

**PROJECT DISSERTATION REPORT**  
**ON**  
**“EMPLOYEES’ PERCEPTION TOWARDS**  
**TRAINING & DEVELOPMENT”**

**Submitted by:**

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## **CERTIFICATION OF ORIGINALITY**

This is to certify that the project report entitled, “Employees’ Perception towards Training and Development” submitted to Delhi School of Management, Delhi Technological University in the partial fulfillment of the requirement for the award of Master of Business Administration is an original work carried out by Stuti Jain under the guidance of Dr. Shikha N Khera. The matter embodied in this project is a genuine work done by both to the best of my knowledge and belief and has been submitted neither to this University nor to any other University for the fulfillment of the requirement of the course of study.

**Signature of the Student**

**Signature of the Guide**

**Designation**

**Associate Professor**

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## **DECLARATION**

This is to certify that I, Stuti Jain, have completed the project titled “Employees’ Perception towards Training and Development” under the guidance of Dr. Shikha Khera as a part of Master of Business Administration (MBA) curriculum of Delhi School of Management, New Delhi. This is an original piece of work and has not been submitted elsewhere.

## ACKNOWLEDGEMENT

Before getting into the thick of things, I would like to add a few words of appreciation for people who have been a part of this project right from its inception. This project's writing has been one of the significant academic challenges I have faced. This project would not be completed without the support, patience, and guidance of the people involved. It is my deepest gratitude to them.

It gives me incredible pleasure to present my project report on "Employees' Perception towards Training and Development". It has been my privilege to have a team of project guides who have assisted me from this project's commencement. This project's success results from sheer hard work and determination put in by my project guide. I now take this opportunity to thank **Dr. Shikha N Khera**, who acted as my mentor despite her many academic and professional commitments. Her wisdom and insight inspired and motivated me. Without her understanding and support this project would not have been exciting, and neither would have reached productivity.

## **EXECUTIVE SUMMARY**

Every company aims to gain market share and increase profitability. As a consequence of technology improvements and growing globalization, the globe has become a village, resulting in increased competitiveness and complexity in work performance. Talent management is one of the most important concepts in corporate HR and training today. Employees with the proper abilities are a company's most precious asset, and one of HR's most essential jobs is to guarantee that they stay with the company for a long time. Many companies today have an issue in that they spend a lot of time and money on acquiring new personnel, but not nearly as much time and money on keeping and expanding their present workforce. Because human capital is one of the most important components in the corporate sector, the industry's ability to attract, up-skill, motivate, and retain the right people is directly dependent on the organization's ability to attract, up-skill, motivate, and retain them.

There has been a substantial increase in demand for online learning among new learners throughout the pandemic. The recession, as well as the projected significant increase in unemployment when the government's furlough programme ends, should all contribute to and extend this rise in consumer spending. Economic downturns in the past have spurred demand for various types of postsecondary education.

The research design used in this study is descriptive research, which means a convenient sample of working professionals in the corporate sector will be taken into consideration, and their replies will be examined and conclusions produced. To gather data, working professionals will be given a questionnaire that asks them about their thoughts on training and development, their attitudes toward it, and the types, types, and before and after the pandemic scenario of training and development capacity factors. The replies will be gathered in the format of a Likert scale with a range of 1 (strongly disagree) to 5 (strongly agree), in the format of Yes/No/Not Sure, and questions related to their opinion for full analysis and interpretation of the data.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background**

Internal educational activities focused at enhancing employees' knowledge and abilities, as well as providing information and instructions on how to accomplish certain duties more efficiently, are referred to as employee training and development. Training is a reactive, short-term operation for people and processes, while growth is a constant, proactive endeavor for leaders. The goal of employee training and development is to acquire new skills and build a more complete personality. Management takes the initiative in training in order to satisfy the current needs of an employee. Individual initiative is taken in the development of personnel in order to meet their long-term needs.

Training and development are required for human resource development. Training and development are two phrases that relate to opportunities that are provided to help people advance in their careers. Employees' skills and knowledge are kept up to date through training and development, which serves to boost both their and the company's productivity. It ensures that employees' oddness or eccentricity is reduced, and that learning and behavioral change takes place in a somewhat orderly fashion. Learning and development, sometimes referred to as training development, is a collection of formal continuing educational activities intended at assisting employees in meeting their goals and improving their performance.

Employee training and development activities are intended to motivate employees to enhance their current job performance and to encourage them to give it their best so that, when it comes time for a performance review, they can demonstrate their eligibility for advancement and raises in salary. It refers to the hustle that increases skill and

knowledge, and it is a source of new information and training needed to improve performance quality. Training and development can help workers enhance their overall performance. For operational goals, training is a reactive, short-term activity, but for executive goals, development is a proactive, long-term process. HRM training focuses on increasing an employee's specific abilities, whereas development focuses on the employee's whole personality. Management initiates training in order to close the skills gap in the company; the development project is typically carried out with the goal of future succession planning.

The most important activity that contributes to human resource development is training. In today's global business, having the right employee in the right area with competent personnel has become critical. No company has the option of deciding whether or not to grow its workforce. Training has been increasingly important in Human Resource Management in recent years. Every company's lifeblood is its human resources. Only well-trained employees can assist a company in achieving its objectives. The rules, procedures, and processes that impact employee behavior, attitudes, and performance are referred to as human resource management. Attracting, motivating, rewarding, and keeping employees are all influenced by human resource policy. Hiring people, choosing individuals, organizing work, rewarding employees, and building outstanding employer-employee relationships are some of the other human resource management strategies.

'Training' is given a lot of weight when compared to other human resource management strategies. To be effective, training must play a strategic role in supporting the business. Training and development is becoming a more important and strategic part of a company's economic success. Businesses recognise that they have become a part of a new global economy. It is a style of economy that makes extensive use of advanced technology and is more responsive to client needs. In the global economy, greater levels of innovation and adaptation are required in production, service delivery, and market understanding. Employee knowledge generated via training and development has

become a strategic imperative for businesses and, increasingly, a source of strategic advantage.

## **1.2 Conceptual Framework**

### **1.2.1 Training vs Development**

Comparing and contrasting the phrases training and development is intriguing. According to the Oxford dictionary, the two concepts are defined as follows:

- "To train and discipline in or for a certain art, profession, occupation, or practise in order to become proficient via such teaching and practise."
- "To grow is to become more fully developed, to bring forth all of one's natural potential."

The main difference between training and development is that training focuses on specific job knowledge and abilities that will be required in the near future. 'Development,' on the other hand, focuses on a broad range of knowledge and insights that may be required for future environmental adaptability. It's the process through which a person's overall ability and competency, as well as maturity and personality actualization, increases.

Training is a type of learning programme created for new workers to help them get the information and skills they need to do their jobs properly. Development, on the other hand, is a training procedure aimed at assisting existing personnel in their growth and development.

Training is usually for a shorter length of time, usually three to six months. Development, on the other hand, is frequently a continual process in which the employer

seeks to equip individuals to tackle future difficulties via development. As a result, we may conclude that development is a long-term process.

Trainers focus on strengthening the abilities and competencies of a new employee for the recruited role through a training programme. When it comes to development programmes, however, the trainer concentrates on the total improvement of the employee's knowledge, cognition, and abilities, preparing him to confront future obstacles.

### 1.2.2 Benefits of Training and Development

Companies and employees must align their knowledge, skills, values, and abilities to stay up with technological advancements and workplace techniques and strategies. One of the most effective ways to increase knowledge and talents is via training. Companies may improve workplace performance and results by exposing employees to proper and frequent training. Employers gain from implementing training programmes for their employees in a variety of ways, especially when these programmes are followed rigorously and regularly. Here are a few possible advantages:

#### 1.2.2.1 Increased productivity and performance

Employee training improves job skills and knowledge while also boosting employee confidence in their abilities. They will be more productive as a result of being able to work more efficiently and effectively.

#### 1.2.2.2. Uniformity of work processes

Employee training improves job skills and knowledge while also boosting employee confidence in their abilities. They will be more productive as a result of being able to work more efficiently and effectively.

#### 1.2.2.3. Reduced wastage

Employees that have been properly taught will be able to make good, safe, and cost-effective use of the company's materials, tools, and equipment. Accidents and equipment damage will be reduced, resulting in less waste.

#### 1.2.2.4. Reduced supervision

Though employee training will not completely remove the need for supervision, it will greatly minimize the requirement for excessive supervision in the workplace.

#### 1.2.2.5. Promoting from within

When an organization requires new or unique capabilities, it does not need to go out into the labor market to get them. They can look inside and identify bright employees who can be promoted after receiving training in the organization's new competencies.

#### 1.2.2.6. Improved organizational structure

Employees learn in a consistent and methodical manner when a firm has a well-organized training system in place. It also stops employees from gaining knowledge via trial and error.

#### 1.2.2.7. Boosted morale

Employees who take part in training programmes will feel that they are part of a supportive work environment where they are respected, which will boost their morale and confidence in their job responsibilities.

#### 1.2.2.8. Improved knowledge of policies and goals

Employees will always benefit from a solid training programme that helps them learn about their company's ethics, values, policies, visions, and missions.

#### 1.2.2.9. Improved customer valuation

When employees at a company are regularly trained, their work skills improve, and they perform more professionally and productively. Customers will notice the difference in service and, as a consequence, their opinion of the firm will improve.

#### 1.2.2.10. Better workplace environment

If employees receive constant training, they will be more productive on the job. This fosters a work climate where all employees feel valued and accepted.

#### 1.2.2.11. Improved and updated technology

With the ever-increasing development in technology across all sectors, exposing staff to new sophisticated technological strategies will aid in the organization's efficiency and productivity.

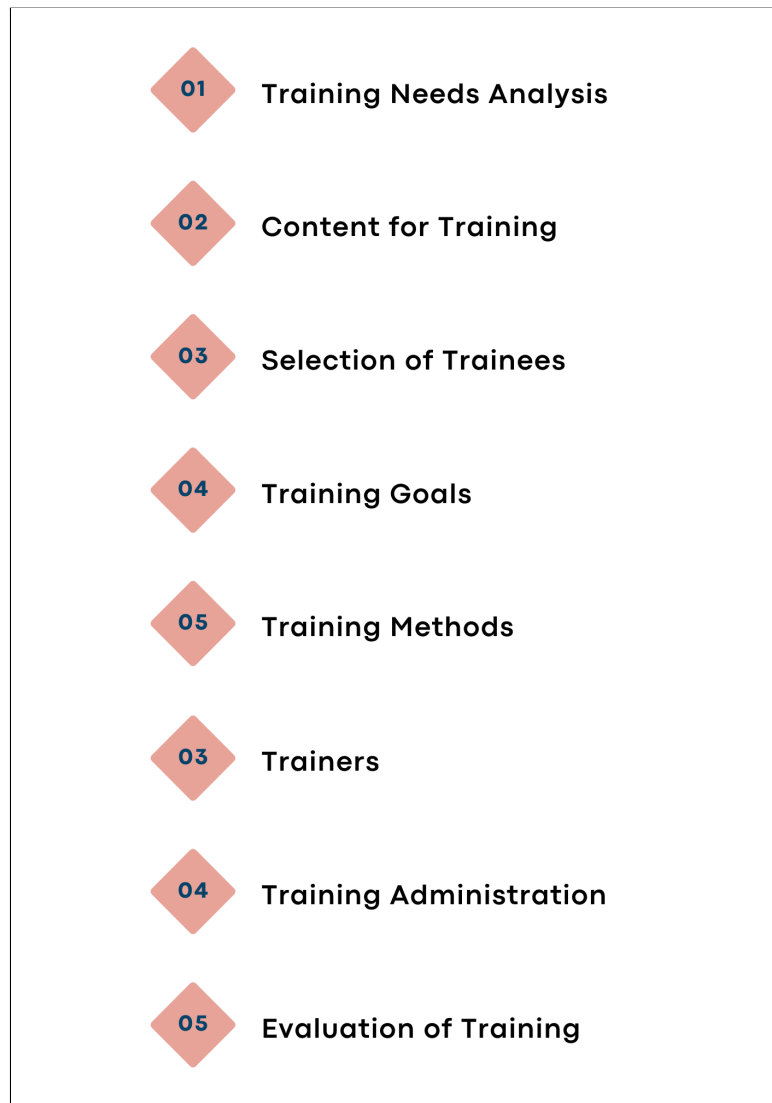
### **1.3 Theoretical Framework**

#### 1.3.1 Steps in Training and Development

As per the survey done by the American Society for Training and Development (ASTD), organizations that provide comprehensive training programmes earn 218 percent more per employee. Employees who receive poor job training, on the other hand, quit their jobs in the first year at a rate of 40%. When effectively implemented, the programme

results in a lean and fighting fit staff, as well as an increase in output, sales, and profit, putting an end to your concerns about employee attrition and onboarding expenses.

The training and development activity begins with a query about why training is necessary and finishes with an assessment of the training and development program's output. The following are the steps, as shown in the flowchart:



*Figure 1.1 Steps in Training and Development*



#### 1.3.1.1 Training Needs Analysis

Companies usually opt to undertake a training and development programme after recognising a specific business requirement. The requirement might be to introduce new talents or to upgrade the employee's current abilities. A training and development programme for higher-level employees is established to improve behavior skills and ensure workplace collaboration. Three key human resource sectors may be used to evaluate training requirements: the organization as a whole, job characteristics, and individual needs. As a consequence of this inquiry, the following questions will be answered:

- Where is it necessary to receive training?
- What exactly does an employee need to understand in order to become more productive?
- Who should be trained?

The first stage for businesses is to examine their existing situation, how they do what they do well, and the workers' capacity to do these duties. This study will present some standards against which a training program's efficacy may be measured. From their long-range strategic plan, businesses should know where they aim to go in five years. They require a training programme to move your company from point A to point B.

Second, organizations decide if they are willing to invest financially in training activities. Any attempt to build a strong training programme will fail if this is not done.

Determine where more training is necessary. It would be foolish to start a company-wide training programme without first concentrating resources where they are most needed. An internal audit will aid in the identification of areas where training might be advantageous. A skills inventory can also be used to determine an employee's general abilities. This inventory will help the organization determine which abilities are now available and which skills are necessary for future expansion.

Also, in today's market-driven environment, you'd be negligent if you didn't ask your consumers what they enjoy about your company and what they believe may be improved. In conclusion, the study should concentrate on the entire company and should reveal (1) where training is required and (2) where it will be effective inside the business.

#### 1.3.1.2. Content for Training

Concentrate on the program's content once you've decided where training is required. Analyze the job's features based on the job description, which is a documented account of what the individual really performs. Work-based training should go into great depth regarding how the job is done on a task-by-task basis. You will have a better understanding of what is done if you really undertake the task.

Individual workers can be assessed by contrasting their present skill levels or performance against the organization's performance standards or expected needs. Any disparity between actual and expected skill levels indicates a need for training.

#### 1.3.1.3. Selection of Trainees

The next stage is to establish who should be trained after deciding what training is necessary and where it is required. For a small business, this is a crucial question. Training an employee is costly, especially if he or she leaves your organization for a better opportunity. As a result, selecting the correct personnel to train is critical.

Employees' ability to learn and apply knowledge successfully, as well as the most efficient use of resources, should be considered while developing training programmes. It's also important that the training experience inspires employees. Failure of an employee programme is not only bad for the employee, but it's also a waste of money. The success of the programme is dependent on the selection of qualified trainees.

#### 1.3.1.4. Training Goals

The aims of the employee training programme should be closely related to the needs identified via the above-mentioned evaluation procedure. The course goals should specify clearly what behavior or skill will be modified as a consequence of the training and should be related to the company's purpose and strategic strategy. Milestones should be included in goals to assist the employee go from where he or she is now to where the company wants him or her to be in the future. Setting goals aids in the evaluation of the training programme as well as the motivation of employees. Allowing employees to take part in goal-setting raises the likelihood of achievement.

#### 1.3.1.5. Training Methods

On-the-job and off-the-job approaches are the two forms of training offered to small enterprises. Which strategy to choose is determined by your own circumstances as well as the "who," "what," and "why" of your training programme.

- On-the-job training: Employees receive on-the-job training while doing their usual duties. As a result, they do not waste time when studying. Employees should be notified of the information when a strategy for what should be taught has been devised. To keep staff informed about their development, a schedule should be set with frequent reviews. Orientations, job instruction training, apprenticeships, internships, and assistantships, as well as work rotation and coaching, are all examples of on-the-job tactics.
- Off-the-job techniques: Lectures, special studies, videos, televised conferences or discussions, case studies, role acting, simulation, programmed teaching, and laboratory training are examples of off-the-job tactics. Small firms can employ most of these approaches, however some may be too expensive.

- Orientations: New staff orientations are held. New workers' first few days on the job are critical to their success. The fact that 60% of all workers who resign do so within the first 10 days exemplifies this argument. The following things should be highlighted during orientation training:
  - The company's origins and goals.
  - The organization's most important members.
  - The department's important individuals, as well as how the department contributes to the company's objective.
  - Personnel policies and procedures.

Verbal presentations are used by certain firms, whereas written presentations are used by others. Many small firms provide one-on-one training on these topics. It is critical that the newbie understands his or her new workplace, regardless of the manner chosen.

- Lectures: When there is a need to communicate a large amount of information to a large group of individuals, lectures are employed. It is less expensive to provide a group lecture than to teach them individually. Because lecturing is one-way communication, it may not be the most effective method of training. Furthermore, it is difficult to assure that everyone in the audience comprehends a material at the same level; by focusing on the average attendance, you risk under-training some and losing others. Despite these disadvantages, lecturing is the most cost-effective method of addressing big groups of people.
- Role playing: Role playing and simulation are training methods that seek to put the student in realistic decision-making scenarios. For debate, possible problems and various solutions are provided. This form of instruction exemplifies the cliché that there is no greater trainer than experience. Experienced personnel may discuss real-world experiences and can contribute to and learn from the

development of simulation solutions. This strategy is employed in marketing and management training since it is cost-effective.

- Audiovisual methods: Television, videotapes, and films are the most effective ways to provide real-world circumstances and events in a short amount of time. One benefit is that the display remains consistent regardless of how many times it is played. This is not the case with lectures, which might fluctuate depending on the speaker or be impacted by other factors. The audiovisual technique has a key disadvantage in that it does not allow for questions and exchanges with the speaker, as well as variations in the presentation for various audiences.
- Job rotation: Job rotation is rotating an employee through a number of jobs in order for him or her to gain a solid sense of the tasks that come with each one. It is most commonly used in supervisory training. The employee gains a basic understanding of everything. Because of the multiple roles that a single person may be required to accomplish, this is a suitable technique for small organizations.
- Apprenticeships: Apprenticeships train people to do a variety of activities. They usually consist of a number of interconnected skills that allow the apprentice to practice a certain profession over a long period of time while working for and with a senior skilled worker. Apprenticeships are especially well-suited to jobs that need production skills.
- Internships and assistantships: Internships and assistantships can include both classroom and on-the-job training. They're frequently used to teach aspiring managers or marketing professionals.
- Programmed learning: Programmed learning, computer-assisted training, and interactive video all allow the learner to study at his or her own speed. They also allow for the bypassing of previously taught content in favor of topics with

which a trainee is having trouble. After the initial training session, the teacher is not required to be present, and the learner is free to learn at his or her own pace. These strategies seem excellent, but they may be out of reach for some small enterprises.

- Laboratory training: Skilled trainers perform laboratory training for groups. It is generally held in a neutral location and is used by upper- and middle-management trainees to foster a sense of collaboration and improve their capacity to interact with management and colleagues. It is mainly provided by bigger small firms and might be pricey.

#### 1.3.1.6. Trainers

The sort of training required and who will be receiving it determines who will conduct it. On-the-job training is typically handled by supervisors, whereas off-the-job training is handled by either in-house or outside teachers.

Supervisors and workers are responsible for on-the-job training on a daily basis. Supervisors are ultimately accountable for their subordinates' productivity and, as a result, their training. These supervisors should be taught proper training practices. They must understand the information and abilities required to be an effective employee. Trainers should be trained to set goals and objectives for their training and to figure out how to use these goals to affect their departments' productivity. They must also understand how people learn and how to communicate effectively with them. Small firms should invest in their supervisors' training skills by sending them to training techniques courses. Increased productivity will be a result of the investment.

Training professionals for off-the-job training programmes can be chosen in a variety of ways. Many small organizations use in-house experts to create formal training programmes that are offered to employees outside of their regular work hours, during company meetings, or individually during organized training sessions.

Consultants, technical and vocational institutions, continuing education programmes, chambers of business, and economic development groups are just a few of the outside training options. Choosing an outside source for training has benefits and drawbacks. The largest benefit is that these companies are well-versed in training approaches, which isn't always the case with in-house people.

The drawback of hiring outside training experts is that they have a limited understanding of the company's product or service as well as consumer requirements. These instructors have a broader understanding of consumer satisfaction and demands. In many circumstances, an outside trainer may swiftly acquire this information by immersing himself or herself in the organization before educating the personnel. Another downside of hiring outside trainers is the higher expense compared to in-house training, but this may be compensated by the program's enhanced efficacy.

It is critical that the company's aims and values be thoroughly articulated by whoever is chosen to provide the training, whether it is an outside or in-house trainer.

#### 1.3.1.7. Training Administration

Companies offer the training to the selected personnel after correctly planning the training programme. It is critical to follow through in order to ensure that the objectives are realized. Before training starts, the following questions should be evaluated properly.

- Location.
- Facilities.
- Accessibility.
- Comfort.
- Equipment.
- Timing.

The effectiveness of the training programme will be aided by paying close attention to these operational elements.

The following actions should be followed by a successful training programme administrator:

- Define the goals of the organization.
- Determine the training program's requirements.
- Define your training objectives.
- Develop strategies for training.
- Choose who you want to train.
- Decide who will be in charge of the training.
- Carry out the training.
- Examine the workout plan.

Following these steps will assist an administrator in developing a successful training programme to guarantee that the company retains competent, productive, and pleased personnel. This will have a favorable impact on the bottom line.

#### 1.3.1.8. Evaluation of Training

Throughout the process, training should be assessed multiple times. When you're putting together the training, make a list of these milestones. Employees should be assessed by comparing their newly learned abilities to those stated by the training program's objectives. Any disparities should be recorded, and the training programme should be adjusted to fulfill the desired goals. Many training programmes fail to meet their goals simply because the administrator failed to assess their progress until it was too late. The training will not wander from its objectives if it is evaluated on time.

- Employee Feedback: Collect feedback from employees on the programme. Was it instructive, useful, or engrossing? Do they have any recommendations for how



to improve it? Collecting feedback like this from employees who attend training sessions can aid you in developing new and improved programme versions.

- Employee Assessment: Employee evaluations must be completed throughout training sessions. Assess how much of the instruction the employees truly comprehended. Mini quizzes, practical exercises, and other methods can be used to accomplish this. In a nutshell, you want to make sure they understand the training goal and how to reach it.
- Program Assessment: After your taught personnel return to work, undertake an on-the-job review of the training programme to determine its efficacy in accomplishing the goals.

The necessity of developing staff training and development programmes cannot be overstated, and it must be regarded as such. The programme will require a committed staff to achieve the intended objectives. Your top staff may agree to share the load and train the rest of your personnel, but this will not yield the desired outcomes.

### 1.3.2 Impact of Covid-19 on Training and Development

The COVID-19 pandemic's problem has ramifications on many levels, including the health sector, the economy, the labor market, education, the perception of technical advancements, technology, and the response to new linked, legal restrictions. It turns out that modern technology is critical in the fight against the crisis since it allows unprecedented levels of communication, distant work, and online learning. The main benefit of adding collaborative technology into the learning environment is that users may have continual access to training materials (on-demand) from any location and on a variety of devices. Human resource development (HRD) policies and training programmes at the national level, particularly during the Industrial Revolution, serve as catalysts for increasing employee productivity 4.0, Particularly in the context of the Fourth Industrial Revolution, which necessitates superior technological understanding.

To some extent, the crisis has pushed us to confront a number of unresolved questions concerning the amount of technology intervention in both professional and personal life. It raises uneasy issues about how to handle the use of digital technology and data in the spirit of European principles, while also respecting human rights and basic freedoms. We are still in the midst of deep shifts in many aspects of life. This also applies to a company's human resources. This epidemic also reshaped the field of organizational learning and development.

Today, more than ever, company development is a hot issue. In this era of rapid change, it is necessary to rethink ideas, attitudes, and essential competencies. We inquire about the logic and efficacy of the activities taken, as well as the techniques by which they are carried out. CEOs, executives, managers, and L&D departments have all had their jobs radically changed. Despite the fact that employee development is recognised as important in organizations, research on what contributes to employee development is still in its infancy.

Many organizations are implementing the practice of delivering tailored training for employees through vendor-provided online learning courses, while other big corporations have developed their own learning platforms. Leaders at Tata Communications, a telecom network operator, sought to build a training experience for their staff that was as simple and user-friendly as that of Amazon or Netflix.

Aadesh Goyal, Tata's top HR officer in Gurgaon, asked, "How do you generate a consumer-grade experience for employees?" With that issue in mind, the firm developed its own digital learning platform and allowed workers free flexibility over when and how they completed their training. According to Goyal, the attempt was successful.

For example, just 10% of Tata's training was supplied digitally in early 2017, but by March 2020, even before the pandemic, 90% of its L&D programmes were delivered digitally, according to Goyal, who added that many employees would even prefer to learn on weekends.

"Usage goes through the ceiling when you establish a platform that is intelligent, hyper-personalized, open, and uncontrolled," says the author.

## **1.4 Problem Statement**

Development and Training Employers frequently create programmes to improve and upskill their workers' overall performance. Employees participate in a variety of training programmes aimed at improving their performance and productivity. Employers have an attitude of doing what is best for their workers when implementing such training programmes, but it is critical to first understand the employees' perceptions. In a company, many training programmes are conducted, but only a few of them are designed with the employees' interest in mind. Given the present pandemic crisis, it's critical to determine employees' attitudes about such training programmes and if they view them as crucial as they appear.

## **1.5 Objective of the study**

- To understand the employees' perception towards the training programmes before and after the pandemic
- To determine if they prefer traditional classroom training, online training, or a combination of both.

## **1.6 Scope of the study**

1. The scope of this research is limited to the following:
2. Organizations for developing innovative training programmes to improve staff performance and productivity;
3. Organizations for putting in place various training programmes to encourage working professionals to learn and grow;

4. Employees will learn the major distinctions between online and classroom training.
5. Increasing employee understanding of the relevance of training in their jobs.

## CHAPTER 2

### Literature Review

**(Williams, 2020):** The work environment is constantly shaped by the velocity of change, uncertainty, unpredictability, and ambiguity of events, as well as the heightened development of contemporary technology, which influences trends and approaches employed in employee development. Expectations shift, developmental models shift, and a new set of tools and training is required.

**Bersin, (2018):** Human capital development is no longer just a set of organized, time-based activities aimed at changing human behavior; instead, a shift is taking place from formal training to shaping a culture of lifelong individual development; this shift encourages learning, teaching, and re-learning while at work.

**Molloy and Noe, (2010):** Employees are expected to take more responsibility for improving and adding new skills to satisfy current job needs, preparing for leadership chances, and ensuring their own employability to move and adapt within and across businesses as required. The dynamic times of VUCA, i.e. the environment in which enterprises today function, necessitate such a fresh strategy. Volatility means that predicting future events, their pace, and size is becoming increasingly challenging. The digitalization of the labor market, the escalation of migratory flows in Europe, worldwide wars, and the current COVID-19 pandemic, which is caused by the SARS-CoV-2 coronavirus, are all examples of global struggles. All of this creates a sense of inferiority and anxiety. All of this contributes to feelings of inadequacy and worry. Change is happening faster than ever before, and it is influencing businesses, the economy, and societal views all across the world.

**Elder Jude Nwoka (JP), Chukwu, Godswill Chinedu, George Ordua (2022):** Employee training and retraining is a method of meeting individual and corporate goals. As a result, the goals of employee training include increasing staff productivity, raising

employee morale, and reducing supervision, among other things. To summarize, training is defined as the process of teaching individuals so that they can become as qualified as possible to execute their jobs, or qualified to perform in a position of higher complexity and responsibility. For scholars, training and development are wide and fascinating topics, offering new and novel inclinations for organizational and employee progress.

**Joel Rodriguez, Kelley Walters (2017):** Employees are the organization's most significant asset since they are responsible for increased customer happiness and product and service quality. They would not be able to complete their duties to their full ability without suitable training and growth opportunities. Employees who are completely competent of doing their job-related responsibilities are more likely to stay on the job for longer periods of time owing to increased job satisfaction. Employee training and development is an important instrument for not just maximizing employee performance, but also for assisting them in becoming more efficient, productive, contented, motivated, and inventive in the workplace. Employee learning opportunities must be identified in order for the company to maintain its competitive position in today's global market.

**Abbas Z. (2014):** Training is the process of learning that is an essential aspect of human resource development. Because some workers lack knowledge, skills, and competences, and fail to complete responsibilities in a timely manner, training is a crucial component of an employee's development for the company's growth. Furthermore, training is a learning activity aimed at acquiring specific information and abilities for the goal of a given vocation or work. The job or task is the emphasis of training, such as the requirement for efficiency and safety in the operation of certain machinery or equipment, or the necessity for a successful sales force, to name a few examples.

**Saleem et al. (2011):** Training is a systematic growth in the knowledge, abilities, and sensations required for employees to perform well in the given procedure as well as in the underlying environment. Furthermore, training is a highly efficient technique of

encouraging and transforming people into well-organized and well-mannered employees, which has an impact on the organization's success.

**Laing (2009):** Training is characterized as a sign of better employee skills, knowledge, capabilities, and viewpoint, resulting in successful worker performance. Furthermore, he adds, “training increases the organization's productivity. The concept that training is a vital way of improving an organization's performance and effectiveness is in line with this.

**Khawaja Jehanzeb, Dr. Nadeem Ahmed Bashir (2013):** The major purpose of career planning as part of an employee training programme is to enable employees not only to think that their employers support their careers, but also to manage various elements of their lives and stay on track for advancement. Employers cannot promise job security, but they may provide opportunities for employees to improve their knowledge and abilities in order to remain competitive in the employment market. Employee career development should follow a clear professional path that employees can easily recognise and appreciate. To achieve this purpose, employees must classify their work, work priorities, and current job competencies.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

Research methodology is the description of the specific processes chosen and used in a research publication. This subject includes theoretical principles that give further information on strategy selection and use.

#### **3.1 Purpose of the Statement**

In today's global economy, severe rivalry among businesses makes keeping ahead of the curve and offering the finest services to clients even more difficult. Employees are encouraged to work long hours and contribute to the company's success. It may be argued – and properly so – that a company's most valuable asset is its people, and that investing in their training and development is critical to the company's long-term success and growth.

Improved performance, productivity, morale and happiness of employees as well as increase in revenues are some major components that companies benefit from training and development. It also helps in recruiting and retaining talent. It is integrally tied to all personnel and managerial functions. It is an integral aspect of the overall management programme since all of its many operations are functionally interconnected. Any business that wishes to benefit from new ideas, processes, or breakthroughs must invest in training and development. It is integrally tied to all personnel and managerial functions. It is an integral aspect of the overall management programme since all of its many operations are functionally interconnected.

On the other hand, the sudden start of the COVID-19 global health crisis had an impact on work patterns in enterprises all over the world. The COVID-19 epidemic has had a long-term impact on conventional ways of learning, communicating, and working in the



modern world. With the shift in training and development techniques, the goal of this research is to better understand how workers felt about training and development before and after the epidemic. The study intended to solve the following research questions:

1. What are workers' attitudes regarding training and development?
2. Does a demographic element like gender, age, education, or job experience influence an employee's attitude toward training and development?
3. Is it possible to create training and development programmes in workers' organizations before or after the pandemic?
4. Which training and development method is best for employees?
5. What kind of functional training are available at the companies where workers work that they are aware of?
6. Has the pandemic altered their views on training and development?

### **3.2 Research Design**

Since the study focuses on the "what" of the research project rather than the "why" of the research project, descriptive research will be used. Its main focus is usually on defining the problem and its solution.

### **3.3 Data Collection**

Primary data will be gathered using digital questionnaires distributed among working professionals, which will include a variety of questions about training and development, its importance, the impact of Covid-19, modes, time, and the working professionals' growth perspectives.

### 3.3.1 Primary data Sources

Information that has never been published before and has never existed before. Primary data is gathered with a specific goal in mind, namely, to be critically evaluated in order to answer research questions is primary data.

### 3.3.2 Method of collecting Primary data

A Quantitative research approach (questionnaire) has been used in this study to establish facts regarding the issue. The purpose of a structured questionnaire is to obtain information on working professionals' perspective regarding Training and Development. To collect data from the respondents, a series of questions will be asked through a research tool called Questionnaire.

### 3.3.3 Sampling Method

Since the sample size is composed of working professionals from India, convenience sampling has been used in this study.

## **3.4 Incorporation and Construction of the Questionnaire**

The data for this study was gathered by sending a survey to India's working professionals using Google Forms. A total of 94 working professionals took part in the poll.

## **3.5 Limitations of the study**

The following are the study paper's limitations:

- Working professionals are the only ones who can read this study report.

- The information gathered from respondents via questionnaires may or may not be biased.
- Data is collected using online surveys; no interviews or physical interactions are conducted to assure data quality.

## Chapter 4

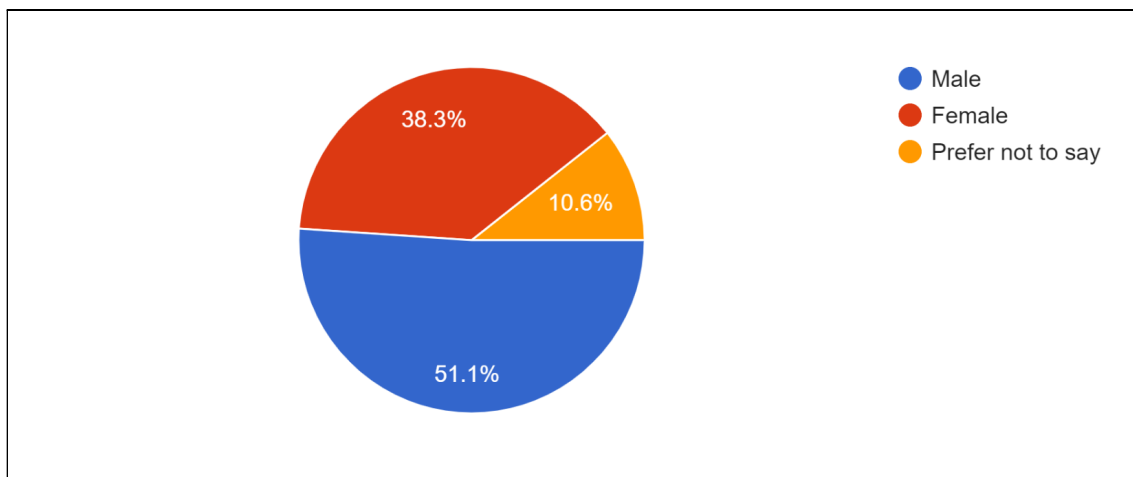
### Data Interpretation and Analysis

#### 4.1 Questionnaire Responses

Working professionals were given a questionnaire with 21 questions and a specific agenda to complete. The following is a breakdown of the responses:

##### 4.1.1 Gender of the respondents

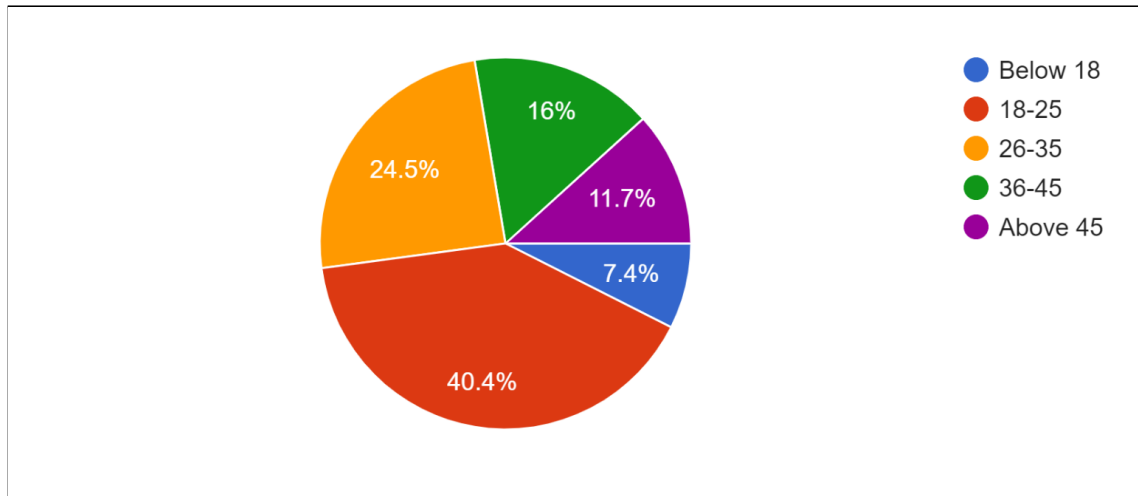
*Chart 4.1 - Distribution of gender of respondents*



**Analysis of the results** - Male respondents in this survey made up a bigger percentage than female respondents and those who wanted not to indicate their gender, with 51.1 percent being males, 38.3 percent being females, and 10.6 percent preferring not to identify their gender.

#### 4.1.2 Age of the respondents

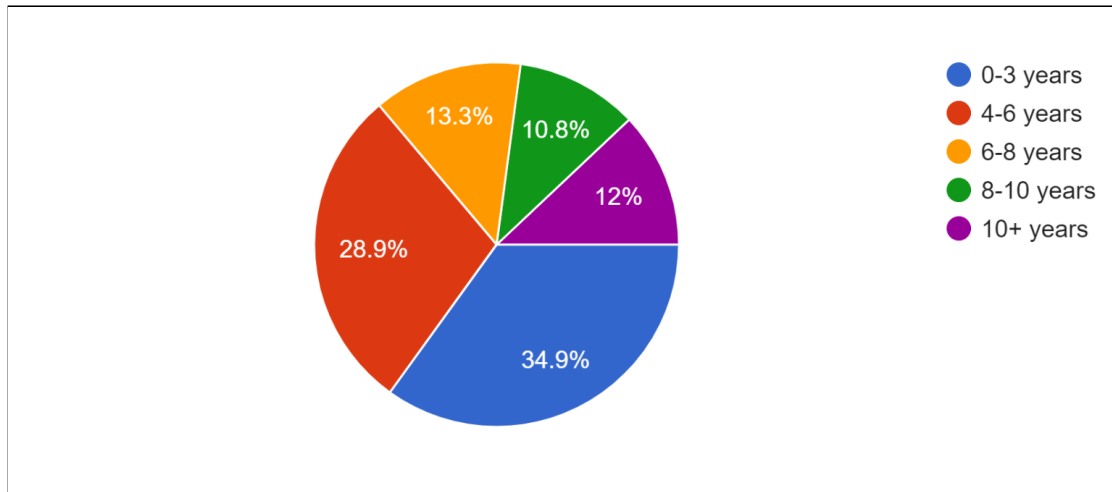
*Chart 4.2 - Age distribution of the respondents*



**Analysis of the results** - Because this study is confined to working professionals, the majority of the replies come from those aged 18 to 45. This area is led by respondents in the age bracket of 18-25, who account for 40.4%, followed by respondents in the age bracket of 26-35, who account for 24.5%, and 36-45 year olds, who account for 16 percent. The age group between 18 and 45 has the smallest percentage of people insured.

#### 4.1.3 Years of experience of the respondents

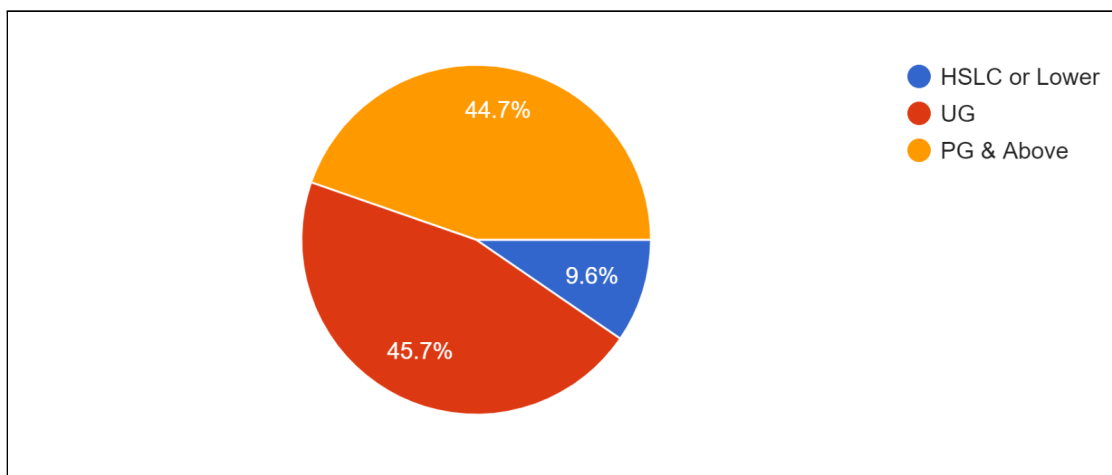
*Chart 4.3 - Years of experience distribution of the respondents*



**Analysis of the results** - In terms of working professionals, this set of replies displays a decent range of respondents. The year group 0-3 years had the most replies (34.9%), followed by 4-6 years (28.1%), and 8-10 years (10.18%).

#### 4.1.4 Education of the respondents

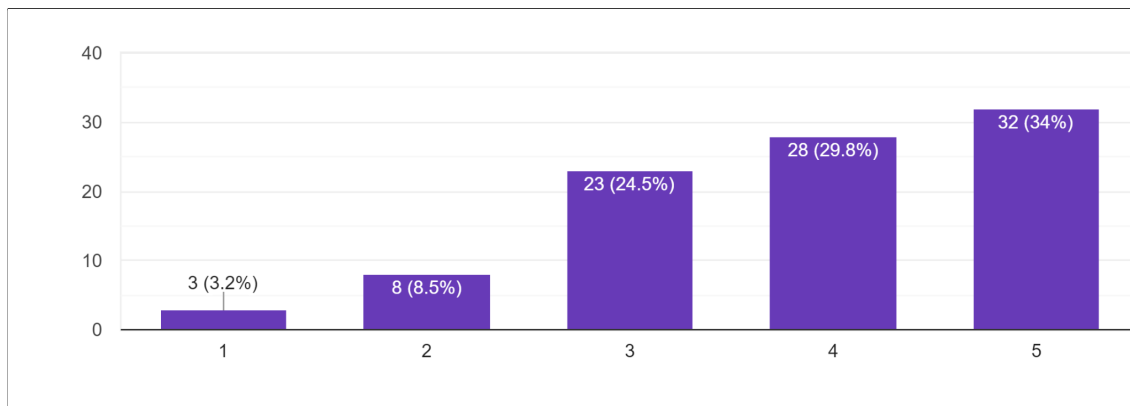
*Chart 4.4 - Education distribution of the respondents*



**Analysis of the results** - Postgraduate and undergraduate working professionals dominate this region, accounting for 44.7 percent and 45.7 percent of the total, respectively, while 12th pass-outs make up the balance. This demonstrates a healthy variety of responders with various levels of education.

**4.1.5 Question: Do you think Training and Development is a necessary component in an organization?**

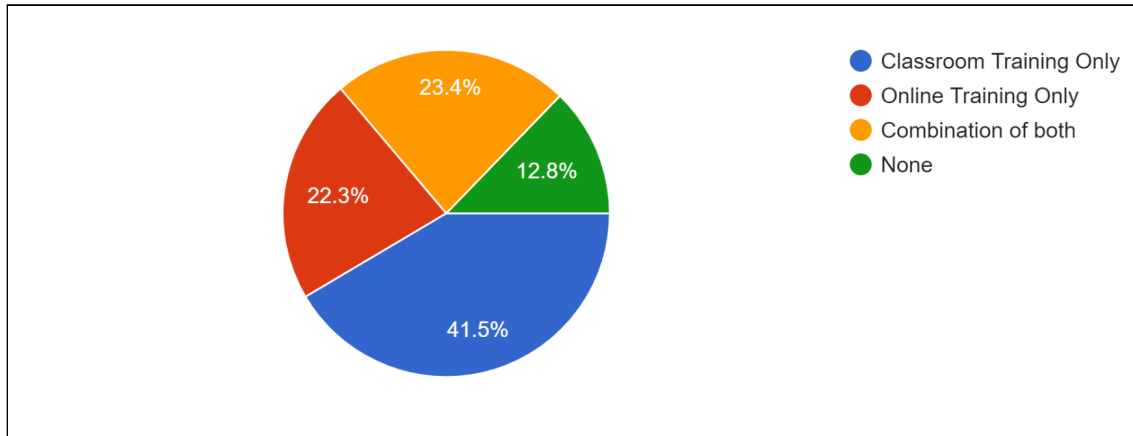
*Chart 4.5 - Respondents' response to 'Training and Development as a necessary component in an organization'*



**Analysis of the results** - According to the graph above, 34 percent of respondents strongly believe that training and development is a crucial component of a company, 29.8% agree, and just 24.5 percent disagree. In contrast, 8.5 percent of respondents disagree, with 3.2 percent strongly disagreeing, that training and development is a crucial component of a company.

4.1.6. Question: What mode of Training was offered in your organization before the Pandemic?

*Chart 4.6 - Respondents' response to 'mode of Training offered in their organization before the Pandemic'*

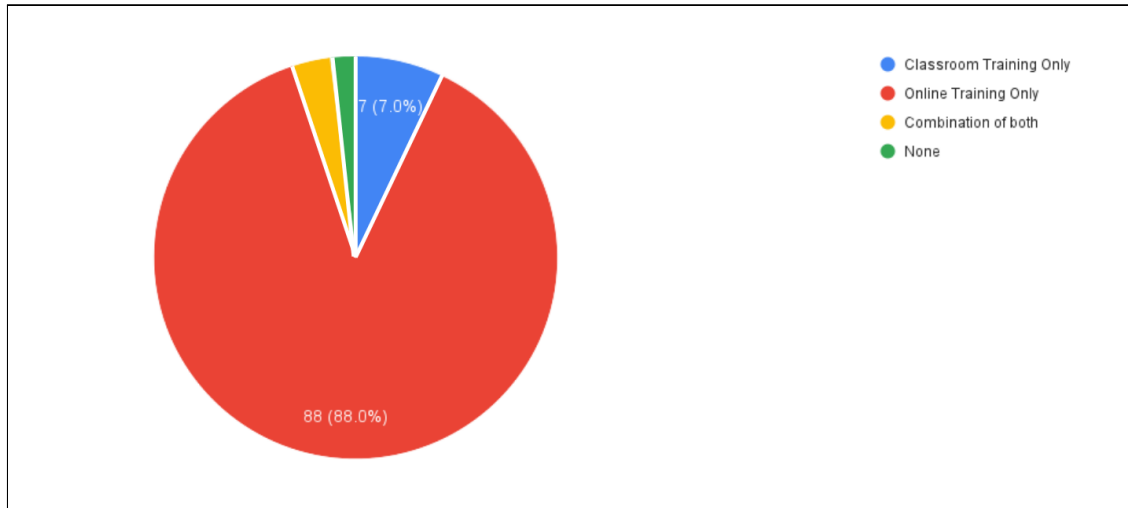


**Analysis of the results** - The above chart shows the mode of training that was offered in the respondents' organizations before the pandemic. It can be seen that Classroom training was the most used mode of training with 41.5% of the respondents, whereas Online training and combination of both have an equal mix of respondents covering 22.3% and 23.4% respectively. However, 12.8% of the respondents mentioned that no training was being provided in their organization before the pandemic.



4.1.7. Question: What mode of Training is being offered in your organization after the Pandemic?

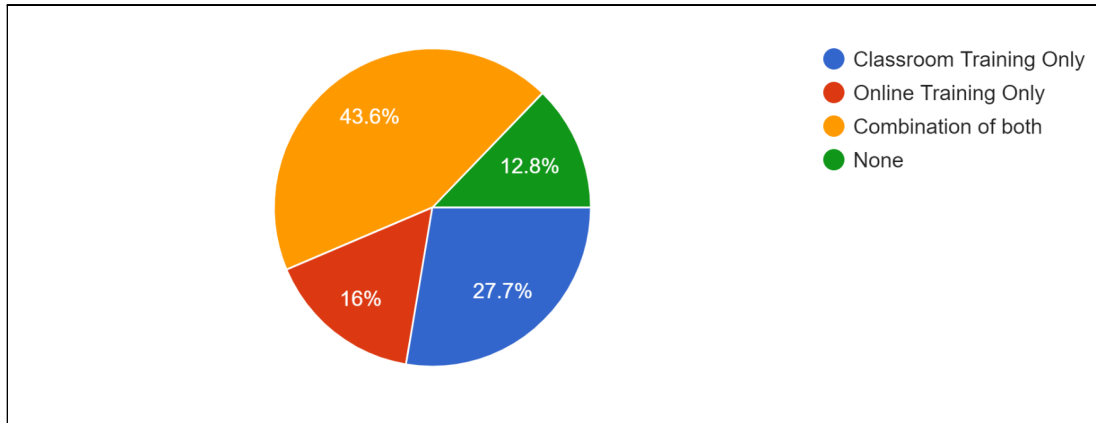
*Chart 4.7 - Respondents' response to 'mode of Training offered in their organization after the Pandemic'*



**Analysis of the results** - The above chart shows the mode of training that was offered in the respondents' organizations after the pandemic. It can be seen that online training was the most used mode of training with 88% of the respondents, whereas classroom training was offered to 7% of the respondents and 3% of the respondents were offered a combination of both. However, 2% of the respondents mentioned that no training was being provided in their organization before the pandemic.

4.1.8. Question: What mode of Training according to you is more beneficial to employees?

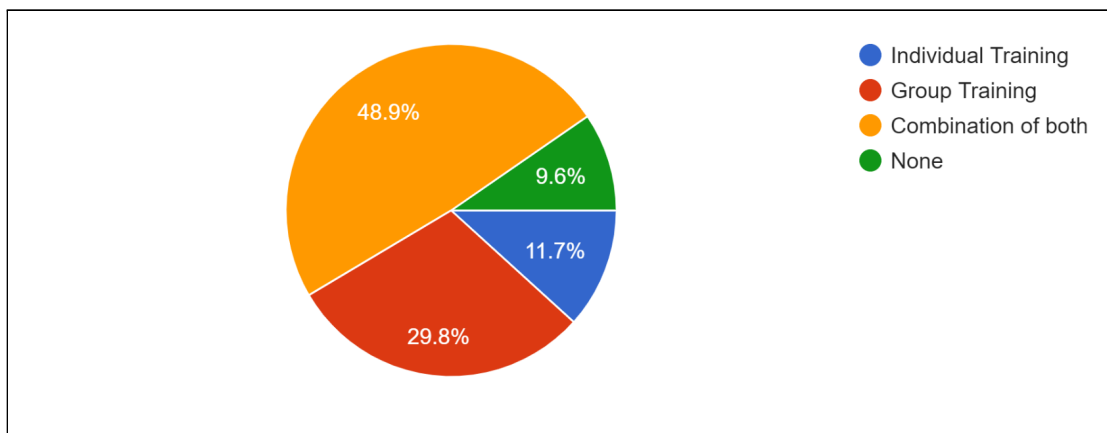
*Chart 4.8 - Respondents' response to 'mode of Training more beneficial to employees'*



**Analysis of the results** - The above chart indicates the employees' perception towards the mode of training which is more beneficial to employees. It can be seen that 43.6% of the respondents think that a combination of online and classroom training is more beneficial, whereas 27.7% of the respondents think that the classroom is more beneficial to the employees, while 16% of the respondents feel online training is more beneficial. However, 12.8% of the respondents think that no training is beneficial.

4.1.9. Question: Does your organization offer Individual or Group Training?

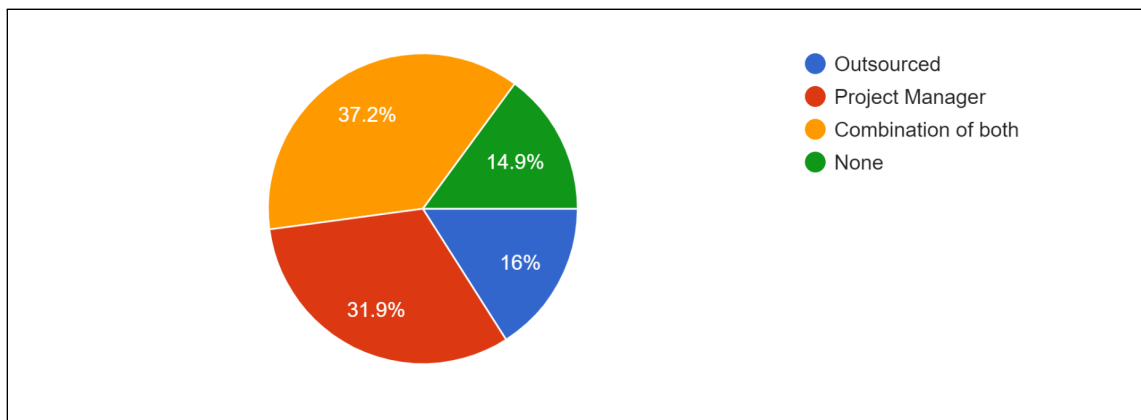
*Chart 4.9 - Respondents' response to 'organization offer Individual or Group Training'*



**Analysis of the results** - On being asked about the group or individual training, 48.9% of the respondents mentioned that a combination of Individual and Group training is being offered in their organization, whereas, 29.8% of the respondents said that group training is offered in their organization. Individual training was given to 11.7% of the respondents, meanwhile 9.6% of the respondents said that none of the training was provided in their organization.

4.1.10. Question: Is your Training Outsourced(Trainer/Training Agency) or done by your Project Manager?

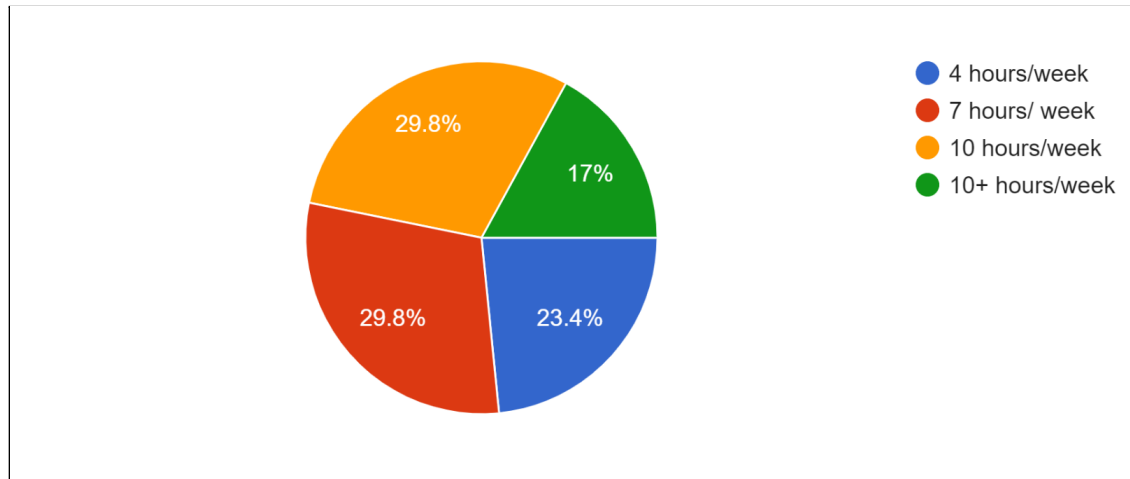
*Chart 4.10 - Respondents' response to 'Training being Outsourced(Trainer/Training Agency) or done by Project Manager'*



**Analysis of the results** - The above chart shows the interpretation of the number of respondents being classified in terms of their training being outsourced or internally sourced. 37.2% of the respondents said that they were trained by the internal team of the organization as well as the external training agencies, whereas 31.95 of the respondents were trained by project managers. 16% of the respondents mentioned that they were trained by external training agencies, meanwhile, 14.9% of the respondents said that they were not trained through internal or external training.

4.1.11. Question: What was the average time duration of your Initial Training Period?

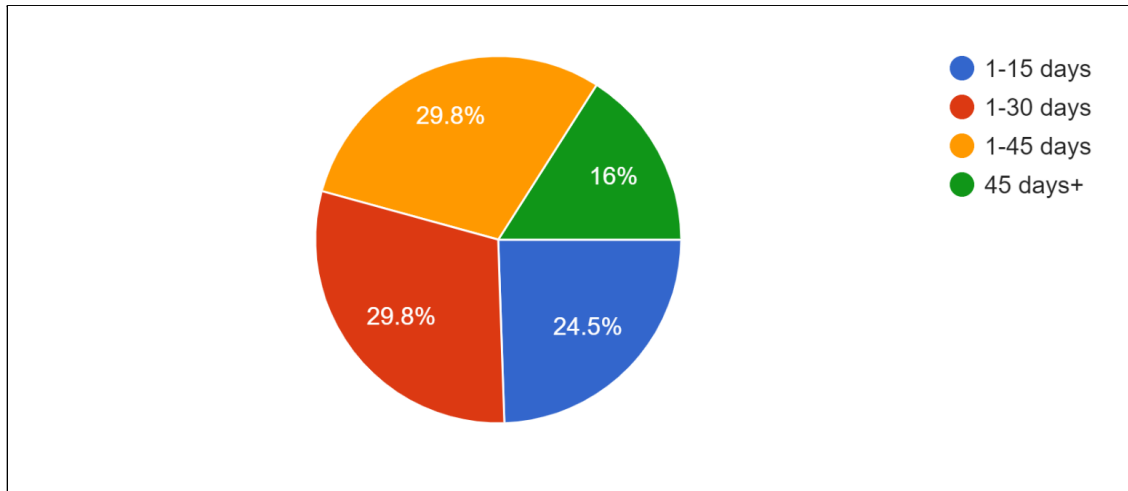
*Chart 4.11 - Respondents' response to 'average time duration of Initial Training Period'*



**Analysis of the results** - The above chart indicates the average time duration of the Initial Training period of the respondents. It can be seen that 59.6% of the respondents were equally given 10 hours and 7 hours of training per week in their Initial Training period. Whereas 23.4% of the respondents were given 4 hours of training per week and only 17% of the respondents were given more than 10 hours of training in their Initial training period.

4.1.12. Question: What was the average day's duration of your Initial Training Period?

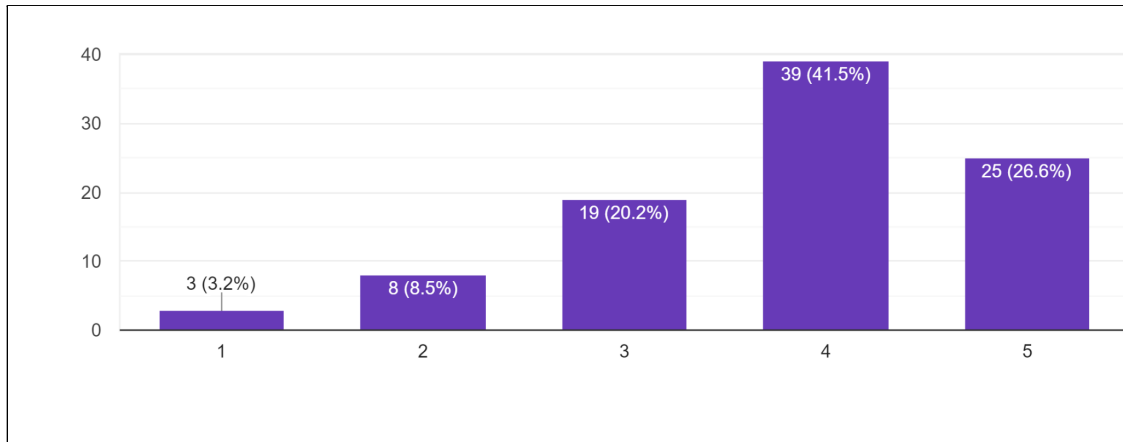
*Chart 4.12 - Respondents' response to 'average days duration of Initial Training Period'*



**Analysis of the results** - The above chart indicates the average days duration of the Initial Training period of the respondents. It can be seen that 59.6% of the respondents were equally given 30 to 45 days of training in their Initial Training period. Whereas 24.5% of the respondents were given 15 days of training and only 16% of the respondents were given more than 45d days of training in their Initial training period.

4.1.13. Question: On a scale of 1-5, how satisfied are you with your Training Environment?

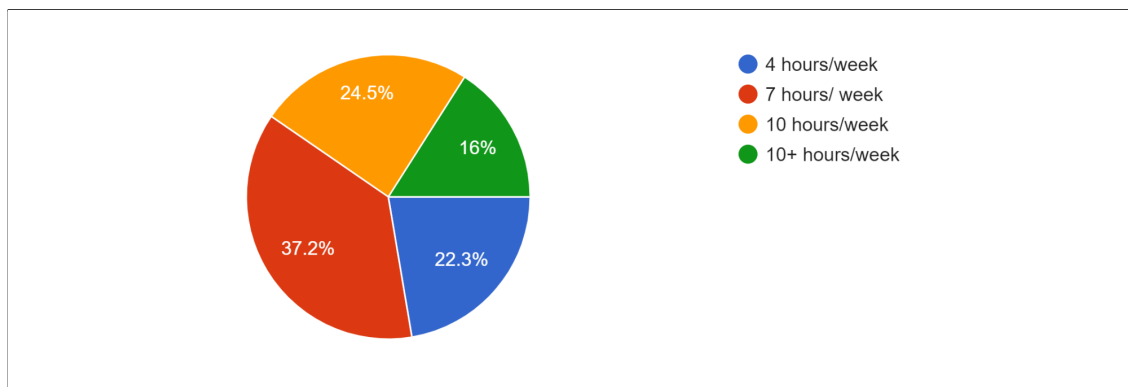
*Chart 4.13 - Respondents' response to 'being satisfied with their Training Environment'*



**Analysis of the results** - According to the graph above, 26.6 percent of respondents strongly agree that the training environment at their firm is satisfactory, 41.5 percent of respondents agree, and just 20.2 percent of respondents think it is neutral. 8.5 percent of respondents disagree, and 3.2 percent strongly disagree, that their organization's training environment is inadequate..

4.1.14. Question: What is the average time duration of your Regular Training Sessions(Sessions held once or twice in a few months)?

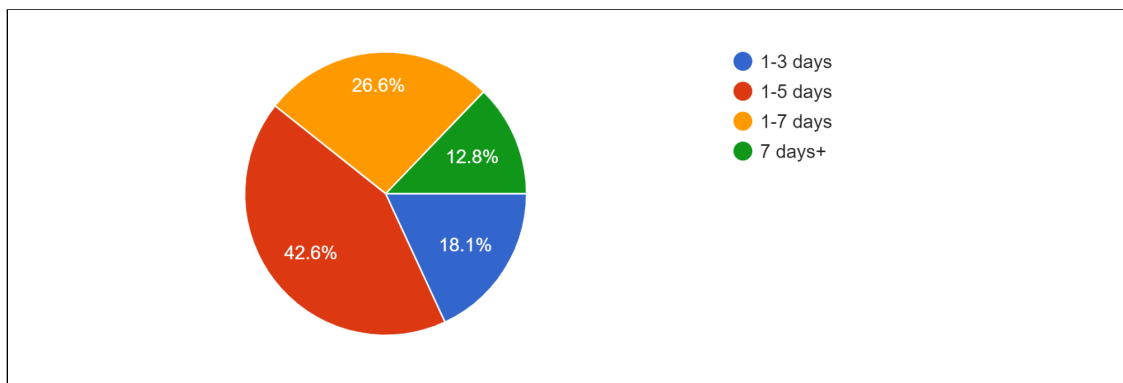
*Chart 4.14 - Respondents' response to 'average time duration of Regular Training Sessions'*



**Analysis of the results** - the above chart shows that 37.2% of the respondents have 7 hours of training per week in their regular sessions. It can be seen that there is a good mix of respondents having 4 hours and 10 hours of training per week, covering 22.3% and 24.5% respectively. 16% of the respondents were seen having more than 10 hours of training per week during their regular training sessions.

4.1.15. Question: What is the average days duration of your Regular Training Sessions(Sessions held once or twice in a few months)?

Chart 4.15 - *Respondents' response to 'average days duration of Regular Training Sessions'*

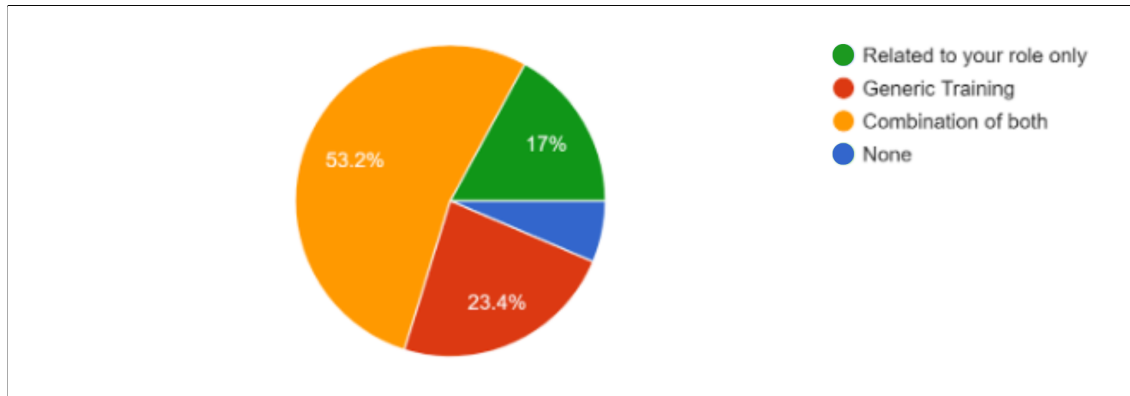


**Analysis of the results** - The above chart indicates the average days duration of the regular training sessions of the respondents. It can be seen that 59.6% of the respondents were equally given 30 to 45 days of training in their Initial Training period. Whereas 24.5% of the respondents were given 15 days of training and only 16% of the respondents were given more than 45d days of training in their Initial training period.



4.1.16. Question: What kind of Training is being offered in your organization?

Chart 4.16 - *Respondents' response to 'kind of Training being offered in their organizations'*



**Analysis of the results** - The above chart shows that 53.2% of the respondents are offered training which is related to their role as well as the functional roles as an employee of an organization. 23.4% of the respondents are offered generic training whereas 17% of the respondents are offered training related to their job roles only. 6.4% of the respondents mentioned that they weren't offered training in either way.

4.1.17. Question: Which of these functional trainings are being offered in your organization?

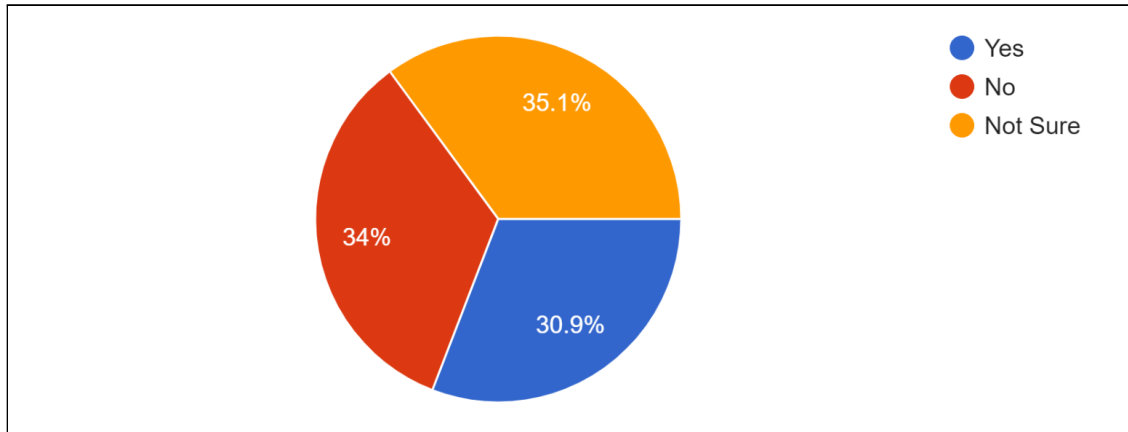
*Chart 4.17 - Respondents' response to 'functional trainings are being offered in their organization'*



**Analysis of the results** - The above chart shows the types of functional training that are being offered in the respondents' organizations. It can be seen that Machine learning/ Artificial Intelligence and Safety and Security training are the most offered training covering 43.6% each, among the other functional training that are being offered in the organizations. The least offered functional training is technology/software covering only 27.7% of the respondents.

4.1.18. Question: Do you think Training other than your role is necessary for your growth?

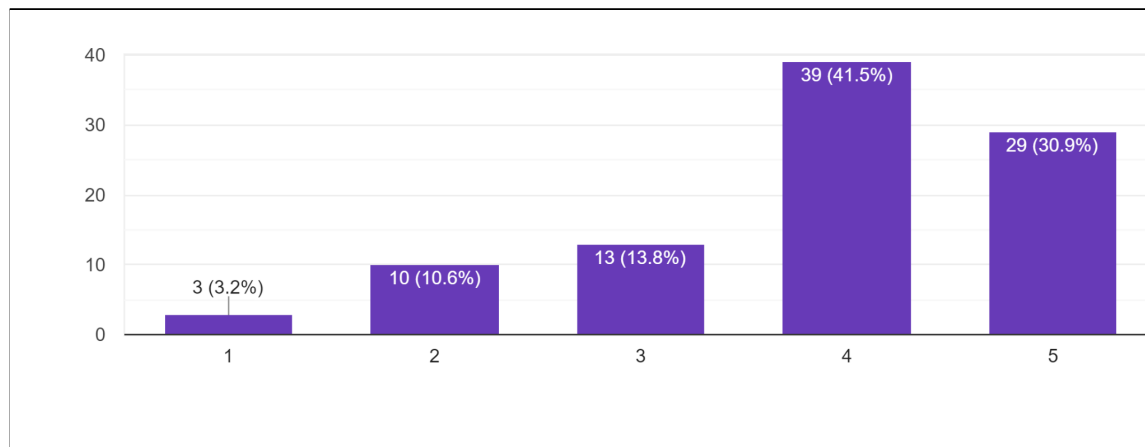
*Chart 4.18 - Respondents' response to 'Training other than their role being necessary for their growth'*



**Analysis of the results** - The above chart shows that 30.9% of the employees think that training other than their role is necessary for their growth whereas 34% of the employees think that training other than their role is not necessary for their growth. Meanwhile, 35.1% of the respondents are not sure whether training other than their role is necessary for their growth or not.

4.1.19. Question: On a scale of 1 to 5, how satisfied are you with your organization's Training and Development Policy?

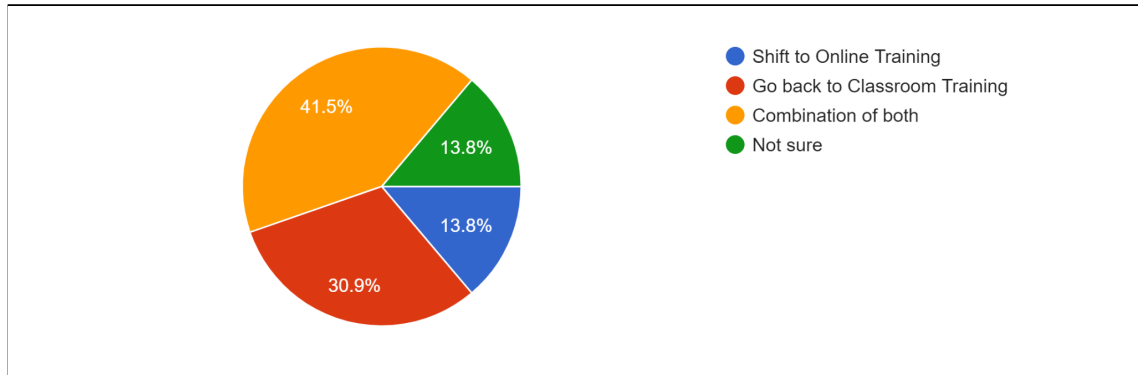
*Chart 4.19 - Respondents' response to 'satisfaction with organization's Training and Development Policy'*



**Analysis of the results** - According to the graph above, 30.9 percent of respondents strongly agree that their organization's training and development policy is satisfactory, 41.5 percent agree, and just 13.8 percent think it is neutral. However, 10.6% of respondents disagree and 3.2 percent strongly believe that their organization's training and development policy is inadequate.

4.1.20. Question: Do you think your organization should stick to Online training or go back to Classroom Training?

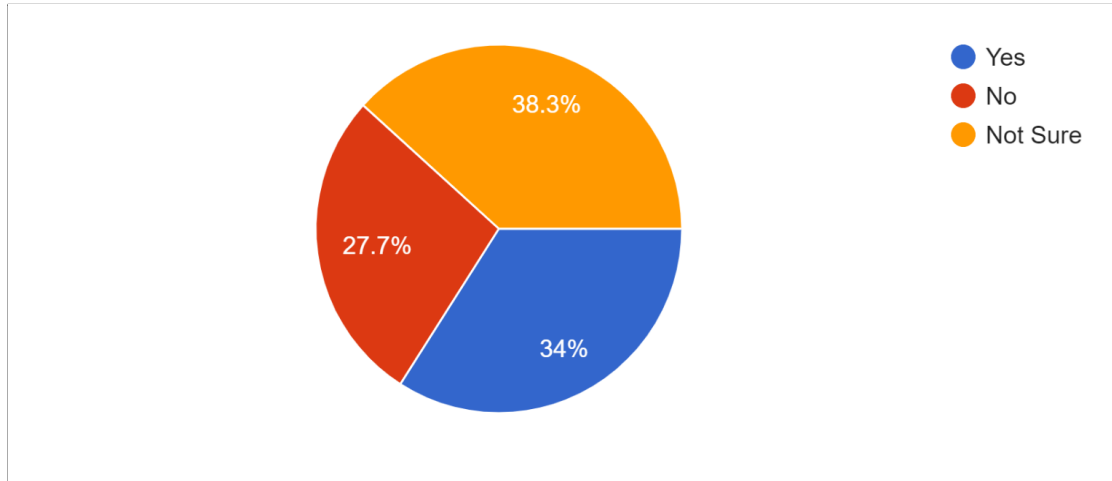
*Chart 4.20 - Respondents' response to 'organization sticking to Online training or go back to Classroom Training'*



**Analysis of the results** - The above chart shows the perception of the respondents towards the mode of training. 41.5% of the respondents think that training should be offered in Online as well as Offline setting, whereas 30.9% of the respondents want their training to be done in the traditional classroom setting. Meanwhile, 13.8% of the respondents want their training to be offered online, whereas the remaining 13.8% of the respondents are not sure whether they would prefer Online training or offline training.

4.1.21. Question: Do you think Online Training saves time?

*Chart 4.21 - Respondents' response to 'Online Training saving time'*



Analysis of the results - The above chart shows the perception of the respondents whether online training saves time or not. 34% of the respondents agree that online training saves time, whereas 27.7% of the respondents think that online training doesn't save time. Meanwhile, 38.3% of the respondents are not sure whether online training saves time or not.

## 4.2 Findings

It has been analyzed through the responses received from the questionnaire that there is a good mix of working professionals having different time and day duration during their initial and regular training sessions. These working professionals had training sessions of minimum 4 hours per week and a maximum of more than 10 hours of training per week. They had a minimum 3 days to a maximum of more than 45 days training period as well. The reason for such complexity in time and day duration can be due to the job positions and job roles that the respondents are working in. Training can be extensive and longer than usual if the job requires an initial time commitment to understand the overall requirement in the role.

It was also analyzed that major no. of respondents were almost satisfied with the training environment in their organization. However, there were respondents who were not satisfied with the training environment and that can be due to various reasons.

Many respondents were comfortable with their organization's training and development policy, while others were not. The lack of satisfaction might be due to the employers' incorrect interpretation of the training needs analysis.

It was also found that there were respondents who got either generic training or training related to their role. The reason for that can be the job role that the respondents are working as in their organizations. It has been seen in studies that organizations sometimes only provide training related to the employee's role as they are either on contractual basis or are working as interns, so it might not be necessary to give generic training, rather offer them training as per their role which will eventually benefit the organization.

Due to the sudden change in training and development process due to the impact of the pandemic, employees got the opportunity to work online and get training online. It was

seen that the majority of the respondents want their companies to stick to online training or train them by offering online as well as offline training. One major reason can be that online training saves time and money, and can be done from the comfort of home. This analysis can also be seen in the questionnaire where 1/3rd of the respondents think that online training saves time.



### 4.3 Limitations

The limitations of this study are as follows:

- The study was limited to the perception of the employees towards training and development. Employers' perception was not taken in this study which can affect the overall findings about the importance of training and development in an organization.
- The questions were asked in terms of their satisfaction with the training environment or how necessary training is in an organization. The limitation of the questionnaire was that specific reasons were not asked on the basis of their responses.
- Geographical Limitation can also be seen in this study as it can not be made clear whether the responses received are from all over India or from some particular States of India.
- The study doesn't cover questions related to the training and development process that usually takes place in organizations. The reason for that is due to the lack of information about the process among the respondents because it can't be assumed that the respondents are familiar with the terms used in training processes.
- The study does not cover the perspective of the respondents in terms of their current or previous organizations that they worked in. No comparison in terms of their current and previous organizations was analyzed in this study.
- This study covers the perspective of respondents in terms of pre and post pandemic training and development, but no specific comparison was made in terms of the process that actually takes place in organizations.

## **Chapter 5**

### **Conclusion**

As a result of the COVID-19 epidemic, Indian businesses have had to rethink their responses to a variety of workplace issues. Employee education is no different. Some firms have taken advantage of pandemic-related interruptions to take a step back and assess what skills their staff currently possess vs what may be required in the future, and have developed training programmes accordingly. While the majority of organizations continue to train staff in fundamental skills, others are also attempting to implant talents that aren't directly relevant to their jobs. Even for people who are not in technological professions, automation and digital expertise is a critical emphasis area.

In this study training and development is an essential component in an organization. The existing analysis of literature proposes the changes in training and development process before and after the pandemic. To understand the perception of the actual beneficiaries of training and development programs, this study was conducted to understand training and development, its benefits, modes and importance. After completing this study on this topic, it is believed that training and development is an essential component in an organization, however, not all employees or working professionals are able to grasp the knowledge and importance it holds.

It has been analyzed that the importance of training and development in an organization is not realized until and unless a proper training need analysis is conducted to understand the perspective of the employees so that the resources can be put in right places, eventually resulting in better performance and productivity of employees which directly affects the growth of an organization.

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## **ANNEXURE**

### Questionnaire: Employees' Perception towards Training and Development

#### Question 1 - Gender

- Male
- Female
- Prefer not to say

#### Question 2 - Age

- Below 18
- 18-25
- 26-35
- 36-45
- Above 45

#### Question 3 - Years of Experience

- 0-3 years
- 4-6 years
- 6-8 years
- 8-10 years
- 10+ years

#### Question 4 - Education

- HSLC or Lower
- UG
- PG & Above

Question 5 - Do you think Training and Development is a necessary component in an organization?

- 1. Strongly Disagree
- 2. Disagree
- 3. Neutral
- 4. Agree
- 5. Strongly Agree

Question 6 - What mode of Training was offered in your organization before the Pandemic?

- Classroom Training Only
- Online Training Only
- Combination of both
- None

Question 7 - What mode of Training is being offered in your organization after the Pandemic?

- Classroom Training Only
- Online Training Only
- Combination of both
- None

Question 8 - What mode of Training according to you is more beneficial to employees?

- Classroom Training Only
- Online Training Only
- Combination of both
- None

Question 9 - Does your organization offer Individual or Group Training?

- Individual Training
- Group Training
- Combination of both
- None

Question 10 - Is your Training Outsourced(Trainer/Training Agency) or done by your Project Manager?

- Outsourced
- Project Manager
- Combination of both
- None

Question 11 - What was the average time duration of your Initial Training Period?

- 4 hours/week
- 7 hours/ week
- 10 hours/week
- 10+ hours/week

Question 12 - What was the average days duration of your Initial Training Period?

- 1-15 days
- 1-30 days
- 1-45 days
- 45 days+

Question 13 - On a scale of 1-5, how satisfied are you with your Training Environment?

- 1. Strongly Disagree
- 2. Disagree
- 3. Neutral
- 4. Agree
- 5. Strongly Agree

Question 14 - What is the average time duration of your Regular Training Sessions(Sessions held once or twice in a few months)?

- 4 hours/week
- 7 hours/ week
- 10 hours/week

- 10+ hours/week

Question 15 - What is the average day's duration of your Regular Training Sessions (Sessions held once or twice in a span of a few months)?

- 1-3 days
- 1-5 days
- 1-7 days
- 7 days+

Question 16 - What kind of Training is being offered in your organization?

- Related to your role only
- Generic Training
- Combination of both
- None

Question 17 - Which of these functional trainings are being offered in your organization?

- Technology/Software
- Machine Learning/ Artificial Intelligence
- Safety and Security Training
- Anti-Corruption Training
- Data Security Training
- Harassment Training
- Mental Health Training

Question 18 - Do you think Training other than your role is necessary for your growth?

- Yes
- No
- Not Sure



Question 19 - On a scale of 1 to 5, how satisfied are you with your organization's Training and Development Policy?

- 1. Strongly Disagree
- 2. Disagree
- 3. Neutral
- 4. Agree
- 5. Strongly Agree

Question 20 - Do you think your organization should stick to Online training or go back to Classroom Training?

- Shift to Online Training
- Go back to Classroom Training
- Combination of both
- Not sure

Question 21 - Do you think Online Training saves time?

- Yes
- No
- Not Sure