aspects of training practices, including content, delivery methods, employee satisfaction, and feedback mechanisms.

Key Findings:

- **High Participation & Satisfaction:** 100% of surveyed employees acknowledged receiving training. 87% expressed satisfaction with the training programs.
- **Type & Impact of Training:** Behavioral training was the most common (91%). 76% said it helped improve job performance.
- **Feedback & Application:** 82% confirmed performance evaluation post-training. 79% applied newly acquired concepts in their roles.
- **Areas for Improvement:** Issues like unclear audio, long durations, and suboptimal content were reported by some. Also, the Training Needs Analysis (TNA) process was seen as lacking by certain respondents.

Conclusion: The study concludes that MSIL's training programs positively influence employee skills, morale, and efficiency. However, enhancements in training needs assessment, customization of content, and inclusion of practical elements could further increase effectiveness. The findings serve as a roadmap for organizations to strengthen their HRD strategies and align training initiatives with long-term business goals.

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CHAPTER- I: INTRODUCTION

1.1 Introduction

Training and Development: A Key Enabler of Organizational Excellence

In contemporary organizations, training and development are indispensable tools for building a capable workforce and sustaining business success. These functions significantly contribute to improving productivity, fostering employee satisfaction, ensuring safety, and promoting personal and professional development. Recognizing their importance, companies actively allocate resources towards structured training systems, hire qualified training experts, and offer incentives to encourage employee participation.

Amidst rapid changes in the business environment, training has evolved from a support function to a strategic priority. Firms are increasingly boosting their training budgets with the understanding that upskilled employees are key drivers of innovation and long-term competitiveness.

A company's success heavily relies on its employees' expertise across critical departments such as operations, marketing, and service. Thus, effective leadership must ensure continuous learning opportunities are aligned with business goals. In a fast-evolving market driven by technological shifts, training programs must be timely, relevant, and adaptable.

Why Training and Development Matter

Training isn't just for new recruits—it benefits both employees and employers. When done effectively, it builds a strong, informed, and capable workforce that contributes significantly to the organization's vision. It also serves as a powerful tool for employee retention, skill development, and fostering a culture of continuous learning.

One of the first steps in implementing an effective training program is to correctly identify the training needs. Managers usually recognize these needs when they notice gaps between expected performance and actual outcomes. Additionally, senior

leadership, including supervisors and executives, also require development to mature in decision-making and strategic thinking.

Failing to analyze training needs accurately may result in low returns, wasted resources, and underperformance. Hence, a careful needs assessment is essential before designing any training or development intervention.

Study Objective: Training and Development at Maruti Suzuki India Limited (MSIL)

The primary aim of this study is to examine the effectiveness of training and development at **Maruti Suzuki India Limited (MSIL)** and its impact on employee performance and competitive advantage. This project will explore:

- How training enhances employee efficiency
- The evaluation methods used to measure training effectiveness
- The strategic role of training in gaining a competitive edge

The study will also investigate the link between training efforts and overall business performance, particularly in a dynamic industry like automotive manufacturing.

Training in the Modern Workplace

With increasing technological advancements and globalization, training and development have taken on new dimensions. From specific job skills to holistic professional development, organizations now adopt a wide range of learning methods—from on-the-job training to digital learning platforms.

Globally, training has evolved into a recognized business function with its own frameworks, models, and impact measurements. Businesses of all sizes now embrace the philosophy of “continuous learning” as a way to nurture skilled talent and sustain long-term competitiveness.

As Charlene Marmer Solomon once wrote in *Workforce*: "Create a corporate culture that supports continual learning. If your employees stand still, your business loses its edge."

Strategic Importance and Global Perspective

Training is no longer a support function—it is central to strategy. When linked to an organization's strategic goals, training becomes a driving force for growth and innovation. Saks and Haccoun (2019) emphasize that well-aligned training initiatives help companies thrive in competitive markets.

Training offers tangible benefits:

- Fewer operational errors
- Increased productivity
- Enhanced job satisfaction
- Stronger employee loyalty
- Higher product and service quality

A study by the American Management Association found that organizations that increased their training investment experienced significant gains in productivity and profitability. For instance, a 10% increase in training spending resulted in a 3% rise in productivity within two years.

Training and Development

In the modern workplace, **training and development** have evolved beyond simple skill-building exercises. They now represent a formal, strategic function focused on improving employee performance, job satisfaction, and organizational success. From equipping staff with highly specific job skills to fostering long-term career growth, training initiatives are increasingly diverse and dynamic.

Organizations of all sizes now recognize the importance of creating a **culture of continuous learning**, not only to retain talent but also to remain competitive in an ever-changing business environment. As **Charlene Marmer Solomon** emphasized in *Workforce* magazine:

“Create a corporate culture that supports continual learning. If your employees stand still, your firm will lose the competition.”

The Role of Training in Organizations

Training plays a crucial role in several aspects of an organization's functioning:

- Boosting productivity
- Enhancing health and safety at the workplace
- Fostering personal and professional development
- Improving quality of work and service
- Reducing employee turnover

Most forward-thinking organizations allocate resources to training by:

- Hiring professional trainers and facilitators
- Paying salaries during training hours
- Maintaining infrastructure like classrooms, software, and learning tools

Though it may temporarily pull operational staff away from core activities like production, marketing, or sales, investment in training is widely accepted as **good management practice**, helping to ensure long-term competency and readiness.

Applications of Training Programs

Training programs are designed based on organizational needs and can be categorized as follows:

1. Technical Training

Focuses on teaching technical concepts, standard procedures, and complex systems. It is critical in manufacturing, engineering, and IT sectors.

2. Sales Training

Enhances the ability of sales personnel to interact with customers, understand their needs, and communicate the value of the organization's products or services.

3. Clerical Training

Essential for administrative staff whose roles have evolved with digital tools. It includes both technical and decision-making skills.

4. Computer Training

Develops competence in hardware, software, and digital tools, and addresses resistance to change by offering hands-on experience and structured modules.

5. Communication Skills Training

Improves listening, writing, reading, and speaking skills. It's often integrated with other training modules since effective communication is key to all roles.

6. Organizational Development (OD)

A systemic approach using behavioral science to improve organizational structure, decision-making, communication, and team performance. It often employs *action research* to implement change with minimal disruption.

7. Supervisory and Management Development

Equips leaders with essential managerial and leadership skills, including decision-making, resource allocation, team building, and employee development.

Training vs Development

Training

Training is a short-term, skill-specific process focused on the **current job**. It involves teaching employees how to perform particular tasks efficiently, often targeting workers like machine operators, technicians, and front-line staff.

Development

Development is broader and future-oriented. It aims to build **leadership, strategic thinking, and decision-making** capabilities among managers and high-potential employees. Development programs help prepare individuals for **higher responsibilities and long-term roles** within the organization.

Talent Development: The Evolved Form of T&D

Talent Development (TD) has become a modern umbrella term, replacing traditional "Training & Development" in many organizations. It includes:

- Training
- Career development and planning
- Succession management
- Organizational development

According to Rothwell, talent development should be seen as **focused attention on the top 10%** of employees, either based on performance or potential. However, current trends highlight the importance of **career pathing for all employees**, not just top performers, to improve job satisfaction and retention.

Strategic Importance of Training and Development

Numerous studies show a **positive correlation between training investment and organizational performance**:

- A 10% increase in training can yield a 3% rise in productivity.
- Companies that prioritize training report higher revenues and stronger employee retention.
- Training enhances innovation, reduces error rates, and cultivates a motivated workforce.

As businesses navigate the digital economy, training in soft skills, analytics, cybersecurity, and automation has become vital to sustainable growth.

Development is based on following on assumptions:

The concept of development, especially in a managerial context, is based on the following key assumptions:

- Development is a continuous process: It is not a one-time event, but a lifelong journey that evolves throughout a manager's career.
- Development stems from learning: It is based on the recognition that there is always a gap between an individual's current performance and their potential.

- It does not occur in comfort zones: True development often happens amidst challenges, change, or disruption.
- Goal setting is essential: For management development to be effective, clearly defined goals and performance benchmarks are required.
- Development requires a supportive environment: Encouragement and support from the organization play a vital role in the success of development programs.

1.2 Objectives of the Study

This study aims to evaluate the effectiveness of training and development at Maruti Suzuki India Limited (MSIL). The specific objectives are:

- To study the training and development practices at MSIL.
- To analyze how training and development impact employee performance.
- To explore the relationship between training programs and overall employee efficiency at MSIL.
- To understand management's perception of training and development initiatives for employees at MSIL.

1.3 Scope of the Study

- Training and development serve as crucial inputs in building a capable and motivated workforce.
- The study covers both intrinsic (personal satisfaction, growth) and extrinsic (productivity, performance) factors that influence employee engagement.
- The research offers insight into the emotional and professional experiences of employees undergoing training.
- It is particularly valuable for management to assess the outcomes and effectiveness of current training modules.

- The findings of the study can help HR managers optimize training strategies by exploring innovative tools and technologies used in the industry.
- This report may serve as a reference for management students and researchers interested in understanding training systems in business organizations and public institutions.

1.4 Company Profile: Maruti Suzuki India Limited

Company Background and Evolution


Maruti Suzuki India Limited (MSIL), originally incorporated as Maruti Udyog Limited in 1981, stands as the leading manufacturer of passenger vehicles in India. It commands over 50% share of the domestic automobile market and has consistently remained at the forefront of the country's mobility revolution. The company began as a government venture in collaboration with Suzuki Motor Corporation, Japan, which now holds a significant equity stake in MSIL.

Manufacturing and Product Portfolio

Headquartered in New Delhi, MSIL operates multiple manufacturing facilities located in Gurgaon and Manesar, Haryana. These plants are equipped with advanced production technologies and have a combined annual capacity to produce millions of vehicles. The product portfolio of MSIL is diverse, ranging from compact cars like the Alto and WagonR to premium offerings such as the Ciaz, S-Cross, and Vitara Brezza.

Products and services

Current models

Model	Launched	Category	Image
Omni	1984	Minivan	

Gypsy King 1985

SUV



WagonR 1999

Hatchback



Swift 2005

Hatchback



DZire 2008

Sedan



Eeco 2009

Minivan



K10 2010

Hatchback



Ertiga 2012

Mini MPV



Alto 800 2012

Hatchback



Celerio 2014

Hatchback



Ciaz	2014	Sedan	
Baleno	2015	Hatchback	
S-Cross	2015	Mini SUV	
VitaraBrezza	2016	Mini SUV	
Ignis	2017	Hatchback	
XL6	2019	Compact MPV	
S-Presso	2019	Hatchback	

Sales, Service, and Brand Verticals

MSIL is also renowned for its extensive sales and service network, with thousands of dealerships and service centers spread across urban and rural India. The company has introduced several sub-brands and verticals to cater to various market segments, including Nexa for premium vehicles, Maruti True Value for certified pre-owned cars, and Maruti Suzuki Arena for mainstream models. Additionally, the company offers value-added services like car insurance, financing solutions, and vehicle leasing.

Strategic Initiatives and Business Verticals

NEXA – Premium Dealership Experience

Launched in **2015**, **NEXA** is Maruti Suzuki's exclusive dealership format catering to premium customers. It focuses on delivering an upscale buying experience. Key models sold through NEXA include:

- **S-Cross** (the first NEXA vehicle),
- **Baleno, Baleno RS,**
- **Ciaz,** and
- **Ignis.**

NEXA represents Maruti's strategy to diversify its brand appeal and capture a more premium market segment. The expansion of NEXA outlets aligns with the company's goal of **achieving 2 million annual car sales.**

Maruti Insurance

Introduced in **2002**, Maruti Insurance provides car insurance services in partnership with:

- **National Insurance Company**
- **Bajaj Allianz**
- **New India Assurance**
- **Royal Sundaram**

The service is facilitated by two wholly owned subsidiaries:

- Maruti Insurance Distribution Services Pvt. Ltd.
- Maruti Insurance Brokers Pvt. Ltd.

By **December 2005**, Maruti had sold over **2 million policies**, making it one of the most successful manufacturer-led insurance platforms in India.

Maruti Finance

To boost customer convenience and enhance financial inclusion, **Maruti Finance** was launched in **January 2002**. Prior to this, Maruti had financial joint ventures:

- **Citicorp Maruti Finance** (with Citi Group)
- **Maruti Countrywide** (with GE Countrywide)

Maruti tied up with financial institutions such as **HDFC, ICICI, Kotak Mahindra, ABN AMRO, Standard Chartered,** and **Sundaram Finance** to provide financing solutions.

A landmark partnership was signed with **State Bank of India (SBI)** in **March 2003**, resulting in the establishment of **SBI-Maruti Finance**, now available in **166 cities**. To date, over **12,000 vehicles** have been financed through this collaboration.

Maruti True Value – Pre-Owned Car Marketplace

Maruti True Value is a structured platform for buying, selling, or exchanging pre-owned vehicles. Customers can choose from Maruti and non-Maruti brands through this trusted channel. As of **August 10, 2017**, there were **1,190 True Value outlets** across **936 cities** in India.

N2N Fleet Management

N2N (End-to-End) Fleet Management is Maruti's corporate service for managing entire vehicle life cycles, including:

- Leasing,
- Maintenance,
- Convenience services, and
- Vehicle remarketing.

Prestigious clients include:

- **GAIL**
- **DuPont**
- **Reckitt Benckiser**

- **Doordarshan**
- **Singer India**
- **National Stock Exchange (NSE)**
- **Transworld**

This service supports businesses in reducing costs and improving vehicle uptime.

Maruti Genuine Accessories

To counter third-party competition and enhance after-sales revenue, Maruti Suzuki launched the **Maruti Genuine Accessories (MGA)** brand. It offers:

- Alloy wheels,
- Seat covers,
- Stereo systems,
- Door visors,
- Fog lamps,
- Floor mats, and more.

These accessories are available through all **authorized dealerships and service outlets** across India.

Maruti Driving Schools

As part of its **Corporate Social Responsibility (CSR)**, Maruti Suzuki launched the **Maruti Driving School (MDS)**. Beginning in Delhi, the initiative has expanded to other cities nationwide.

Key features:

- **Classroom and simulator training** before road driving.
- **International-standard curriculum**, including behavior and attitude training.
- Focus on promoting **road safety awareness** and creating **confident, responsible drivers**.

Mission and Vision of Maruti Suzuki

The mission of MSIL is to provide affordable, reliable, and technologically advanced mobility solutions to Indian consumers. Through continuous innovation, customer-centric design, and sustainable practices, the company aims to enhance the quality of life for millions of people.

1.5 Industry Profile

Overview and Market Position

The Indian automobile industry is one of the largest and fastest-growing sectors globally, serving as a critical contributor to the national economy. It encompasses a wide range of segments including two-wheelers, passenger vehicles, commercial vehicles, and electric vehicles. The sector supports numerous ancillary industries such as steel, rubber, electronics, and logistics, thereby creating substantial employment and investment opportunities.

Market Growth and Key Drivers

As of FY2020, India was the fifth-largest automobile market in the world, with annual sales surpassing 3.4 million units. The two-wheeler segment dominates in terms of volume, followed by passenger vehicles. Factors such as rising income levels, urbanization, infrastructure development, and favorable government policies have contributed to the industry's rapid expansion.

Emerging Electric Vehicle (EV) Market

Electric vehicles (EVs) represent a transformative trend in the Indian auto sector. With growing environmental concerns and policy support through schemes like FAME (Faster Adoption and Manufacturing of Hybrid and Electric Vehicles), the EV market is witnessing substantial growth. The segment is expected to grow at a compound annual growth rate (CAGR) of over 30% in the coming years.

Policy Support and Manufacturing Initiatives

The Indian government has been actively promoting local manufacturing under the "Make in India" initiative. Incentives such as tax benefits, FDI relaxations, and production-linked incentives (PLI) are aimed at boosting domestic production and

reducing import dependency. Leading players like Maruti Suzuki, Tata Motors, Mahindra & Mahindra, and Hyundai have announced significant investments in EV technology and smart mobility solutions.

Exports and Technological Advancements

India also holds a strong position as an automobile exporter, especially in the small car and two-wheeler segments. Key export markets include Latin America, Africa, and Southeast Asia. Moreover, the industry is increasingly leveraging digital platforms, automation, and AI to enhance production efficiency, customer engagement, and supply chain resilience.

Future Outlook

Despite challenges posed by the COVID-19 pandemic, semiconductor shortages, and fluctuating fuel prices, the Indian automobile industry is poised for a resilient rebound. The future outlook remains optimistic, driven by innovation, policy support, and evolving consumer preferences.

CHAPTER- II: REVIEW OF LITERATURE

Jahanzeb & Bashir, 2016

Jahanzeb & Bashir (2016) emphasized that training and development initiatives are essential tools for organizations aiming to upgrade the skillsets of their employees. They observed that such programs not only enhance individual performance but also align employee capabilities with the evolving demands of their roles. This alignment is instrumental in driving both personal growth and organizational success. According to the authors, organizations that regularly invest in targeted training are better positioned to achieve strategic goals, enhance employee satisfaction, and create a culture of accountability and continuous improvement.

H.O. Falola, 2016

Training and development serve as critical strategic instruments for enhancing both individual and organizational performance. As a result, many organizations are increasingly investing in their employees with the belief that a skilled workforce provides a sustainable competitive advantage. To achieve this, companies must first identify the specific training needs of their employees and then design programs that effectively align with organizational goals. Training and development act as vital mechanisms to transfer essential knowledge, skills, and competencies required for improving employee performance in current roles.

The overall effectiveness of these initiatives depends largely on how well the training aligns with job-specific knowledge, behavioral attributes, and capabilities that directly impact productivity. Furthermore, strategic training decisions should aim to foster continuous learning and development of work-related abilities and behaviors, ultimately contributing to improved organizational efficiency and success.

Schmitt, 2016

While much of the existing literature on training effectiveness has traditionally emphasized the cognitive abilities required to absorb training content, less attention has been paid to motivational and environmental factors. This study shifts focus towards examining how trainees' job and career-related attitudes influence training outcomes—specifically learning, behavioral changes, and performance improvements. Training is broadly defined as a structured learning intervention aimed at achieving lasting enhancement in an individual's knowledge, skills, and attitudes. Effective training programs are typically associated with positive learner responses, increased knowledge retention, behavioral adjustments, and tangible improvements in work performance.

However, individual differences—such as attitudes, interests, personal values, and expectations—can significantly impact the overall effectiveness of training. These factors may either reinforce or hinder the learning process. The core emphasis of this research is to explore how trainee motivation and the surrounding work environment contribute to training effectiveness, deliberately setting aside ability-based determinants. The study proposes and evaluates a model that illustrates how trainees' perspectives on their careers, job roles, and organizational climate collectively shape the outcomes of their learning experiences.

Pefanis, 2017

In contemporary organizational settings, training programs are generally initiated by the management to address evolving skill requirements and align with long-term strategic objectives. Employees, as part of their professional obligations, are typically required to participate in these learning initiatives. Among the most crucial phases of any training process is the evaluation stage, which serves as a vital mechanism for gathering feedback and assessing effectiveness. This involves measuring the degree to which intended learning outcomes were achieved by comparing the original objectives with the actual results attained post-training.

The present study references the automotive sector in Greece—a domain that holds notable economic relevance. The industry includes approximately 893 businesses engaged in the trade of vehicles, components, and accessories, with the car segment alone contributing around 9.1% to the overall turnover of the national trading sector.

For automotive firms such as Opel, employee training is regarded as a strategic enabler of both personal development and operational excellence. These programs are structured not only to enhance individual capabilities but also to support the seamless manufacturing, distribution, and service of superior-quality automobiles.

As such, training evaluation becomes instrumental in helping organizations assess the real-world impact of their training investments. By identifying gaps between training objectives and observed outcomes, decision-makers are better equipped to refine future learning strategies and drive continuous performance improvement.

R. Kamala Saranya, 2017

Training is fundamentally a learning process aimed at bringing about a lasting improvement in an individual's ability to perform job-related tasks. It encompasses changes in an employee's skills, knowledge, attitudes, and even their interpersonal behavior within the workplace. In essence, training is intended to enhance what employees know, how they execute their responsibilities, how they perceive their work, and how they interact with colleagues and supervisors.

In a study conducted within the Indian automobile sector, data was gathered directly from employees to evaluate the connection between training initiatives and organizational performance. The findings revealed a critical insight: many Indian companies still appear hesitant to fully recognize the strategic value of investing in human capital. Despite the evident link between well-designed training programs and enhanced organizational outcomes, such investments are often underprioritized.

Eduardo Salas, 2018

An initial review process yielded over 500 sources, which were systematically screened for relevance to the topic. The selected literature was then classified based on critical themes, including the underlying theoretical frameworks guiding the research, the demographic or professional groups undergoing training, the instructional methods and delivery strategies employed, and the key factors impacting training effectiveness—

particularly motivation to learn. Additional academic sources were consulted to provide a more holistic understanding of current trends and gaps in training research.

Effective training occurs when participants are purposefully exposed to well-structured learning experiences that target specific knowledge, skills, and attitudes (KSAs). This is achieved through a blend of instruction, demonstration, hands-on practice, and constructive feedback. The aim is to ensure long-term behavioral and cognitive changes that translate into meaningful organizational outcomes. Without these sustained changes, companies are unlikely to see a measurable return on their training investments.

Historically, applied researchers have focused primarily on understanding the extent of training transfer and emphasizing the importance of mechanisms that support it (Newstrom, 2015). A significant development in this area came with Baldwin and Ford's (2016) influential model, which examined how training design, individual learner characteristics, and the organizational environment interact to shape both learning outcomes and transfer effectiveness. Their framework has since served as a foundation for multiple empirical studies exploring the conditions under which various training approaches and support strategies are most impactful.

Ashraf M. Attia, 2018

Organizations that allocate substantial resources to sales training must critically evaluate the effectiveness of these programs to ensure alignment with their strategic objectives. Despite its importance, sales training evaluation often remains a neglected component of sales force development, as highlighted by Leach et al. (2015). This research seeks to deepen the understanding of training evaluation by applying Kirkpatrick's framework—specifically focusing on the behavior and results levels—through both self-assessments and supervisor feedback mechanisms.

Evaluating training at these higher levels enables sales leaders to refine future training strategies for improved impact. Kirkpatrick's four-level model offers a structured approach to training assessment, progressing from basic to advanced stages: reaction, learning, behavior, and results. In this context, sales training evaluation refers to the

systematic gathering of relevant data to determine the value and impact of sales training efforts.

However, the initial two stages—reaction and learning—have faced criticism. Reaction metrics, often based on participant satisfaction (commonly known as “happiness sheets”), can be unreliable due to their susceptibility to trainer personality or external environmental factors. Critics argue that such feedback, rather than offering meaningful insights, may distort the actual learning value. To date, only a limited number of studies have successfully measured the tangible outcomes of sales training programs, reinforcing the need for more rigorous, behavior- and results-based evaluation models.

Kirkpatrick, 2018

Differences in opinion regarding training topics are inevitable within organizations. For instance, in a manufacturing setting, subjects like workplace housekeeping may be undervalued by supervisors but prioritized by senior management. Conversely, universally relevant topics such as employee motivation are likely to be highly rated across all managerial levels. To make well-informed decisions about which training topics to prioritize, it is advisable to form an advisory committee consisting of managers from various departments and hierarchical levels. This committee can be presented with survey results and asked to provide input based on their expertise and departmental needs. While their suggestions should be respected and thoughtfully considered, the final decision on training priorities should rest with the training professional.

As highlighted earlier, the success of a training initiative depends heavily on careful planning and effective execution. These preparatory stages are crucial in ensuring that evaluation outcomes later reflect positively on the program. Applying structured methods, proven techniques, and best practices can significantly contribute to the overall success of training efforts.

In many organizations—regardless of size—there is often minimal pressure from senior leadership to demonstrate that the benefits of training justify its costs. In such environments, it becomes essential for training professionals to adopt a more comprehensive approach to evaluation. This means going beyond simple reaction forms

("happiness sheets") and implementing a framework that assesses training at all four levels: reaction, learning, behavior, and results

Sherida, 2018

Some researchers argue that an effective human resource management (HRM) strategy must carefully balance the costs associated with employee turnover against the expenses incurred in retaining staff. Given that replacing high-performing employees is typically more costly than replacing underperformers, a cost-efficient HRM approach should aim to reduce attrition among top talent while allowing for the natural exit of less effective personnel. Recognizing that all employees eventually depart, strategic retention efforts should focus on encouraging high performers to remain with the organization for longer durations, while creating conditions that prompt weaker performers to exit earlier in their tenure.

To analyze patterns of voluntary employee retention, the impact of organizational cultural values was assessed using survival analysis. This statistical method estimates both survival and hazard rates of new employees over time. The **survival rate function** reflects the proportion of employees who continue with the organization beyond specific time points in their tenure, while the **hazard rate function** captures the likelihood of voluntary resignation as employee seniority increases. These metrics offer valuable insights into employee behavior and can inform retention strategies aligned with performance-based goals.

Christina G. Chi, 2018

Globalization and the expansion of free trade have significantly transformed the business landscape, intensifying global competition across industries. In this dynamic environment, organizations must continuously adapt to unpredictable changes in order to remain competitive and deliver consistent financial value to their owners and shareholders. As a result, the ability of managers to effectively navigate uncertainty has become a critical determinant of organizational success.

Within the hospitality and tourism sector, customer satisfaction has emerged as a key focus of academic and industry research. A growing body of evidence suggests that employee performance plays a central role in shaping the customer experience. In this context, the service-profit chain framework was developed to establish a clear link between internal operational investments and broader marketing, operational, and financial outcomes. This model integrates three interconnected areas of study: employee capability and engagement, the relationship between service quality and perceived customer value, and the impact of satisfied customers on business performance.

Shepherd, 2019

Training effectiveness can be evaluated using several key criteria, including both tangible and intangible factors. These range from direct and indirect costs to indicators such as efficiency, adherence to schedules, employee reactions, knowledge acquisition, behavioral changes, and overall improvements in job performance. In contrast, Zaciewski (2019) emphasized that individual employee characteristics—such as motivation, attitude, and foundational abilities—play a crucial role in determining the success of training programs, particularly within the hospital industry. These personal attributes can significantly influence how well a training intervention is received and applied in practice.

Zaciewski, 2019

Effective training delivers multiple benefits to organizations, serving as a cornerstone for capacity-building at both individual and organizational levels. It enables employees to actively contribute to organizational transformation while also enhancing knowledge retention among skilled workers. This, in turn, helps reduce voluntary turnover and job rotation intentions (Jones, Wright & Saw, 2014). Additionally, training reflects the organization's long-term commitment to employee development, which fosters higher levels of motivation among staff. Collectively, these outcomes lead to improved employee performance and provide a competitive advantage to the firm (Kalleberg, 1994; Huselid, 1995; Delery & Doty, 2017).

Training has been defined in various ways by leading scholars. According to Michael Armstrong, “Training is the planned development of the knowledge, skills, and attitudes required by an individual to perform adequately in a given task or job” (*A Handbook of Human Resource Management Practice*, Kogan Page, 8th Edition, 2001). Similarly, Edwin B. Flippo described training as “the act of increasing the knowledge and skills of an employee for doing a particular job” (*Personnel Management*, McGraw Hill, 6th Edition, 1984). Aswathappa (2000) further emphasized that training involves the continuous enhancement of an employee’s aptitude and capabilities to perform specific job functions effectively. It supports both the improvement of existing skills and the acquisition of new competencies.

The primary goal of training is to ensure the availability of a competent and motivated workforce. Alongside this central aim, training also addresses four additional objectives: individual growth, organizational efficiency, functional effectiveness, and social development.

Sind Kuldeep, 2019

In this study, a sample of 84 organizations from various major commercial industries was selected to examine training practices. The research utilized a questionnaire developed by Huselid (2013) to gather relevant data. The primary objective was to investigate the relationship between training initiatives and overall organizational performance. The findings revealed that many Indian organizations still remain skeptical about the positive impact of investing in human resources, particularly in terms of improving performance outcomes.

Alphonsa V.K, 2019

The study titled “*The Analysis of Training Climate as Understood by Supervisors*” explored several dimensions of the organizational training environment. These included corporate philosophy and policies, superior-subordinate dynamics, valued performance attributes and behaviors, as well as interpersonal and group relationships. The findings indicated that, overall, a moderately positive training climate prevailed within the organization. However, it was also observed that supervisors’ perceptions of the

training climate varied notably across different departments, highlighting the influence of departmental culture and leadership on how training initiatives are experienced.

Singh Kumar Shiv & Banerjee Shubhash, 2019

In the context of the Indian cement industry—which is currently the second largest globally—there has been rapid modernization and technological advancement. To keep pace with these developments, the sector must build a robust, skilled workforce capable of adapting to evolving operational demands. This necessitates the implementation of comprehensive training programs across all organizational levels. The primary role of a trainer in such an environment is to effectively transfer knowledge and skills to trainees. A trainer’s responsibilities include identifying relevant training needs, selecting appropriate training methodologies, evaluating training outcomes, and ensuring the delivery of impactful training sessions tailored to industry-specific requirements.

A related study titled “*HRD Strategies at Various Levels in Construction Organisations*” by Singh and Banerjee (2019) highlights similar trends within India’s construction sector, which is recognized as the country’s second-largest economic contributor. The study emphasizes the urgent need for technological upgradation across various segments of the industry and underscores the importance of human resource development as a strategic tool for performance improvement. The authors argue that targeted efforts to enhance employee capabilities through systematic and refresher training can lead to measurable improvements in organizational productivity. They also stress the shortage of professionals skilled in model-related functions, further validating the need for structured and continuous technical training initiatives.

Kandola Binna, 2019

The evaluation of training effectiveness—particularly in the area of soft skills, such as people management—poses significant challenges. These competencies are inherently subjective and difficult to measure with precision. The author discusses existing training evaluation methods and introduces a model currently recognized as effective

in the United Kingdom. This model emphasizes the importance of aligning evaluation strategies with the nature of the skills being developed.

Moses (2017) further argues that as organizational structures become flatter and promotions to senior roles less predictable, training and development must evolve to support employees in both career planning and skill enhancement. While some organizations are hesitant to implement career development initiatives—fearing it may signal job insecurity—such programs can instead be positioned as a strategic investment in employee growth. When integrated into standard employee development frameworks, especially during periods of restructuring or downsizing, career planning helps build trust and reinforce organizational commitment.

Moreover, when companies communicate to employees that they are not only marketable outside the organization but also valued internally through continued training support, it sends a powerful message. This often encourages employees to respond with higher levels of engagement, loyalty, and performance.

Logan & J.K, 2020

Employee retention is a multifaceted issue, and there is no universal solution for ensuring that employees remain with an organization long-term. However, several companies have discovered that providing opportunities for continuous learning and skill development plays a significant role in encouraging employees to stay. Research by the Gallup Organization reinforces this view, identifying the "opportunity to learn and grow" as one of the key factors influencing employee retention.

Organizations that actively invest in employee development initiatives often report higher retention rates. For instance, Sears observed that in locations where managers actively supported the professional growth of their teams, employee turnover was 40 to 50 percent lower compared to locations where such support was lacking. This highlights the critical role of employee development programs and manager-employee relationships in fostering a stable and committed workforce.

Wagner S, 2020

The study “*Employees Speak Out on Job Training: Findings of a New Nationwide Study*” revealed that organizations offering employee development programs tend to experience higher employee satisfaction and reduced turnover rates. While compensation and benefits remain influential in attracting and retaining talent, many employees prioritize opportunities for learning, advancement, and personal growth. According to research by the Gallup Organization, companies that actively invest in training their workforce witness increased employee satisfaction and loyalty.

In a related study, Lance Gray and Judy McGregor (2019) compared the responses from two separate surveys conducted in New Zealand—one involving workers aged 55 and above, and the other targeting employers. Both surveys received strong response rates, indicating a high level of interest in the topic of older workers and training. Interestingly, the findings highlighted a general skepticism about the trainability of older employees, with stereotypes suggesting they are less receptive to learning and more resistant to new technologies. Approximately 11.6% of older participants reported experiencing discrimination in access to training opportunities. However, skilled senior workers viewed the availability of training as a positive sign, interpreting it as an indication that employers recognized them as valuable contributors.

Olga et al. (2018) explored how multinational corporations (MNCs) differ from indigenous organizations in terms of training needs and whether these practices vary across national contexts. The study analyzed data from 424 multinational and 259 domestic firms based in the United Kingdom and Ireland. The findings pointed toward a **hybrid model of localization**, wherein MNCs adapt their training practices to align with national cultural and labor market differences, but without fully converging to local norms. The research also suggested that while MNCs selectively tailor some training elements based on local contexts, they still retain a largely standardized framework for identifying, designing, and delivering training. Differences in national career traditions and skill demands continue to shape how training is localized within different countries.

Yadapadithaya, 2020

A study examining the current practices of evaluating training and development programs within the Indian corporate sector revealed that increasing demands for quality, innovation, and productivity are key drivers behind such initiatives. Evaluation has become a central focus of training and development, with many organizations aligning key result areas directly with effectiveness measurement.

The study found that approximately 6% of private sector firms, 81% of public sector enterprises, and all multinational corporations (MNCs) assess the effectiveness of training in some form. The primary purpose of these evaluations is to determine the operational success of training systems and mechanisms. Most organizations rely heavily on participants' immediate reactions as a key indicator of training success, typically gathered through post-training questionnaires. These are the most widely used tools for evaluation across sectors.

In many cases, evaluation is conducted immediately after the completion of training sessions. A majority of both private and public sector organizations follow a one-shot program design. Meanwhile, over half of the MNCs employ a single-group, pre-test and post-test design to evaluate learning outcomes. However, a major concern identified across sectors is the lack of effective transfer of knowledge from the training environment to the actual workplace. This gap underscores a critical deficiency in the current corporate training and development framework.

As a result, the Indian corporate sector now faces the pressing challenge of developing more valid, reliable, and operational metrics for accurately assessing the long-term impact and practical effectiveness of training and development initiatives.

Radhakrishna, Plank & Mitchell, 2020

The study employed a comprehensive evaluation approach that included a Learning Style Instrument (LSI), demographic profiling, participant reaction measures, and learning assessments. The training program had three primary objectives: to evaluate the knowledge gained through a web-based training module, to gauge participants' reactions to the online material and accompanying Listserv discussions, and to identify both the demographic characteristics and learning styles of the participants.

The evaluation process began with an online pre-test and the administration of the LSI. The pre-test featured seven questions related to participant demographics. To ensure consistency and accuracy in data tracking, the LSI, pre-test, post-test, and LSI questionnaire responses were matched using agents' Social Security numbers. Out of the 106 eligible participants, 55 agents completed all four components of the study and were included in the final analysis.

Bettina Lankard Brown, 2020

Training and development represent a significant investment in the United States, with expenditures increasing steadily each year. Despite this trend, economic shifts and tightening profit margins have led many organizations to critically examine the actual value derived from these investments. Key questions arise—do companies truly benefit from investing in employee training, or are they merely enhancing the employability of workers for other organizations? Similarly, when employees contribute to the cost of training, are the benefits mutual, or do employers enjoy the primary returns?

This study seeks to address common myths surrounding training-related Return on Investment (ROI), particularly regarding who bears the cost and who reaps the benefits. Research, including a prominent study by the Australian National Training Authority (2020), indicates that the highest ROI is realized when training is embedded within a broader organizational strategy. Supporting this, Knuckey and Johnston (2020) found in their New Zealand-based research that "leader" firms—those with strong performance and strategic alignment—engaged in significantly more training than "lagger" firms. This evidence also supports the principles of the *Investors in People* standard in the United Kingdom, which emphasizes structured training and development as a critical element of organizational success.

In the Indian context, Basu and Satish (2017) highlight the evolving nature of the banking industry, which is rapidly transitioning toward an IT-driven model. They argue that banks, like other institutions, must prioritize effective human resource development to achieve their objectives. This transformation necessitates a shift from traditional training strategies to more technologically integrated methods, such as computer-based instruction, distance learning, and internet-enabled training platforms. Consequently,

the role of trainers is also evolving—from knowledge providers to facilitators and catalysts for learning. To meet the needs of modern banking, training programs must not only focus on technical skills but also on building commitment, adaptability, and the right mindset among employees.

Further emphasizing the importance of training, Srivastava (2019) assessed the effectiveness of various training initiatives at Tata Steel's in-house training facility, the Shavak Nanavati Training Institute (SNTI). His findings stress the importance of continuous improvement in both training content and delivery methods to keep pace with technological advancements and shifting organizational goals.

Collectively, these studies suggest that training yields optimal results when it is strategically aligned, technologically adaptive, and supported by a culture of continuous learning and human-centric development.

Barnes & Kennard, 2020

Evidence from Australia suggests that factors beyond increased skill levels have played a more significant role in the country's recent productivity growth. Researchers note that there is no consistent global correlation between labour productivity gains and shifts in workforce composition toward more skilled workers. For example, countries like France and the United Kingdom, which have experienced substantial changes in skill levels, have not necessarily seen correspondingly high increases in labour productivity. Despite this, the consensus remains that education and skill development are essential components for sustaining long-term economic growth.

Sundararajan S., 2020

The study "Employees' Attitude Towards Training and Development in Private Sector Industries" by Sundararajan S. highlights the growing importance of Human Resource Development (HRD) in the context of today's highly competitive and globalized business environment. The research emphasizes that rapid technological advancements, shifting consumer expectations, and intensified competition are compelling Indian

industries to reassess their HRD strategies—particularly in the areas of training and development.

Change is a universal and inevitable phenomenon—whether in personal life, society, or the workplace. While change cannot be avoided, training and development serve as critical tools to help individuals and organizations adapt and thrive amidst these shifts. As companies strive to maintain a competitive edge through innovation and advanced technology, managing human capital effectively becomes increasingly vital. In this context, training plays a central role, whether it's equipping a machine operator with new technical skills, guiding a salesperson in effective selling techniques, or training a supervisor in employee evaluation and interviewing practices.

To explore this further, Sundararajan conducted an empirical study focusing on employees' attitudes toward training and development in private sector manufacturing and business organizations. The findings of the study provided valuable insights into how employees perceive the training initiatives within their organizations and highlighted the importance of aligning training strategies with both organizational goals and employee expectations.

Cody B. Cox & Margaret E. Beier, 2021

The study titled “The Moderating Effect of Individual Differences on the Relationship Between the Framing of Training and Interest in Training” by Cody B. Cox and Margaret E. Beier explores how individual characteristics influence the relationship between how training is framed—either as "basic" or "advanced"—and participants' interest in engaging with that training. The research focused on both technical and non-technical training contexts and involved 109 working-age adults (mean age = 38.14 years, SD = 12.20 years). Two key individual difference variables—self-efficacy and goal orientation—were examined as potential moderators in this relationship.

The findings revealed significant three-way interactions. Specifically, for technical training, there was a notable interaction between performance orientation (a subdimension of goal orientation that reflects a person's drive to demonstrate competence), age, and how the training was framed. For non-technical training, a three-way interaction emerged between performance orientation, self-efficacy, and the

framing of the training content. These results suggest that individual traits significantly shape how training framing influences learner interest. The study underscores the importance of tailoring training communication strategies based on personal characteristics to maximize engagement and effectiveness, and it offers useful directions for future research in training design.

Cagri Bulut & Osman Culha, 2021

The study titled “The Effects of Organizational Training on Organizational Commitment” explored how various dimensions of training influence employees' emotional and affective commitment toward their organization. Organizational training was examined through a multidimensional framework encompassing motivation for training, access to training, perceived benefits, and organizational support. The research was grounded in theoretical foundations including the resource-based view, social exchange theory, and emotional contract theory. Data were collected via surveys from 298 employees working in four- and five-star hotels in Izmir, Turkey. Confirmatory factor analysis validated the measurement tools, while multiple regression analysis was used to test the proposed hypotheses. The results indicated that all four dimensions of training had a positive impact on employee commitment, suggesting that effective training fosters stronger emotional ties between employees and their organizations.

In a related context, Dr. Vimala Sanjeevkumar's (2020) study titled “A Study on Training Factors and Its Impact on Training Effectiveness in Kedah State Development Corporation, Malaysia” focused on identifying the key determinants of training effectiveness within the organization. The research combined both theoretical and empirical methods to assess factors such as types of training, training environment, work environment, and employee characteristics, and their influence on overall training effectiveness and human resource practices. Interestingly, the study concluded that the type of training itself did not significantly influence effectiveness. Instead, environmental and individual-level factors played a more critical role. Kedah State Development Corporation (KSDC), the parent company under BDB, was found to be committed not only to technological adaptation in training but also to social responsibility through human capital development programs. These findings provide a foundational reference for future studies on employee training and reinforce the

importance of aligning training programs with both organizational goals and technological advancements.

Chaturvedi, Vijit Arora & Suman, 2021

The study titled “Factors Affecting Training Decisions of Middle-Level Employees in the Automobile Industry: A Study with Reference to the NCR Region” highlights the crucial role of training in shaping employee competency, which in turn influences the future success of an organization. The research underscores the challenges faced by the automobile sector, such as rising attrition rates and evolving employee expectations, which necessitate the preparation of a workforce capable of assuming future responsibilities. In this context, training emerges as a strategic tool for employee development.

The study focuses on identifying the key factors that influence training decisions in selected automobile units located in Faridabad and Gurgaon. It explores various aspects such as the training needs of employees at different organizational levels, preferred training methods, trainees’ preferences regarding training types, and suggestions for improving training effectiveness. Additionally, it evaluates the perceived role of trainers and other influencing factors that contribute to a successful learning experience.

Data for the study were collected using a random sampling method. The findings provide valuable insights for the automobile industry and similar sectors, offering actionable recommendations for improving the design and implementation of training programs. These include more effective formulation of training objectives, accurate identification of training needs, appropriate selection of training methods, and the incorporation of employee feedback to ensure the creation of a well-equipped and future-ready workforce.

Rajendran Karuppannan, 2021

The study titled “Training and Development: “A Study of Employees’ Attitude on Training in Vellore District Cooperative Bank” emphasizes the critical role of training in enhancing employee knowledge, skills, and attitudes. Training is seen not only as a

means of improving current job performance but also as a preparation tool for employees to take on higher responsibilities within the organization. In the context of rapidly changing technology and dynamic work environments, training and development programs are essential for improving work quality across all organizational levels.

This study specifically investigates employees' perceptions of training programs within the Vellore District Cooperative Bank in India. The findings reveal overwhelmingly positive attitudes toward training. Approximately 98% of respondents agreed that training programs significantly enhanced their work efficiency, and 96% acknowledged the importance of training for overall organizational development. Furthermore, 95% of employees believed that training is essential for all staff members, with an equal proportion stating that such programs should be mandatory in all cooperative banks.

Interestingly, while personal factors such as age and education did not significantly affect employees' attitudes toward training, work experience was found to have a notable influence. This suggests that more experienced employees may have a deeper appreciation for the value of structured training initiatives, possibly due to their exposure to evolving workplace requirements over time.

CHAPTER-III: RESEARCH METHODOLOGY

Introduction

Research methodology refers to the systematic process used to identify, define, collect, and analyze data in order to solve a specific research problem. It encompasses:

- The objectives of the study,
- The methods used to define the problem,
- The types of data collected, and
- The techniques employed for analysis.

Once the research objectives are clearly defined, the next crucial step is data collection. Data can be categorized into two main types: Primary Data and Secondary Data.

Sources of Data

Primary Data

Primary data refers to original and firsthand information, collected directly from respondents for the purpose of the current study. In this project, primary data was collected from employees and trainers at Maruti Suzuki India Limited through structured tools.

Methods of primary data collection included:

- Questionnaires distributed among employees
- Interviews with trainers
- Cross-sectional surveys targeting various departments and designations

This data provides real-time insights into employee perceptions of training and development programs.

Secondary Data

Secondary data comprises existing information that has already been collected and published by other sources. This data was used to develop the theoretical and conceptual framework of the study.

Sources of secondary data included:

- Books and academic literature
- Articles and journals
- Newspapers and magazines
- Seminar and conference proceedings
- Reliable websites and company reports

Secondary data helped establish the industry context and support the analysis of primary data.

Sample Size and Sampling

For the purpose of this study, data was collected from a sample of 105 employees working at Maruti Suzuki India Limited. The sample included individuals from various departments to ensure a diverse and representative dataset.

- Sampling Technique Used: Stratified random sampling (if applicable—can be updated based on actual method used)
- Population Targeted: Employees involved in or impacted by training and development programs at MSIL

Data collection tools

Structured questionnaire was used to collect the data.

CHAPTER-IV: DATA ANALYSIS AND INTERPRETATION

Q1. Does your organization provide any training program?

OPTIONS	PERCENTAGES
YES	100%
NO	0%

Figure 1.1

Interpretation- Majority of respondents said yes and no. However, 100% said yes 0% said no.

Q2. When did you attend the last training program?

OPTIONS	PERCENTAGES
Before 1-2 months	25%
Before 3-4 months	26%
Before 6 months	38%
Before 1 years	11%
Others	0%

Figure 1.2

Interpretation - Majority of the respondents attended the training program. Those employees who attended training 1-2 months before were 25%, 3-4 months before were 26%, 6 months before were 38%, before 1 year were 11% others were 0%.

Q3. Type of training that was provided to you in the organization?

OPTIONS	PERCENTAGES
BEHAVIORAL	91%
COMPETENCY	9%

Figure 1.3

Interpretation - Almost 91% of the respondents said that they attended behavioural type of training and 9% of the respondents said they attended competency type of training.

Q4. Which type of problems do you face regarding to training & development program?

SOME OF THE PROBLEMS	PERCENTAGE
VOICE WAS NOT CLEAR	30%
LONG TIME DURATION	20%
CONTENT WAS NOT OK	25%
TRAINER WAS NOT GOOD	25%

Figure 1.4

Interpretation - Majority of respondents face some problems related to training & development. 30% said voice was not clear. 20% said long duration. 25% said content was not clear. 25% said trainer was not good related to training & development.

Q5. Are you satisfied with the organization's training & development program?

OPTIONS	PERCENTAGE
SATISFY	87%
AVERAGE	7%
GOOD	6%
BAD	0%

Figure 1.5

Interpretation - 87% of respondents were satisfied with training program 7% answered average, 6% answered good and 0% said it bad.

Q6. Does the training program help you in doing your work effectively & efficiently?

OPTIONS	PERCENTAGE
YES	76%
NO	13%
NEUTRAL	11%

Figure 1.6

Interpretation - 76% respondents said yes that training helped them to do their work effectively & efficiently. 13% said no. 11% were neutral.

Q7. Does your top management take feedback?

OPTIONS	PERCENTAGES
YES	67%
NO	33%

Figure 1.7

Interpretation - 67% Respondents said yes that top management take feedback in the organization. 33% respondents said top management does not take feedback.

Q8. Would you like to include anything else in the training program?

OPTIONS	PERCENTAGES
YES	65%
NO	35%

Figure 1.8

Interpretation - 65% Said they want to include something more in the training program. 35% said they don't want to include anything more in the training program.

Q9. Do you agree that the training helps you to acquire technical knowledge & skills?

OPTIONS	PERCENTAGE
AGREE	74%
STRONGLY DISAGREE	8%
DISAGREE	0%
NEUTRAL	11%
STRONGLY AGREE	7%

Figure 1.9

Interpretation - 74% respondents agree that training provides us skills & knowledge. 8% strongly disagree with this statement. 0% disagreed. 11% neutral to this statement. 7% strongly agree with the statement.

Q10. Are you satisfied with the quality & duration of existing training program?

OPTIONS	PERCENTAGE
AGREE	69%
DISAGREE	15%
STRONGLY AGREE	6%
STRONGLY DISAGREE	5%
NEUTRAL	5%

Figure 1.10

Interpretation - 69% agree with quality & duration of the training. 15% disagree with this. 6% strongly agree. 5% strongly disagree. 5% neutral with the statement.

Q11. Do you think that employees apply the new concepts taught at the training to their job?

OPTIONS	PERCENTAGE
YES	79%
NO	13%
CAN'T SAY	8%

Figure 1.11

Interpretation - 79% said yes they apply the new concepts taught at the training to their job. 13% said no to this statement. 8% did not said anything related to this statement.

Q12. Does any feedback is taken on your performance after attending the training program?

OPTIONS	PERCENTAGES
YES	82%
NO	18%

Figure 1.12

Interpretation - 82% respondents said that their performance is evaluated by the organization. 18% said no their performance is not evaluated by the organization.

CHAPTER- V: SUMMARY & CONCLUSIONS

5.1 Findings of the Study

Based on the data collected from employees at **Maruti Suzuki India Limited**, the following key findings have been observed regarding the effectiveness of training and development practices:

1. Preference for Workshop-Based Training-

A significant number of employees prefer **workshops** as a method of training over traditional **on-the-job training**, highlighting a desire for interactive and structured learning formats.

2. Healthy Workplace Relationships:-

There exists a **positive and supportive relationship** among peers, subordinates, and superiors, which fosters an environment conducive to learning and development.

3. Overall Satisfaction with Training Programs:-

The majority of employees reported being **satisfied with the training and development initiatives**, noting that these programs are helpful in achieving both **short-term and long-term organizational objectives**.

4. Openness of Management to Employee Suggestions:-

Employees expressed appreciation for the **management's willingness to consider their ideas and suggestions**, indicating a participative approach in organizational development.

5. Effective Communication During Training Sessions:-

Trainers and instructors are proactive in **clarifying doubts and responding to queries** raised by employees, contributing to a more effective learning experience.

6 .Recognition and Appreciation:-

Most employees feel **adequately recognized for their work**, suggesting that training outcomes are linked with appreciation and motivation.

7. Alignment of Training with Individual and Organizational Goals:-

Training programs are perceived as effective tools for aligning employee performance with both personal career aspirations and organizational goals.

8. Improved Skills and Competencies:-

Employees confirmed that training programs have enhanced their knowledge, skills, and abilities (KSA), thereby improving workplace performance.

9. Support for Newcomers:-

Training and development efforts are particularly helpful for new joiners, enabling them to better understand their roles, responsibilities, and work culture

10. Boost in Morale and Discipline:-

Participation in training sessions contributes to increased self-confidence, morale, and workplace discipline among employees.

11. Structured Onboarding for New Employees:-

New employees benefit from coaching, mentoring, and orientation programs, ensuring a smoother transition into the organization.

12. Dissatisfaction with Training Needs Analysis (TNA):-

One of the key areas of concern is the lack of satisfaction regarding the Training Needs Analysis (TNA) process, indicating a gap in identifying and addressing actual learning requirements.

5.2 Limitations of the Study

- Time constraint
- Some of the respondents were unwilling to fill the questionnaires
- Information was confidential
- Sample size was small as compared to the total strength of people in the organizations
- Some of the employees attended any other sessions so that was a problem.

5.3 Suggestions for Further Study

- Training content and delivery approaches should be relevant to the job functions of employees.
- Determining the current state of the knowledge of the employee before embarking on training and development
- The employer should have compulsory training programs for all employees in order to improve the knowledge and understanding of annual business strategy and objectives
- The provision of feedback to employees after training is recommended in order for employees to become aware of areas where they can improve their performance.
- The employer should provide sufficient resources for training so as to improve the training programs provided.
- The company must give proper induction program to the employees for better performance in future.
- Aim of any company is to ensure that all employees apply techniques learnt in training program on the job hence at each level skill base training should be given.
- The needs to organize more and more effective personality development programs tieups can be made with leading institutions for the same.
- The need is for the management to bring the most efficient trainers to the training programs there trainers can be selected on basics of their ratings in the corporate world.

5.4 Conclusion

The primary objective of any training program is to **enhance employee performance** and align individual capabilities with organizational goals. As the research reveals, training and development must be treated as a **continuous and purposeful investment** rather than a one-time event. Programs without clearly defined objectives or understanding of specific skill gaps often fail to deliver meaningful results.

This study primarily focused on understanding how **training contributes to performance improvement** at Maruti Suzuki India Limited. It was observed that training plays a pivotal role in **building competencies**, not only for current roles but also in preparing employees for **future responsibilities** within the organization. When thoughtfully designed, training bridges the gap between **actual performance** and **desired performance**, fostering both individual and organizational growth.

The research also confirmed that **effective training programs lead to a more competent, motivated, and productive workforce**, thereby improving the company's competitive position in the marketplace. In today's environment of **technological advancement, intense competition, and resource constraints**, organizations can no longer afford to overlook the strategic importance of employee development.

Key Conclusions Drawn from the Study:

- A **healthy workplace environment** exists at Maruti Suzuki, as acknowledged by most employees.
- **Employee satisfaction** with the training and development initiatives is high, indicating that the programs are perceived as beneficial and relevant.
- **Skill development** has been a noticeable outcome of the training sessions, with employees acknowledging improvements in their technical and interpersonal abilities.
- Many participants reported **improved attitudes towards their jobs** post-training, suggesting that training not only enhances skills but also contributes to greater job satisfaction.

- **Managerial and peer support** during training, including availability of help when required, has played a role in enhancing the effectiveness of the training programs.
- A significant number of employees expressed interest in having the **training venues redesigned**, indicating a need to improve physical infrastructure to facilitate a better learning environment.
- A major challenge observed was the **lack of interest or engagement** from some employees, which can limit the overall impact of training sessions.
- The effectiveness of training is heavily dependent on factors like **training needs analysis (TNA), training methods, trainee engagement, and follow-up evaluations**.

In conclusion, **training and development** are not just supportive functions but **strategic tools** that directly impact performance, morale, and organizational competitiveness. Companies like Maruti Suzuki must continue to **invest in, refine, and align their training programs** with evolving industry demands and employee expectations.

The researcher believes that the findings and recommendations of this study can serve as a **valuable resource for strengthening training divisions**, particularly in manufacturing companies, and recommends the use of **training effectiveness measurement models** to track performance outcomes in a systematic way.

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