

***A study on the Impact of Training Programs of
Central Board For Workers Education
on the Quality of Work life of the
organized, unorganized & rural labour
in Kerala.***

Minor Research Project

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By

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Certificate

This is to certify that the Minor Research Project entitled “**A study on the Impact of Training Programs of Central Board for Workers Education on the Quality of Work life of the organized, unorganized & rural labour in Kerala**”. MRP (H) -1275/13-14/KLMG031/UGC-SWRO dated 28-Mar 2014 is a bonafide work done by **Mrs. Sheeba Joseph, Assistant Professor, Post-Graduate Department of Commerce, Baselius College, Kottayam**. Also the project is completed by duly adhering to the rules and regulations laid down by the *University Grant Commission*.

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**Countersigned by
Director,
College Development Council,
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Kottayam, Kerala.**

DECLARATION

I **Mrs. SHEEBA JOSEPH**, hereby declare that the dissertation entitled **“A study on the Impact of Training Programs of Central Board for Workers Education on the Quality of Work life of the organized, unorganized & rural labour in Kerala”** has been prepared by me and also declare that this is a bonafide record of research work done by me during the course of minor research project allotted to me by The University Grant Commission, New Delhi and no part of this study has been submitted earlier or elsewhere for any similar purpose.

Kottayam

Date:

Sheeba Joseph

Acknowledgement

I am very much delighted to present the Minor Research project work entitled "A study on the Impact of Training Programs of Central Board for Workers Education on the Quality of Work life of the organized, unorganized & rural labour in Kerala".

*I bow my head **God Almighty** for giving me the required strength and courage to complete this humble project. Without his grace nothing would have been possible.*

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EXECUTIVE SUMMARY

In this competitive world, training plays an important role in the competent and challenging format of business. Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives. So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization.

Quality of work life is a process in which the organization recognizes their responsibility for excellence of organizational performance as well as employee skills. Training implies constructive development in such organizational motives for optimum enhancement of quality of work life of the employees. These types of training and development programs help in improving the employee behaviour and attitude towards the job and also uplift their morale. Thus, employee training and development programs are important aspects which are needed to be studied and focused on. This paper focuses and analyses the literature findings on importance of training and development and its relation with the employees' quality of work life.

In the modern management tradition, satisfaction with quality of work life (QWL) was thought to be based solely on extrinsic traits of the job: salaries and other tangible benefits, and the safety and hygiene of the workplace. By contrast, the human relations approach stresses that, while extrinsic rewards are important, intrinsic rewards are key predictors of productivity, efficiency, absenteeism and turnover. These intrinsic rewards include traits specific to the work done, the task content, skill levels, autonomy and challenge. QWL is a philosophy or a set of principles, which holds that people are trustworthy, responsible and capable of making a valuable contribution to the organisation. Quality of work life is a process of work organisations which enables its members at all levels to actively participate in sharing the organisational environment, methods and outcomes. It covers variety of programmes, techniques, theories and management styles through which organisations and jobs are designed to grant employees more autonomy, responsibility, and authority.

Human resource department of the organisation need to take up QWL programs like training and development, career planning, safety and security measures, employee welfare practices etc. which enhances the performance of employees' on their job. Different QWL approaches have ramifications within and also outside the organisation. The quality of workers output is influenced by their total environment quality of work affects quality of life in families and communities, quality of work life reflects the relationship that exist between the workers and the environment, which is determined by how the workers are adjusted to their work. Performance refers to the degree of accomplishment of tasks that make up an individual job. Indicates how well an individual is fulfilling his\ her job demands. Performance is always measured terms of results not efforts. Performance improvement seems to be a refreshing approach. Now, it is taken for granted that training cannot exist in isolation and it has to be serving the purpose of contributing to organisational performance. It is agreed that the more satisfied employee on the job perform well on the job and show a greater commitment towards the work and the organisation. To use full capabilities of the employees the employer

should motivate them with rewards, recognition, job security, promotions, fair compensation, career development opportunities which collectively called as quality of work life measures

India is the second largest populated country in the world and is rich in human resources. Where there are more human resources, more production and development should follow and the country is likely to emerge as a developed nation in all respects. But this has not been happened in the Indian context. The large and illiterate workforce in India instead of being an asset to the nation became a burden to it and the country ended up in poverty unable to cater to the needs of its citizens. This paradox of India remaining a third world country when there were more resources and hands to work was a baffling situation for the policy makers. A critical survey of this pathetic situation pointed to the poor quality of the Indian workforce. The workers were largely illiterate, unrecognized and unaware of the modern training methods and quality improving techniques. They were exploited in all walks of life and were made to their rights and responsibilities as member of the society or of the trade unions. They never felt being involved in nations building process. Unless otherwise this large illiterate chunk was educated, empowered, organised and trained, progress and development was impossible. With this aim in view the Central Government under the aegis of the Ministry of Labour and Employment constituted the Central Board for Workers Education (CBWE).

The Central Board for Workers Education (CBWE) was registered in 1958 as an autonomous body under the societies Act 1860. It gets Grants- in- Aid from the Ministry of labour and Employment to operate its activities. Since its inception the Board has been engaging in the herculean task of training the working class throughout the country and preparing them as an organized, well trained and responsible group united in common interest for the socio economic development of the country.

In order to achieve their objectives the institution provides various training programmes for the workers of the organized and rural sectors at national, regional and unit levels through a net work of 50 regional and 9 sub- Regional directorates spread all over the country and an apex training institute in Mumbai named the Indian Institute of Workers Education. The Board also trains its own staff at the apex training centre. It has done a yeoman's job to achieve its declared objectives all throughout these years. However no serious study has been conducted so far to inquire into the effectiveness of these programmes and activities of the Board to bring about desirable behavioural changes in the life of the workforce in rural and urban areas. Hence it is proposed to conduct a study on the impact of the training programmes of the Board on the quality of work life of the unorganized labour in Kerala.

More specifically, the study aims to ascertain the whether the training programmes of Central Board for Workers education have an impact on the quality of work life of organized and unorganized and rural labour in Kerala. Every scheme implemented requires a feedback analysis of its effectiveness to carry forward the schemes with more vigour. Though the training programmes are conducted by the Central Board for workers Education across the length and breadth of India for the last 55 years, no in-depth study has been conducted to gauge its impact and its efficiency. The study is hence relevant in this context. Also want to evaluate the effectiveness of the training programmes conducted by the

CBWE in achieving its objectives, to ascertain the shortcoming if any and if so recommend suitable measures for the effective implementation of the training programmes for optimum result etc.

In this particular study, study group are the work force of the organised, unorganised and rural sectors of Kerala. The entire work force in Kerala is trained by the CBWE through its two regional directorates. For the purpose of the study samples are selected from the organised, unorganised and rural sectors from one district each from two Regional directorates. The organised sector comprises the public sector as well as private sector undertakings. The unorganised sector covers workers from small scale industrial units such as coir workers, beedi workers, handicraft workers and power loom workers. Rural workers include landless labours, farmers, illiterate daily wages etc. Samples are collected from each of these classes of workers on random basis from the selected districts. Structured questionnaires/schedules will be used for collecting primary data. Secondary data will also be depends upon.

Thus study brings out that, to a considerable extent training programmes of CBWE have an impact on the quality of work life in organised, unorganised and rural labours sectors in Kerala.

Chapter I
Introduction

CHAPTER -1

INTRODUCTION

To improve the effectiveness of every organisation they need to have well-trained and experienced people to perform the activities that have to be done. If the current or potential job occupant can meet this requirement, training is not important. But when this is not the case, it is necessary to raise the skill levels and increase the versatility and adaptability of employee. Inadequate job performance or a decline in productivity or changes result in job redesigning or a technical break; which require some type of training and development effort. As the jobs become more complex, the importance of employee development also increases. In a rapidly changing society employee training and development is not only an activity that is desirable but also an activity that an organisation must commit resources to if it is to maintain a viable and knowledgeable workforce.

'Training', 'education' and 'development' are three terms frequently used. On the face of it, there might not appear any difference among them, but certain differences do exist. In all 'training' there is some education and in all 'education' there is some training'. And two processes cannot be separated from the 'development'. Precise definitions are not possible and can be misleading, but different persons have used these activities in different ways.

Training is a process of learning a sequence of programmed behaviour. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behaviour. It attempts to improve their performance on the current job or prepare them for an intended job. Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. It moulds the thinking pattern of the employees and leads to their quality performance. It is a continuous and never ending process. Training is crucial for organizational developments and success. It is beneficial both to the employers and employees of an organization. By training, an employee becomes more efficient and productive, shows excellent performance both in quality and quantity and reduces wastage of time, money and resources.

Training is the cornerstone of sound management, for it makes employees more effective and productive. It is an integral part of the whole management programme, with all its activities functionally interrelated. A programme of training becomes essential for the purpose of meeting specific problems of a particular organization arising out of the introduction of the new lines of production, change in design, and demands of competition and so on. Training refers only to instructions in technical and mechanical operations. It is designed for non-managers. Training courses are typically designed for a short-term, set purpose, such as the operation of some piece(s) of machinery.

In this competitive world, training plays an important role in the competent and challenging format of business. Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less concerned with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives.

So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization.

Quality of work life is a process in which the organization recognizes their responsibility for excellence of organizational performance as well as employee skills. Training implies constructive development in such organizational motives for optimum enhancement of quality of work life of the employees. These types of training and development programs help in improving the employee behaviour and attitude towards the job and also uplift their morale. Thus, employee training and development programs are important aspects which are needed to be studied and focused on. This paper focuses and analyses the literature findings on importance of training and development and its relation with the employees' quality of work life.

In the modern management tradition, satisfaction with quality of work life (QWL) was thought to be based solely on extrinsic traits of the job: salaries and other tangible benefits, and the safety and hygiene of the workplace. By contrast, the human relations approach stresses that, while extrinsic rewards are important, intrinsic rewards are key predictors of productivity, efficiency, absenteeism and turnover. These intrinsic rewards include traits specific to the work done, the task content, skill levels, autonomy and challenge. QWL is a philosophy or a set of principles, which holds that people are trustworthy, responsible and capable of making a valuable contribution to the organisation. Quality of work life is a process of work organisations which enables its members at all levels to actively participate in sharing the organisational environment, methods and outcomes. It covers variety of programmes, techniques, theories and management styles through which organisations and jobs are designed to grant employees more autonomy, responsibility, and authority.

Human resource department of the organisation need to take up QWL programs like training and development, career planning, safety and security measures, employee welfare practices etc. which enhances the performance of employees' on their job. Different QWL approaches have ramifications within and also outside the organisation. The quality of workers output is influenced by their total environment quality of work affects quality of life in families and communities, quality of work life reflects the relationship that exist between the workers and the environment, which is determined by how the workers are adjusted to their work. Performance refers to the degree of accomplishment of tasks that make up an individual job. Indicates how well an individual is fulfilling his\ her job demands. Performance is always measured terms of results not efforts. Performance improvement seems to be a refreshing approach. Now, it is taken for granted that training cannot exist in isolation and it has to be serving the purpose of contributing to organisational performance. It is agreed that the more satisfied employee on the job perform well on the job and show a greater commitment towards the work and the organisation. To use full capabilities of the employees the employer should motivate them with rewards, recognition, job security, promotions, fair compensation, career development opportunities which collectively called as quality of work life measures

India is the second largest populated country in the world and is rich in human resources. Where there are more human resources, more production and development should follow and the country is likely to emerge as a developed nation in all respects. But this has not been happened in the Indian context. The large and illiterate workforce in India instead of being an asset to the nation became a burden to it and the country ended up in poverty unable to cater to the needs of its citizens. This paradox of India remaining a third world country when there were more resources and hands to work was a baffling situation for the policy makers. A critical survey of this pathetic

situation pointed to the poor quality of the Indian workforce. The workers were largely illiterate, unrecognized and unaware of the modern training methods and quality improving techniques. They were exploited in all walks of life and were made to their rights and responsibilities as member of the society or of the trade unions. They never felt being involved in nations building process. Unless otherwise this large illiterate chunk was educated, empowered, organised and trained, progress and development was impossible. With this aim in view the Central Government under the aegis of the Ministry of Labour and Employment constituted the Central Board for Workers Education (CBWE).

The Central Board for Workers Education was registered in 1958 as an autonomous body under the societies Act 1860. It gets Grants- in- Aid from the Ministry of labour and Employment to operate its activities. Since its inception the Board has been engaging in the herculean task of training the working class throughout the country and preparing them as an organized, well trained and responsible group united in common interest for the socio economic development of the country. The following are the main objectives the Board aims at with its various training programmes.

- To cultivate among all sections of working class a sense of patriotism, national integrity, unity, amity, communal harmony, secularism and pride in being an Indian.
- To participate all sections of the workers including rural and women workers in social and economic development of the nation.
- To create an understanding among the workers of the social and economic environment, their responsibility towards family members, their rights and obligations as citizens, as industrial workers and trade union officials.
- To equip the workers to meet the challenges that the country faces.
- To develop responsible trade unions for strengthening democratic practices and traditions in trade union movement through more enlightened members and better trained officials.
- To develop sense of belongingness among workers as effective instruments of amicable industrial relation and peace.
- To enable the workers to have access to the ways of acquiring and upgrading knowledge and skill to find and hold a job.
- To educate rural workers to enhance their self- confidence and build up a scientific attitude.
- To motivate rural workers for family welfare planning and to combat social evils.
- To empower the rural workers in protecting and promoting their individual and social interests.

To achieve these objectives the institution provides various training programmes for the workers of the organized and rural sectors at national, regional and unit levels through a net- work of 50 regional and 9 sub- Regional directorates spread all over the country and an apex training institute in Mumbai named the Indian Institute of Workers Education. The Board also trains its own staff at the

apex training centre. It has done a yeoman's job to achieve its declared objectives all throughout these years. However no serious study has been conducted so far to inquire into the effectiveness of these programmes and activities of the Board to bring about desirable behavioural changes in the life of the workforce in rural and urban areas. Hence it is proposed to conduct a study on the impact of the training programmes of the Board on the quality of work life of the unorganized labour in Kerala.

SIGNIFICANCE OF THE STUDY

India is the second largest populated country in the world and is rich in human resources. Where there are more human resources, more production and development should follow and the country is likely to emerge as a developed nation in all respects. But this has not been happened in the Indian context. The large and illiterate workforce in India instead of being an asset to the nation became a burden to it and the country ended up in poverty unable to cater to the needs of its citizens. This paradox of India remaining a third world country when there were more resources and hands to work was a baffling situation for the policy makers. A critical survey of this pathetic situation pointed to the poor quality of the Indian workforce. The workers were largely illiterate, unrecognized and unaware of the modern training methods and quality improving techniques. They were exploited in all walks of life and were made to their rights and responsibilities as member of the society or of the trade unions. They never felt being involved in nations building process. Every scheme implemented requires a feedback analysis of its effectiveness to carry forward the schemes with more vigour. Though the training programmes are conducted by the Central Board of workers Education across the length and breadth of India for the last 55 years, no in-depth study has been conducted to gauge its impact and its efficiency. The study is hence relevant in this context.

OBJECTIVES

The overall objectives of the study are:-

- To evaluate the effectiveness of the training programmes conducted by the CBWE in achieving its set goals.
- To identify the shortcomings, if any.
- To recommend suitable measures for the effective implementation of the training programs for optimum result.

METHODOLOGY

The study is delimited to the work force of the organised, unorganized and rural sectors of the state of Kerala. The entire work force in Kerala is trained by the CBWE through its two Regional Directorate of Kochi covers the districts from Thrissur to Thiruvananthapuram including Lakshadweep's. The rest of the districts in the state come under the Regional Directorate of Kozhikode. For the purpose of study, samples are selected from the organized, unorganized and rural sectors from one district each from the two Regional Directorates. The organized sector comprises the public sector as well as private sector undertakings including shipyard and port Trust. The unorganized sector covers workers from small scale industrial units such as coir workers, beedi workers, handicraft workers and power loom workers. Rural workers include landless, labour less,

famers, illiterate daily wagers etc. Sample survey method is employed for the study. Samples are proposed to be taken from each of these classes of workers on random basis from the selected districts. Structured questionnaire/ schedules will be used for collecting primary data. Secondary data will also be depended upon.

DATA ANALYSIS AND PRESENTATION

Collected data are analysed by the use of various statistical tools like:

- 1) Simple Percentage analysis
- 2) Likerts scale
- 3) Chi-square

TOOLS APPLIED

1) Percentage Analysis:

Percentage are often used in data presentation to simplify numbers, reducing all of them to a '0' to '100' range. This tool is determining the percentage of respondents who favour a particular option and in contrast.

2) Likert scale:

A Likert scale is a psychometric scale commonly used in questionnaires, and is the most widely used scale in survey research, such that the term is often used interchangeably with rating scale even though the two are not synonymous. When responding to a Likert questionnaire item, respondents specify their level of agreement to a statement. The scale is named after its inventor, psychologist Rensis Likert. Sample question presented using a five-point Likert item. The format of a typical five-level Likert item is:

1. Strongly disagree,
2. Disagree,
3. Neither agrees nor disagrees
4. Agree
5. Strongly agree

3) Chi-square

This is another statistical tool that is widely used for hypothesis testing. A value is computed using both the theoretical (Expected) values and practical (Actual) values. The computed value is compared with table value for a particular significance level and degree of freedom, which is accepted if the calculated value is less than the table value.

The formula applied is: $\chi^2 = \sum \frac{(O-E)^2}{E}$ _____

E

Where,

O' is observed frequency

E' is Expected frequency

LIMITATIONS OF THE STUDY

- Time has been an important limiting factor
- Researcher has to visit the respondents multiple times to collect data
- The method of data collection is questionnaire method and its inherent limitations are expected in the data collected.

CHAPTERISATION

Initial pages: Executive summary

Chapter 1 : Introduction

Chapter 2 : Institutional Profile

Chapter 3 : Theoretical Framework

Chapter 4 : Literature review

Chapter 5 : Data analysis and Interpretation

Chapter 6 : Findings, Suggestions and Conclusions

Chapter II

Institution Profile

CHAPTER – 2

INSTITUTIONAL PROFILE

About Institution:

The Central Board for Workers Education (CBWE) is an autonomous body under the Ministry of Labour & Employment, Government of India. It is registered under the Societies Registration Act, 1860. Started in 1958, the Workers Education Scheme in India has been playing a very significant role in our national development; creating an enlightened and disciplined work force and bringing about desirable behavioural changes in our workforce in the organized, unorganized and rural sectors. It gets grants-in-aid from the Ministry of Labour & Employment to operate its activities. The Scheme of Workers Education aims at achieving the objectives of creating and increasing awareness and educating the workforce for their effective participation in the socio-economic development of the country. To achieve these objectives, various training programmes are conducted by the Board for the workers of formal and informal sectors at national, regional and unit levels through a network of 50 Regional and 09 Sub-Regional Directorates spread all over the country and an apex Training Institute viz. Indian Institute of Worker's Education (IIWE) at Mumbai.

Objectives of CBWE

- To strengthen among all sections of the working class, including rural workers, a sense of patriotism, national integrity, unity, amity, communal harmony, secularism and pride in being an Indian.
- To equip all sections of workers, including rural workers and women workers, for their intelligent participation in social and economic development of the nation in accordance with its declared objectives.
- To develop amongst the workers a greater understanding of the problems of their economic environment, their responsibilities towards family members, and their rights and obligations as citizens, as workers in industry and as members and officials of trade union.
- To develop capacity of workers in all aspects to meet the challenges of the country from time to time.
- To develop strong, united and more responsible trade unions and to strengthen democratic processes and traditions in the trade union movement through more enlightened members and better trained officials.

- To empower the workers as employees of the organization and to develop sense of belongingness as effective instruments of amicable industrial relations and maintaining industrial peace.
- To meet the needs of workers to have access to ways of acquiring and continuous upgradation of the knowledge and skills that they require to find and hold a job.

Over and above these the Board has the following objectives for its rural worker's education:

- To promote among rural workers, critical awareness of the problems of their socio-economic environment and their privileges and obligations as workers, as members of the village community and as citizens.
- To educate the rural workers to enhance their self-confidence and build-up a scientific attitude.
- To educate rural workers in protecting and promoting their individual and social interests.
- To educate rural workers in developing their organizations through which they can fulfill socio-economic functions and responsibilities in rural economy and strengthen democratic, secular, and socialist fiber of rural society. Hence motivating rural workers for family welfare planning and to combat social evils.

Various Training Programmes organized by CBWE

Organised Sectors

The training of trainers [TOT] course of CBWE is one of long-term training programme. Selected workers are trained at regional Directorates in the Training courses of 45 days duration as trainers to conduct unit level classes. Trainers are sponsored by trade unions and released by employers with full wages. The capabilities of workers can be elevated to a higher platform only through education and training, a process standard which allows the labour force to move in stages with flexibility to pursue higher standards gradually.

Personality Development Programmes:

CBWE has Personality Development Programmes of 21days duration are organised with an objective to equip trade union activities with all sorts of skills to function effectively and to participate in different committees at the enterprise level.

The Aim of this programme is:

- Developing positive attitude, self- development and second line leadership.
- Creating awareness among the participants about the latest developments in industrial scenario.

- Developing the personality of a person in all aspects viz. socio / psychological / behavioural etc.
- Inculcating a sense of responsibility and make them realize their duties and inherent potentials.

Joint Education Programme

The Central Board for Workers Education conducts 2/ 3 days “Joint Education Programme” for the representatives of Trade unions and Managements who come together for a purposeful dialogue on selected issues with a view to promote congenial Industrial Relation climate. This programme aims at making the workers realize their duties and responsibilities towards their work & organization and convince the management about the rights of the workers, thereby creating a conducive atmosphere. During these programmes the effects of New Economic Policy viz. Liberalization, Privatization & Globalization are discussed with the participants.

The underlying objective of the programme is to make both the Workers and Management respect the sentiments of each other and make them realize that both are like the two wheels of the chariot. Only if their thinking and working synchronize, will the chariot (Growth & prosperity of the Organization) move towards progress.

Need Based Seminar 2 Days

Since the introduction of the New Economic Policy and Liberalisation in the Trade Policy, the factors such as Privatization, Globalisation, and Restructuring have changed the national scenario and put the domestic industries into tight situation in the global competition. Survival is possible only when industries are able to improve their competitive edge in terms of Quality, Cost dependability etc. To achieve the above the managements are keen in imparting training to their workers after identifying their training needs.

Depending upon the needs identified by the Management / Trade Unions, The Central Board for Workers Education conducts 2days “Need based seminars” to provide in-depth and updated knowledge on topics of importance to Trade Unions and Managements..The objective of the programme is to impart training in line with the needs identified by the management / Trade Unions.

Self -Generation of Funds Programme 1/2/3 Days

Some basic trends indicating the way our society appears to be going in the next couple of decades are emergence of knowledge society, emergence of socially concerned humanistic society. In this society performance is based on knowledge and intelligence. The intellectual labour will naturally aspire for intrinsic motivation from management so that their high level needs can be actualized. The excellence in this sector will depend on the self-awareness about one’s own feeling,

understanding of relationship, development of competence. A realistic evaluation of one's internal states leads to impulse control, stress tolerance, trustworthiness, conscientiousness and adaptability. In order to manage performance in knowledge based industry, vision, mission, strategy assume paramount importance. Going back to fundamental, "Door Dristi" and "Dirgh Dristi" are essential for achieving excellence in this sector of our economy. The management of attitudes, habits, ways of thinking, expectations and values require a managerial excellence. In the perspective to unearth the potentials within, the Central Board for Workers Education has introduced a special programme of 1/2/3 days duration for which a nominal fee is charged while all the other programmes of CBWE is offered free of cost.

Quality of Life Programme

A new programme on Quality of Life for workers and their spouses of 2/4 days duration has been launched with a view to improve their socio- economic status in the society, commitment to work, discipline, mutual trust etc.

Objective of the programme:-

- To sensitize the wives about their duties and responsibilities towards their family.
- To make them aware of their rights within the family.
- To enlighten them on the various roles played by them in the Family viz. as a mother, as an in-law, as a wife etc.
- To sensitize the husbands about their duties and responsibilities as a breadwinner of the family.
- To enlighten them on the various roles played by them in the Family viz. as a father, as an in-law, as a husband etc.
- To emphasise the need for better understanding between them in order to lead a happy family.

Plant Level Seminar

The Central Board for Workers Education conducts 1 day "Plant Level Seminar" for the workers / middle level managers / trade union functionaries as sought for by the management on need basis. This programme is charted out after a mutual discussion with the management and identifying the pressing need. It is a single point programme wherein the topic, group discussion / debate, exercises revolves around the single identified need of the organization. It is also known among the clientele group as a troubleshooting exercise and is highly sought after.

This has facilitated the workers to play a positive and effective role in the socio-economic changes that are taking place to boost up the Productivity and to enable them to participate effectively in the decision making process.

Unit Level Classes:

Unit level classes of varied duration are conducted by trained trainers for rank and file of workers in their respective establishments.

Functional Adult Literacy Classes

Part time Functional Adult Literacy Classes of 6 months duration are conducted with a view to help minimise illiteracy among the workers. The main thrust of this programme is in the areas of mines and plantations where percentage of illiteracy is high.

Need Based Special Programmes

These courses are of one week duration and are conducted by the trainers at the unit level on the topics of interest to the workers and trade unions.

Special Seminars for Trained Workers at Plant Level

These one day seminars are conducted for those workers who were trained long back and are unaware about the latest developments that have taken place since the introduction of the new economic and industrial policies by the government of India.

Unorganised Sector:

Camps for Unorganised Sector

The Board conducts 2 days camps and 4 days Conscientization camps for workers of unorganised sector to develop awareness among them about their socio-economic problems and equip them for developing their own organisation.

Camps for Weaker sections

Conscientization camps of 4 days duration for weaker sections are conducted to generate awareness among them about their rights and entitlement.

Special Seminars

Specialised Training Programmes of 2 days duration for women workers and parents of child labour /child labour and SC/ST workers and programmes on Labour Welfare and Development for workers of informal sector are organised with a view to generate the desired awareness among them to know their rights and entitlements under various Labour Laws and Welfare Schemes launched by the Central/state Government for their amelioration.

Rural Sector

Conscietization Camps

In order to have sustained effect of the training programmes at Block level, 4 days conscietization camps have been designed for rural workers. This programme is implemented since 2003-2004 onwards.

Orientation Programme for Rural Volunteers

Orientation Programmes of week duration are organised at regional Directorates for rural volunteers to update their knowledge on the subjects covered in the Rural Awareness Camps.

Rural Awareness Camps

Rural awareness Camps of 2days duration focus the attention on specific needs and discuss current socio-economic problems. The trainees are exposed to new ideas and to avail of the benefits of welfare Schemes.

The CBWE has been conducting the adult education programmes since its inception in 1956. Over the years, it has succeeded, to a great extent, in achieving many of its set goals through its various training programmes. The Board has been taking earnest effort to keep the labourers under the reach of various programmes so that quality work force are created.

Chapter III

Theoretical Framework

THEORETICAL FRAME WORK

Every organization needs the services of trained persons for performing the activities in a systematic way. The fast changing technological development makes the knowledge of employee's obsolete. They require constant training to cope with the needs of jobs. After selecting the employees, the next task of management is to give them proper training. Some employees may have some previous knowledge of jobs while others may entirely be new. Both type of workers will needed some kind of training to acquire themselves with the jobs though it is more necessary for the later category of employees. Large organisations may employ a large number of persons every year. It may not be possible to recruit already trained persons. Such enterprises require separate training department to prepare workers for understanding the jobs. Every concern has to arrange some kind of training for preparing workers for jobs and also keeping them acquainted with latest technological advancement.

Training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. Development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives. So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization.

Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

Training: Meaning and definition

Training may be viewed as a systematic and planned process which has its organisational purpose to impart and provide learning experiences, which will bring about improvement in an employee and thus enabling him to make his contribution in greater measures in meeting the goals and objectives of an organisation.

Training is an organised procedure for increasing the knowledge and skill of people for a specific purpose. The trainees acquire new skill, technical knowledge, problem –solving ability, etc. it also gives an awareness of the rules and procedures to guide their behaviour. Training improves the performance of employees on present jobs and prepares them for taking up new assignments in future.

Objectives of Training:

The objectives of training are as follows:

- (i) To provide job related knowledge to the workers.
- (ii) To impart skills among the workers systematically so that they may learn quickly.
- (iii) To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
- (iv) To improve the productivity of the workers and the organization.
- (v) To reduce the number of accidents by providing safety training to the workers,
- (vi) To make the workers handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
- (vii) To prepare workers for promotion to higher jobs by imparting they advanced skills.

Need for Training:

Every organization should provide training to all the employees irrespective of their qualifications and skills.

Specifically the need for training arises because of following reasons:

1. Environmental changes:

Mechanization, computerization, and automation have resulted in many changes that require trained staff possessing enough skills. The organization should train the employees to enrich them with the latest technology and knowledge.

2. Organizational complexity:

With modern inventions, technological up gradation, and diversification most of the organizations have become very complex. This has aggravated the problems of coordination. So, in order to cope up with the complexities, training has become mandatory.

3. Human relations:

Every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems.

4. To match employee specifications with the job requirements and organizational needs:

An employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required.

5. Change in the job assignment:

Training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies.

Importance of Training:

Training of employees and managers are absolutely essential in this changing environment. It is an important activity of HRD which helps in improving the competency of employees. Training gives a lot of benefits to the employees such as improvement in efficiency and effectiveness, development of self-confidence and assists everyone in self-management.

The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment.

1) Increased productivity:

Training improves the performance of the employees. Increased skills and efficiency results in better quantity and quality of production. A trained worker will handle machines carefully and will use the materials in an economical way.

2) Higher employee morale:

A trained worker derives happiness and job satisfaction from his work. He feels happy when his performance is upto the mark. This is also gives him job security and ego satisfaction. The employers will properly look after a worker who performs well. All these factors will improve employee's morale.

3) Less Supervision:

The degree of supervision required for a trained worker will be less.

He will not be dependent upto the supervisor for minute details and may carry on this work himself. On the other hand, an untrained worker will need constant watch and he will require the guidance of the supervisor very often. A trained worker will be most disciplined and independent. He will not like any type of interference in this work and may not give any opportunity to the supervisor for complaint. Such workers can take more interest in their work and may contribute significantly in reducing managerial problems of supervisor.

4) Less Wastage:

Untrained workers may waste more materials, damage machines and equipment and may cause accident. Accidents generally occur due to a deficiency in the operator and not in the machine. A trained worker will know the art of operating the machine properly. He will also use the material and other equipment in a systematic way causing less wastage. The control of various wastes will substantially reduce the manufacturing cost.

5) Easy adaptability:

The technological advancements will require new approach to work. The method of work are constantly undergoing a change. This will necessitate the adaptability of workers to changing work environment. A trained worker can be more adaptable to change than an untrained one. The former can easily learn new work techniques with a little bit of guidance. There may not be any need to employ few workers for running new machines. The trained persons will adapt to new situation more easily because they have basic technical knowledge.

6) Reduced turnover and absenteeism:

Labour turnover and absenteeism are mainly due to job dissatisfaction. When a worker is properly trained he will take keen interest in his job and can derive satisfaction from it. A satisfied person may not like to leave his job and try at a new place. Training helps in reducing labour absenteeism by increasing job satisfaction among them.

7) Employee development:

Training also helps in the development of employees. It first helps in locating talent in them and then developing into the maximum. The adaptability of a worker will help him in working on new and improved jobs. If a worker learns fast then he will be able to develop his talent and improve his performance. Training thus gives him an opportunity to show cases his talent also.

Role of training

To enable the trainer to first comprehend his / her role, it would be helpful if training as a concept is briefly delved into. It is recognised that the right mix of knowledge, skills and attitudes/behaviours, helps a job holder to perform tasks successfully.

Organisations try to achieve this by:

- ◆Proper selection of personnel, i.e., choosing the right person for the right job; and
- ◆Human resources development - through training intervention – helping them to learn in order to bridge the performance gap, if any, and make them more proficient. The component of development may also be added to this process.

In order to achieve its overall goal of performance improvement, training must lead to the enhancement of professional knowledge and skills both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges. Training should also bring about appropriate changes in attitudes and should strive for that unique synthesis between improvement of the individual's competencies and promotion of organisational objectives.

Benefits of training

❖ To an organisation

A programme of training becomes essential for the purpose of meeting specific problems of a particular organization arising out of the introduction of new lines of production, changes in design, demands of competition, and so on. The major benefits of training to an organisation as follows.

- 1. Higher productivity:** Training can help employees to increase their level of performance on their present assignment. It enhances skills. Increased performance and productivity are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs. Enhanced skill usually helps to increase both quantity and quality of output.
- 2. Better organisational climate:** An endless chain of positive reactions results from a well-planned training programme. Increased morale, less supervisory pressures, improved product quality, increased financial incentives, internal promotions, and so on results in better organisational climate.
- 3. Less supervision:** Training does not eliminate the need for supervision. It reduces the need for constant supervision
- 4. Prevents manpower obsolescence:** Manpower obsolescence is prevented by training, as it fosters the initiative and creativity of employees. An employee is able to adapt himself to technological changes.
- 5. Economic Operations:** Trained personnel will make economical use of materials and equipment. This reduces wastage in materials and damage to machinery and equipment.
- 6. Prevents industrial accidents:** Proper training enables the workers to perform the work in careful and correct manner. This can help to prevent industrial accidents.
- 7. Improves quality:** Trained employees are less likely to make operational mistakes thereby increasing the quality of the company's products. A well training programme may leads to the workers efficiency and effectiveness in an enhanced manner.
- 8. Greater Loyalty:** A common objective of training programme will mould employee's attitude to achieve support for organisational activities and to obtain better cooperation and greater loyalty. Thus, training helps in building an efficient and loyal workforce.
- 9. To fulfil organization's future personnel needs:** When the need arises, organizational vacancies can be staffed from internal sources, if an organization initiates and maintain an adequate training programme.
- 10. Standardization of procedures:** trained employees will work intelligently and make fewer mistakes when they possess the required know-how and understand their jobs.

❖ To employees

1. Personal growth: Employees on a personal basis gain individually from training. They secure wider awareness, enlarged skill and enhanced personal growth.

2. Development of new skills: training improves the performance of the employees and makes them more useful and productive. The skill developed through training serves as valuable personal assets to the employee. It remains permanently with the employee.

3. Higher earning capacity: By imparting skills, training facilitates higher remuneration and other monetary benefits to the employee. Thus training helps to each employee to utilize and develop his full potential.

4. Helps adjust with changing technology: old employees need refresher training to enable them to keep abreast of the changing method, techniques and use of sophisticated tools and equipment.

5. Increased safety: Proper training can help prevent industrial accidents. Trained workers handle the machine safety. Thus, they are less prone to industrial accidents. A safe work environment also leads to a more stable mental attitude on the part of the employees.

6. Confidence: Training creates a feeling of confidence in the minds of employees. It gives safety and security to them in the organization.

Steps in Systematic Training Plan:

The training programme is a costly and time consuming process. The training procedure discussed below is essential an adoption of the job instruction –training course. The training plan essentially involves following seven steps are usually considered necessary:

1. Determining training needs
2. Establishing training policies
3. Setting goals and objectives of training
4. Preparing training budget
5. Deciding about the training venue
6. Deciding about the methods and techniques to be developed in training
7. Determining methods of evaluating training

❖ Determining Training Needs:

The first step in training is to determine what training, if any, is required. The main task in assessing the training needs of the new employee is to determine what the job entails

and to break it down into subtask, each of which is then taught to the new employee. Training needs can be identified through the following types of analysis.

a) Organizational analysis: It involves a study of the entire organization in terms of its objectives, its resources, resource allocation and utilisation, growth potential and its environment. Organizational analysis consists of;

- * Analysis of Objectives
- * Resource Utilisation Analysis
- * Environmental Scanning
- * Organizational Climate Analysis

b) Task or Role Analysis: Task analysis is used to determine the training needs of employee who are new to their jobs. Here the aim is to develop the skills and knowledge required for effective performance and so the training is usually based on task analysis.

c) Manpower Analysis: In manpower analysis, the persons to be trained and the changes required in the knowledge, skills and aptitudes of an employee are determined.

- * Whether performance is satisfactory and training is required.
- * Whether the employee is capable of being trained and the specific areas in which training is needed.
- * Whether training will improve the employee's performance on the job

❖ **Establishing Training Policies:**

Company's policies play vital role in the formulation and designing of training programme. Every organisation should have a well-established training policy. Such a policy represents the top management's responsibility for training of its employees and comprises rules and procedures governing the standard and scope of training and development.

❖ **Setting Goals and Objectives of Training:**

The immediate objectives of training are to help an employee to improve performance on his present job. Long range objectives are to guide the qualified man in preparation for position involving greater responsibility.

Major types of goals and objectives:

- Operational Objectives
- Performance Objectives
- Instructional Objectives
- Reaction Objectives
- Personal Growth Objectives

- Innovation or change making objectives

❖ **Preparing Training Budget:**

Preparation of training budget is especially concerned with the allocation of funds to be provided for the training for carrying out the training activities as envisaged in the plan.

❖ **Deciding about the Training Venue:**

The training methods and techniques vary from unorganised system of learning from working colleagues to more systematic methods of instruction through programmed texts. Factors that generally matter in the selection or choices of a particular method or technique for training are:

- Depth of knowledge, nature of skills called for in particular jobs to be filled.
- Background of the trainees for assessing their capacities and potential and ascertaining their aptitude.

❖ **Deciding about the Methods and Techniques to be Deployed in Training:**

Training methods and techniques vary from unorganised system of learning from working colleagues to more systematic methods of instructions through programmed texts. Training may range from highly specified instructions in the procedures to be adopted while performing a particular job, to very general instruction concerning economy and society. Factors affecting the selection or choices of a particular method for training are

- Depth knowledge, nature of the skills called for in particular jobs to be filled.
- Background of the trainees for assessing their capacities and potential and ascertaining their aptitude.
- Various kinds of operative problems confronted by the organisation or for achievement of any other specific organisation objectives which equips etc. as available for particular training and for particular situation.
- Number of persons to be trained and developed.

❖ **Determining Methods of Evaluating Training:**

Evaluating training is fundamentally concerned with the extent of achievements of objectives as set out in training plan. It is the measurement of the effectiveness of performance after training and collecting useful feedback for future training. The four methods successfully employed for the evaluation of training are:

- Judging and measuring reactions of participants in various aspects as outlined in the training programme.
- Assessing and measuring how far the learning has been gainful and effective, that is, what exactly has been achieved by way of new knowledge, understanding and skills by the participants?
- Evaluating new and different attitudinal and behavioural changes in the performance of the job of the participants as observed by their supervisors themselves, their peers, and the colleagues or associates of the participants, and
- Measuring results or changes in terms of costs, grievances, quality and production.

Designing training Programme:

Once training objectives and policy are decided, an appropriate training programme can be designed and conducted. The training programme will consist of the following steps:

a) Responsibility for training:

To be effective, a training programme must be properly organised. Training is quite a strenuous task which cannot be undertaken by a single department.

b) Selection and motivation of the trainees:

Proper selection of trainees is of great importance to obtain permanent and gainful results. The trainer should explain to the trainee the importance of the job, its relationship with the workflow and the importance of learning.

c) Preparation of trainer:

The success of the training programme depends upon the trainer or the instructor. As training is based upon the needs of the organisation, the trainer must have a clear cut picture of the objectives of training in mind. Trainer needs professional expertise in order to fulfil his responsibility.

d) Training material:

Training material may include study notes, case studies, pamphlets, charts, brochures, manuals, movie slides etc. The written materials should be distributed among the trainees so that they may come prepared in the lecture class and may be able to understand the operation quickly and remove their doubts, if any.

e) Training periods:

The length of the training period is determined on the basis of trainees learning capacity and training media used. The time of training, whether before or after or during working hours, should be

decided by personnel manager taking in view the loss of production and benefits to be achieved by training.

f) Performance tries out:

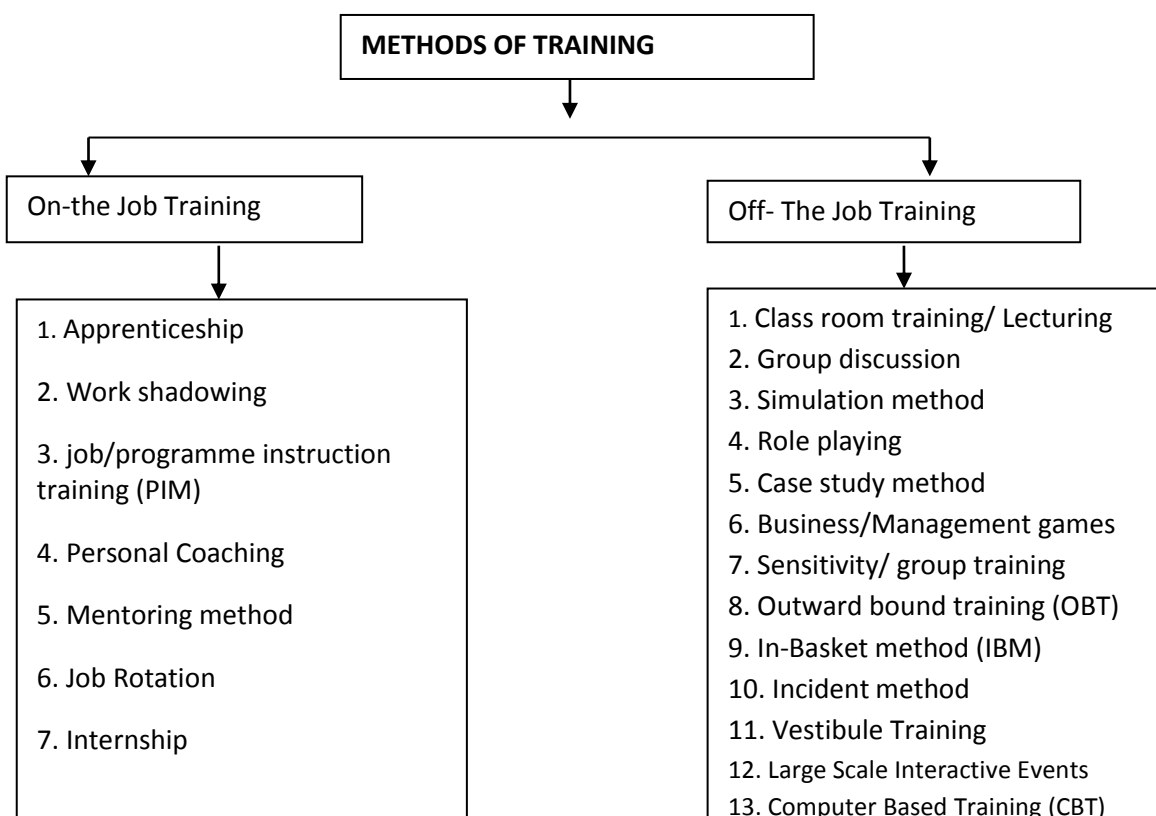
The trainer is asked to do the job several times slowly. His mistakes are corrected and if necessary the complicated steps are explained again. As soon as the trainee demonstrates that he can do the job rightly he is put on his own and training is over.

g) Follow up:

In this step, the effectiveness of the training programme is assessed. The feedback generated through follow up will help to reveal weakness or errors, if any. Follow up action reinforces the learning process. It also helps in designing future training programmes.

Training and Development Methods

The forms and types of employee training methods are interrelated. It is difficult, if not impossible; to say which of the methods or combination of methods is more useful than the other. In fact, methods are multi-faceted in scope and dimension, and each is suitable for a particular situation. Training methods are, generally, classified by the location of instruction. Training can take place in various situations, on the job or off the job, in the company or outside the company. It necessarily involves the use of a number of tools, methods and techniques. Some of the widely used training methods are as follows;



1. Classroom Lecture Method:

This is the most commonly used, simple, cost effective and conventional method. It is timesaving because it covers maximum number of people in a short period of time. It involves a speech by the instructor with very limited discussions. Clear and direct methods of presentation. Weaknesses of the method are that, lecture time is more than the normal human attention span of fifteen minutes and the contents of the lecture could be easily forgotten. Since the method does not provide for active participation on the part of the trainees, the extent of take-home learning is not to be known clearly. Moreover, lecture might be useful only if the presentation is made skilfully. While lecture is a useful method in so far as information dissemination is the objective, it has not been highly successful in modifying human behaviour or in building commitments in the audience's minds. An improvisation of this method is the lecture-cum-demonstration method in which the lecturer reemphasizes a skill or information by displaying the same in action.

2. Group Discussion Method:

It is a method used to knowledge and attitudinal development of trainees. In this method, sets of people examine several empirical studies to find out commonalities to derive the underlying general principles. They then combine their ideas and focus their attention on a given problem at a time, speaking from multiple points of view within a group. An instructor is optional, while a leader is necessary in this method. The various advantages of the method are that more ideas can be generated from each session. Moreover each member gets an opportunity to present one's own ideas and get feedback from members of the same group. Peer pressure and commitments made to groups serve to ensure adherence to decisions jointly taken in the group. As a precaution, care must be taken to secure the participation of all members and make sure that a few members do not pre-determine the course of discussions or dominate the whole proceedings.

3. Simulation Exercises Method:

Simulators are a group of training devices of varying degrees of complexity that model the real world. They range from simple paper mock-ups of mechanical devices to computerized creations of total environments. In fact, some argue that case-study, role-play and a host of other methods can be brought under the category of simulation. The advantage of simulation methods is that they improve the possibility of learning without damaging the equipments or human life or facing the numerous risks involved in actual performance. For example, most of traffic rules, signals and procedures of driving could be taught in a park that resembles main road or through a video game featuring car or two-wheeler driving. Piloting planes are taught using more complex simulations. The methods are indirect but could also be expensive. The method calls for a certain level of grasp and information processing capability and transfer of learning on the part of the trainees.

4. Role Playing Method:

Role is a set of expectations around a given position and is determined by the role partners. Roles are always reciprocal and described in pairs such as trainer-trainee, buyer seller, and interviewer-interviewee and so on. Playing roles would entail practical problems like inter-role conflicts, intra-role dilemmas, role overloads and role under loads. As a result of these hurdles, role confusion ensues. In order to be trained to perform roles, trainees must attain role clarity. This may involve negotiation among the role senders and role receivers with regard to their expectations with counter expectations upon one another. Participants in role-play method are required to respond to specific problems and expectations of people that they might actually encounter in their jobs. Role-playing is often used to teach such skills as interviewing, negotiating, grievance handling, performance appraisal, and buying and selling and effective communication. It promotes healthy human relations skills among people.

5. Case Study Method:

It is a written down, narrative description of a real situation or incident relating to an organization and its business, depicting any problem that participants could face in their employment. Participant trainees are required to propose any number of viable solutions or decisions that match the variables represented in the case. Case study can be interest creating and thought stimulating for the participants. It helps to develop analytical, reasoning and problem-solving skills of the participants. As it shows and reduces gaps in understanding, a holistic understanding of reality is made possible through case study method. It also helps to reemphasize messages provided during lectures, group discussions and other methods. The

disadvantage of the method might be the difficulty in drawing adequate number of stimulating cases that actually represent the real life situations of the trainees.

6. Sensitivity Training or T Group Training or Laboratory training Method:

It is a set of experiences in unstructured agenda-less groups designed to make people aware of themselves (self-insight), their immediate situation and their own impact on others. Unlike many other programs, T-groups are concerned with the real problems existing within the group itself. People are helped to become more responsive to others' sensitivities and work more harmoniously and responsibly together by encouraging them to interact freely and actively. The members are enabled to recognize group dynamics and diagnose human relationship problems. The participants are encouraged to communicate thoughts and feelings with each other in an open, unstructured, warm and honest manner than is typically done in the usual work or social situation. A beneficial outcome of the method is that participants find better means of behaviour for effective interpersonal relationships without the aid of power or authority over others. The method has to be used carefully as people may resent negative feedback and show anger in response. People have to be first prepared well to accept criticism in a constructive manner so that conflicts could be managed properly.

7. Management Games Method:

Games are used as a training tool, than as mere pastimes or amusement. Trainees are divided into teams and are given common tasks on which they would be competing to arrive at decisions, and then jointly implementing and evaluating the decisions taken with regard to the games. For example, blocks of wood would be supplied to every team and one of the members would be blind-folded with a piece of cloth. The person would have to arrange the blocks one above the other, as per the instructions and guidance of the other members. As they set on to reach greater target heights, the rewards would also grow exponentially. This game is used to bring out the nuances of teamwork, leadership styles and communication patterns exhibited by the members while playing the game. The demerits of the method are that, at times, games might result in lack of seriousness in some trainees and that the learning is indirect and slow. But it helps to convey messages in a non-threatening and fun-filled manner.

8. Outward Bound Training (OBT) Method:

As part of OBT, managers and other staff members meet and cohabitate as teams at unfamiliar wilderness out of the workplace and away from the hustles and bustles of daily life, where they would live in cabins or tents for a certain number of days. They test their survival skills and learn about their own personality and hidden potentials for creativity, cooperation and leadership. Participants get opportunities to learn their limits and capabilities. Participants irrespective of their official position and seniority would have to learn to be natural in their behaviour and get rid of masks worn in an office situation. It is an expensive method and the learning might not be transferable to others or to other situations.

9. In -basket Training (IBT) Method:

IBT is a method where the trainee is required to examine a basket full of papers and files relating to his area of work and make recommendations on problems contained in them. This method is meant for trainees in a managerial level to improve their decision-making and problem-solving abilities. This is a form of simulation training designed around day to- day business situations and hence is transferable to the job experiences. The participant is usually asked to establish priorities for and then handle a number of office papers, such as memoranda, reports, telephone messages and emails that would typically cross a manager's desk. The method has at least two main stages. At the outset, the participant starts by working through the case within a specified time limit all by himself without discussing the details with anyone. Subsequently, other participants analyze and discuss the questions of who's, which's, how's, what's, where's, why's and when's of each decision or step. The merits of this method include the best of traditional case study at the same time combining the refinements to allow greater flexibility, realism and involvement.

The emphasis here is to understand things thoroughly, which is an opportunity too rarely presented during busy working days. It is done in a permissive atmosphere of experimenting and learning, rather than within the confines of a boss subordinate relationship.

10. Vestibule Training Method:

This kind of training takes place away from the production area on equipment that closely resembles the actual ones used on the job. It is a type of off-the-job training in which employees get training in a realistic job setting but in a location different from the one in which they would be working. For example, a group of lathes may be located in a training centre where the trainees will be instructed in their use. The method is used frequently for training typists and bank tellers, among others. The word 'vestibule' means entrance. Thus

vestibule training serves to facilitate full-fledged entry into job. A primary advantage of vestibule training is that it removes the employee from the pressure of having to produce while learning. Disturbance of production or supervisor during training is minimized. The disadvantages include the extra investment on equipment and additional persons to be employed as trainers.

11. Apprenticeship Training Method:

It combines classroom instructions with on-the-job training. It is a method in which trainees at a novice stage called 'apprentices', work under the guidance of skilled, licensed instructor and receive lower pay than workers. The method is a combination of education and employment and is aimed at preparing workforce with certain levels of qualification to meet the growing needs of the industry. The method develops special skills like mechanical, electronic, tailoring, etc. Apprenticeship is traditionally used in skilled jobs, such as those of plumber, carpenter, machinist and printer. The extensive nature of the training assures quality outputs, though time consumed is long. Employees recruited from the apprenticeship program are expected to hit the ground running, implying that they would have to start performing with efficiency. But uniform duration of apprenticeship training does not permit slow learners to reach the levels of mastery like others.

12. Work shadowing Method:

This training method is chosen while preparing a second-line leader to take up the role of the headship, in which case, the candidate could not benefit by sending them to any other formal training program. The best way to be trained for a future executive position would be through direct participant observation of the crucial events that take place in the present incumbent's work life. The trainees are made to remain in the company of the role model whose work is to be learnt by the trainees. Trainees learn the intricacies of a job of high level, by physically being in the presence of the job-holder. Closely following the styles of working permits greater degree of learning besides helping the trainee to imbibe the values and principles adhered to by the model. Yet, care needs to be taken to avoid situations wherein trainees are not warmly welcomed and are seen by supervisors in the department as obstacles to their routines.

13. Programmed Instruction Method (PIM):

PIM provides instruction without the face-to-face intervention of an instructor. To ensure a sequential approach to learning, instructions are designed in such a way that all future learning depends on acquisition and retention of previous learning. With this method, information is broken down into small portions called 'frames'. The learner reads each frame in sequence and responds to questions designed to verify learning. Based on the answers given by the trainees they are provided with immediate feedback on response accuracy. If the learners have got all the answers right, they proceed to the next frame. If not they repeat the frame. Primary features of this approach are immediate reinforcement and the ability of learners to proceed at their own pace. Programmed instructions may be presented in a book or in computers.

14. Large Scale Interactive Events (LSIE) Method:

The method has a lot of unique advantages when compared to other methods. First, this method stresses upon the sharing of expertise by all the participants, unlike other methods where the instructor supplies most of the inputs and might even look down upon trainees as people who are ignorant or unskilled in the topic being covered. LSIE is based on the belief that all the participants, by virtue of being in their job for a certain period of time, possess some degree of expertise that need to be shared and combined with that of others.

Second advantage is that this method transcends the limitation of other methods in terms of the number of people who could be trained per batch. The major advantage of this method is that a group as large as 300 – 400 members could be trained simultaneously without losing the effectiveness of other training methods. The third advantage is the use of group processes. While the trainer limits his role with a brief but inspiring presentation to stimulate thinking of the participant, the method paves way for active involvement of all the participants who are assigned various roles such as sub-group leader, recorder, summarizer, presenter etc. A fourth advantage of the LSIE is that the group emphasizes on extensive on-the-spot documentation of viewpoints expressed by people. Finally, the method culminates in the entire large group addressing to the common issues. At this stage, priority is to be set on areas of intervention and a plan of action is drawn and accepted based on voting by members, thereby building commitment of all the participants to implement the agreed upon plans. A disadvantage of the method could be that it requires a lot of volunteers to assist the proceedings.

15. Personal Coaching Method:

It is an on-the-job approach in which a manager has the opportunity to teach an employee, usually his immediate subordinate, on a one-to-one basis. Coaching is helping self and others gain new perspectives their intentions and behaviours, to understand what's possible and how to access inner resources such as motivation, commitment, passion, etc. as a coach, the supervisor gently confronts employees with their shortcomings and makes suggestions for corrective actions. The supervisor is also alert to encouraging good performance. Coaching is considered to be one of the most effective management development techniques. Constant guidance makes the trainee learn quickly.

16. Mentoring Method:

Mentoring is an on-the-job approach to training in which the trainee is given an opportunity to learn on a one-to-one basis from more experienced members of the organization. The mentor is usually an older, experienced executive who serves as a host, friend, confidant and advisor to a new member of the firm. The mentor is given the charge of protecting and responsibility of helping the new employee. The relationship may be formally planned or it may develop informally. For mentoring to be productive, the parties' interests must be compatible and they must understand each other's learning styles and personalities. If mentors form overly strong bonds with trainees, unwarranted favouritism might result. A highly successful mentor-protégé relationship might create feelings of jealousy among other colleagues who are not able to show equally good results out of the mentoring process.

17. Job Rotation Method:

This method of training involves the shifting of trainees from one job to another so as to widen their exposure and enable them to obtain a general understanding of the totality of the organization. Besides helping them to overcome boredom, job rotation permits direct interaction with a large number of individuals within the organization, thereby facilitating future working relationships. The method should be used at sufficient gaps to permit the development of a strong degree of expertise in the trainee in an assigned position. Care should be taken by the organization to ensure that work efficiency does not suffer when a few trainees are rotate into new jobs where they would be taking time to learn and perform. There could be some disadvantages of using the method of Job Rotation.

Trainees have to be prepared to face contrasting styles of operation and standards that vary according to superiors. Some trainees might feel more like visiting casual observers in the departments than being a part of the workforce, which would negate the purpose of job

rotation. Employees who are looking for more challenging assignments might feel frustrated when asked to perform different kinds of simple jobs at the same level.

18. Computer-Based Training (CBT) Method:

CBT is a technology-driven training method that takes full advantage of the speed, memory and data manipulation capabilities of the computer for greater flexibility of instruction. It involves the trainee sitting in front of a computer terminal rather than listening to an instructor. Learning is enhanced through presentations combining automation, stereophonic sound, full motion video and graphics. Increased speed and decreased dependence on instructor are the strengths of this method. Computer-Managed Instructions (CMI) is a system that automatically generates and scores tests, tracks trainees' performance and prescribes activities for students. An orderly, step-by-step manner is possible by using this method. As additional advantages, CBT allows reuse of the program for any number of time and allows for varying time for fast and slow learners.

But CBT method cannot reduce the learner's anxiety and fear, which can be done only by a trained instructor. CBT is well suited for teaching facts but is less useful for teaching human skills or changing attitudes.

19. Behaviour Modelling Method:

This method involves emulation of behaviour from a reference group or a role model whose behaviour is shown live before the trainees or by using videotapes or Compact discs (VCD). The method entails recording and producing events or situations with clear descriptions in order to cover certain subjects. The footage could be viewed, reviewed and discussed to enhance learning quality. The advantages of using this method are many. Many events and discussions can be put on one tape or CD. It is a handy method for small firms that cannot afford more expensive approaches. It is particularly helpful for first-line supervisors.

Observing a powerful model in the audiovisual form could help learn activities like mediating during conflict situations, handling customer complaints and grievances. The challenges involved in using the method include the high level of one-time production costs in the initial stage. Moreover, projectors and other expensive gadgets would be required along with continuous power supply.

20. Internship Method:

Internships involve placing young college and university students in temporary jobs in which they can earn while they learn, with no obligations towards any regular employment from the

side of the employer or from the trainee. Such an arrangement enables to provide a fresher the much-needed exposure to an organization and also to determine the person organization fit. Students divide their attention between academic activities and practical work assignments, which help them to internalize the theory and practices. However, care must be taken to prevent the whole process from getting reduced to the fulfilment of merely an academic requirement rather than being treated as a stepping-stone towards an illustrious career.

21. Development Centre Method:

This method is designed based on the structure, styles and contents of assessment centres used to assess the potential of an individual to meet the demands of a higher-level managerial position. Multiple facilitators observe the members performing multiple tasks according to multiple criteria, using multiple methods. However, the difference in development centres is that they focus their attention on helping to improve the potential of the persons participating in the sessions. This method of training is found effective in building leadership, decision-making, goal setting and counselling skills in experienced trainees.

The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social.

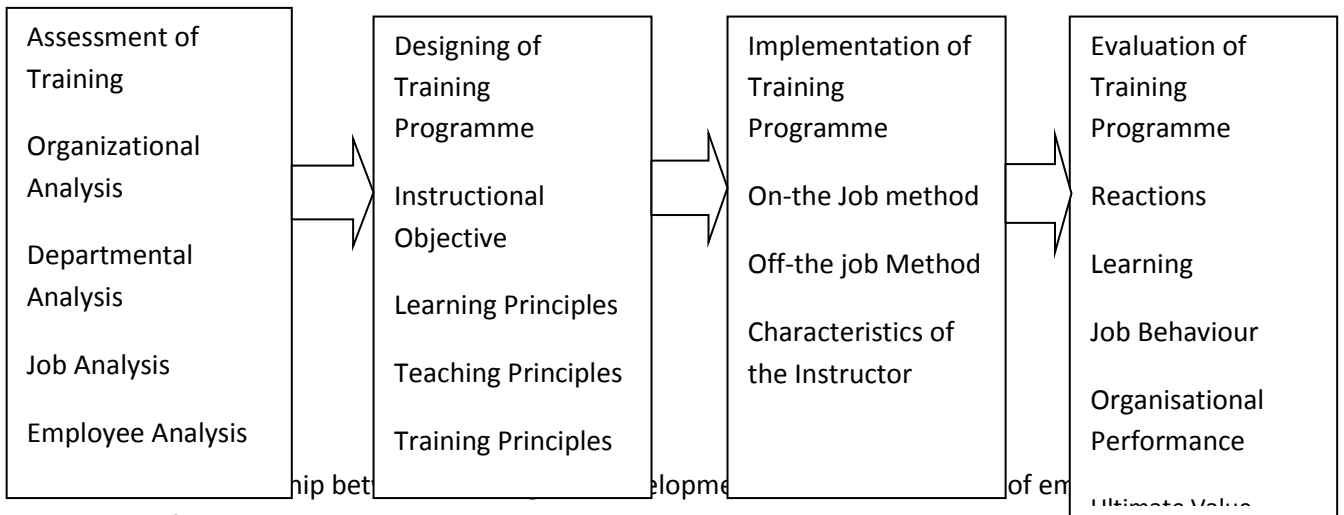
- Individual Objectives – These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual contribution to the organization.
- Organizational Objectives – Organizational objectives assists the organization with its primary objective by bringing individual effectiveness.
- Functional Objectives – Functional objectives are maintaining the department's contribution at a level suitable to the organization's needs.
- Social Objectives – Social objectives ensures that the organization is ethically and socially responsible to the needs and challenges of the society

STAGES OF TRAINING AND DEVELOPMENT PROGRAMS:

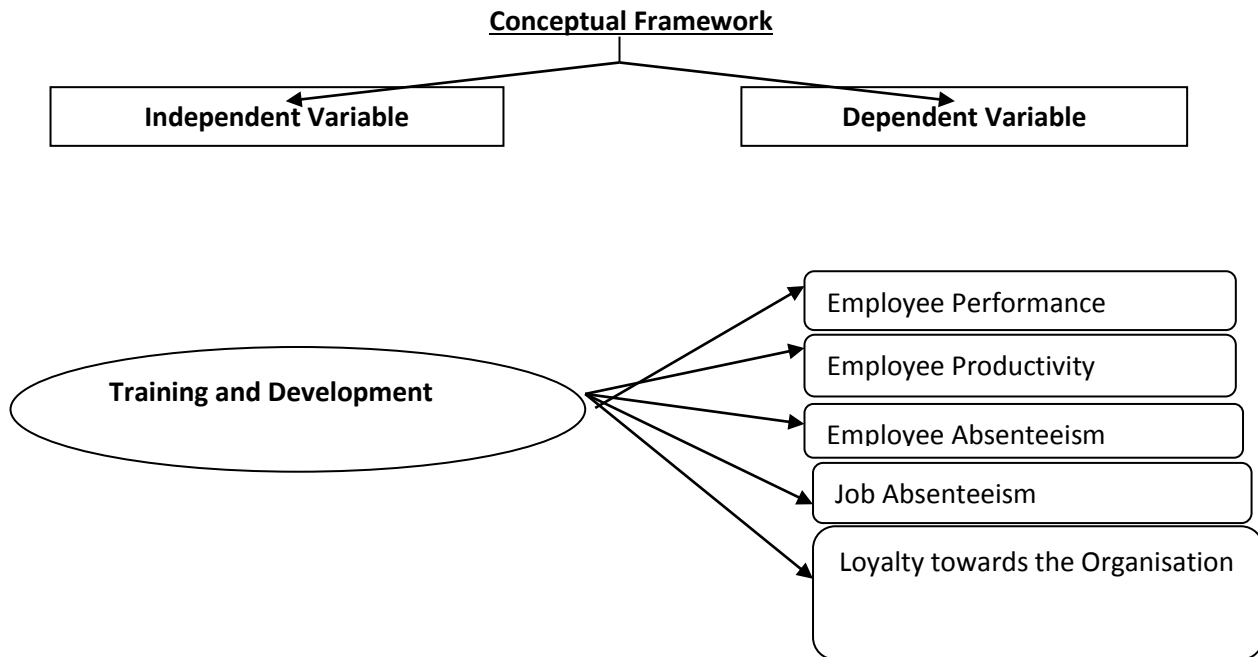
Training should be conducted in a systematic order so as to derive expected benefits from it. The training system involves four stages, namely:

- a. Assessment of training and development programme's needs.
- b. Designing the training and development programs.
- c. Implementation of the training program
- d. Evaluation of the training program

Stages of Training and Development Programmes and its effect



Quality of Framework.



Quality of Work Life (QWL)

Quality of work life means incorporation socio- Psychological needs of employees into the requirements of particular technology and structures processes of an organization. It also involves economic rewards and benefits for the employees. Quality of Work ensures the satisfaction of workers towards their jobs, which in turn ensures higher productivity and greater job satisfaction of the employee. Quality work is the level at which the members of an organization can satisfy their personal requirements through their experience in the organization. Its main objective is focus on creating a good working environment as a result of which employees work together in a cooperative way and contribute their best in achieving the organizational goals. The basic purpose of improving Quality of Work life is to change the climate at work so that human-technological-organizational

interface leads to better quality of work life. There are many factors that can contribute to QWL. They are as Follows;

- Adequate compensation to meet the needs of the socially determined standard of living
- Healthy and safe working condition
- Respect for an individual's personal rights and the principles of natural justice and equity
- Balance between work and family life
- Security and growth opportunity

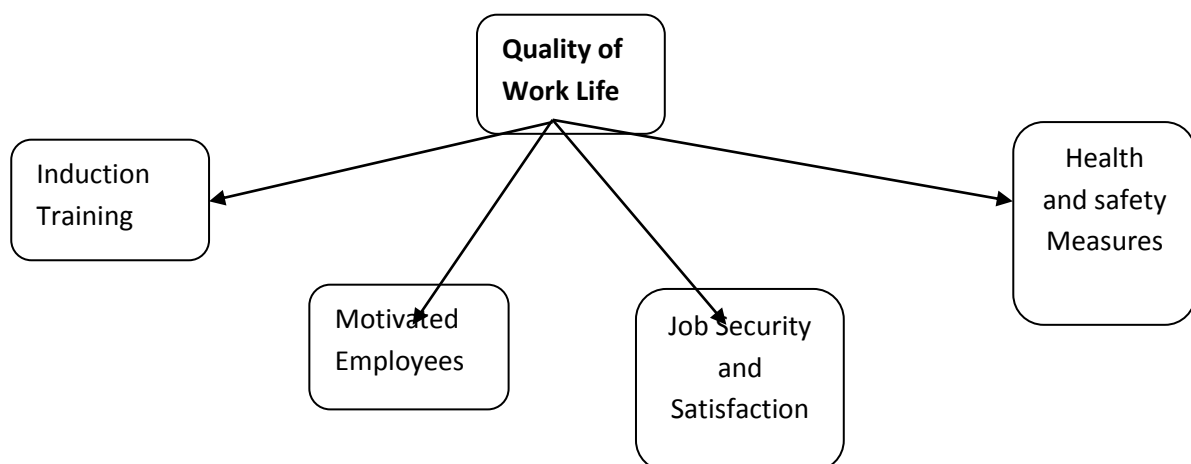
Objectives of QWL

The main objectives of the QWL programmes are to:

- ☑ Improve employee satisfaction;
- ☑ Improve physical and psychological health of employees which creates positive feelings;
- ☑ Enhance productivity of employees;
- ☑ Reinforce workplace learning;
- ☑ Improved management of the ongoing change and transition; and
- ☑ Build the image of the company as best in recruitment, retention, and in general motivation of employees

The following figure represents the constructs of frame work of quality of work life.

FRAMEWORK OF QUALITY OF WORK LIFE



Job Satisfaction:

Job satisfaction is an emotional response to a job situation. Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that

they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards. he work, the boss and or coworkers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job. Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response. Job satisfaction cannot be talk of where there is absence of motivation. Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment. Lack of job satisfaction is a predictor of quitting a job.

Organizational Commitment:

Commitment is an attitude reflecting an employee's loyalty to the organization, and an ongoing process through which organization members express their concern for the organization and its continued success and well-being. Organizational commitment is determined by a number of factor, including personal factors (e.g., age, tenure in the organization, disposition, internal or external control attributions) organizational factors (job design and the leadership style of one's supervisor) non organizational factors (availability of alternatives). All these things affect subsequent commitment three components of commitment:

- ☒ An identification with the goals and values of the organization
- ☒ A desire to belong to the organization and
- ☒ A willingness to display effort on behalf of the organization.

Employee Induction Training:

The research indicated that induction training is shown to positively impact on employees Productivity, which results in higher levels of employee motivation (Choo & Bowley, 2007). Induction training provides opportunities for the employees to broaden their knowledge and skills to engage in more efficient team work and achieve individual growth and development. Numerous studies observe that workers who receive training report higher levels of job satisfaction than those who do not, and the development of competencies through various training programmes has a positive impact on employee motivation

Empowering the Employee:

Empowerment 'a process of Enhancing Feelings of self Efficacy among Organisational members through the identification of conditions that foster powerlessness, and through their removal by both formal organisational practices and informal techniques of providing efficacy information'. Empowered employees have higher levels of job motivation and performance primarily because of their involvement in goal setting and in making decisions that affect their work (Ugboro & Obeng, 2000).

Teamwork:

Teamwork means working together, and typically involves groups of interdependent employees who work cooperatively to achieve a common goal. Teamwork can still be a source of employee autonomy, meaningfulness, bonding with team members, and motivation. An effective team

working together towards a common goal can enhance the motivational properties of work and increase job motivation. The relationship between leadership behaviour and job motivation has also received a great deal of attention in past research. Prior research has examined the relationships between management leadership and job satisfaction. As leaders take care to help and support the contact employees and are concerned about their needs, these employees will feel more satisfied.

Employee compensation:

Employee compensation systems are most frequently considered as one of the key factors influencing employee satisfaction. Prior researches has shown that employee compensation has a positive influence on employee job satisfaction.

Salary, Wages and Conditions of Service:

To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the organization attaches to each job payment, which encourages workers or groups by rewarding them according to their performance personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or librarians, or with long service and fringe benefits such as holidays with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other library or information establishments is taken into consideration in determining the pay structure of their organization.

Reward System:

Reward is something that an organization gives to the employee in response to their contribution or performance so that the employees become motivated for future positive behaviour. The term 'reward' is something which is desired by the employees, it can be cash reward like bonus or recognition such as naming a Best Employee of the Month or Best Performer of the Month and free trips. It is very important that the rewards have a lasting impression on the employee and it will continue to substantiate the employee's perception that they are valued. An organization's reward system can affect the performance of the employees and their desire to remain employed in the same organization. Rewards are very important for job satisfaction because it fulfils the basic needs as well as it helps to attain the higher level of goals. Earnings is the way by which worker get to know that how much they are gaining by dedicating their time, effort and skills in a job.

Effects of Quality of Work Life

*Job involvement, where people spend more time on job and turn out better performance

*QWL gives employees job satisfaction. High job satisfaction leads to high work performance, less employee turnover and less absenteeism

*As employee engage themselves more in work activities, they acquire a great sense of competence and experience and higher level of job involvement.

A Human Resource Department can contribute to the Quality of Work life of employee. It refers to fair remuneration, safe and healthy environment, opportunity for growth, etc. Better QWL leads to motivation and satisfaction of employees. Therefore, many programmes that

contribute to QWL should be undertaken by the management in consultation with and with the cooperation of the unions. The general perception is that an improvement in QWL costs much to the organization. But it may not be so as the financial costs incurred on improving the QL may be offset by the increase in productivity.

Scope of Quality of Work Life

Quality of Work plays a vital role in the life of the workers. It meets the requirements of the workers and enables them to develop their personalities, as also their commitment to their work, fellow workers, organization and society at large. The requirements of the workers are as follows;

- Fair and reasonable pay: QWL is based on the concept of quality pay. This means that the employee should be paid in a proper way and within the specified time. The compensation that is given to employees has two main objectives. The first one is that it creates a favourable working environment and the organization gets adequate human resource for its production process. The second one is that it helps employees to support his family.
- Favourable and safer environment: QWL provides goods working conditions that help employees to achieve organizational goals in the estimated time. In India, for examples, the Factories Act, 1948 specifies rules and regulations that ensure the protection of employees from health hazards.
- Benefits for employee: Earlier, an employer's had the benefits of bargaining with the employee. Nowadays, employee expects more benefits, such as share in the company's profit, medical insurance and housing and welfare facilities.
- Job Security: The main requirement of employee is a stable job. The employers should offer them job security in order to get good results in return. The employees do not like to be the victims of personal policies of employers.
- Job Satisfaction: Employees work with full enthusiasm and come up with good results if their talent is properly utilized and appreciate. The management should therefore improve and designing jobs in such a manner that the employees are satisfied with their job.
- Provision of Autonomy as well as control for developing human resources: Providing sufficient autonomy and control to workers helps them to apply their skill on work. This ensures improvement in quality of work.

- Scope for better career opportunities: nowadays, employees are not only concerned with their pay scale but want to improve their technical and academic skills. The managements should therefore provide facilities to improve the talents of the employees. The management, for example, can provide training on latest technologies or can send the employees on site for training.

Approaches to Improve Quality of Work:

The following are the approaches that help in improving quality of Work:

- Flexibility in work Schedules: The employee should be given freedom to work in the way they feel to a certain extent. The time restriction and strictness in the organization can lead to poor quality of work and also overstress the employee.
- Freedom in forming workgroup: These include freedom of employees to make decisions regarding production methods, distribution of work, and selection of team members and so on.
- Opportunity for Growth: Growth opportunity is essential for those employees who are very career oriented. The provision for growth helps in motivating the employees, which in turn results in good work.
- Participation of employee: If the employee is given opportunity to participate in the decision-making process and management by objectives process, they get the feeling of belongingness to the organization. Such provision satisfies the employees and motives them to work hard.
- Implementing suggestion systems: the suggestion system helps in improving the system of the organization, which in turn provides better facility for the management as well as the employees. The suggestion system can include cash rewards for those who provide useful suggestion that is beneficial for the whole organization.

Impact of Quality of Work in Organizational Climate

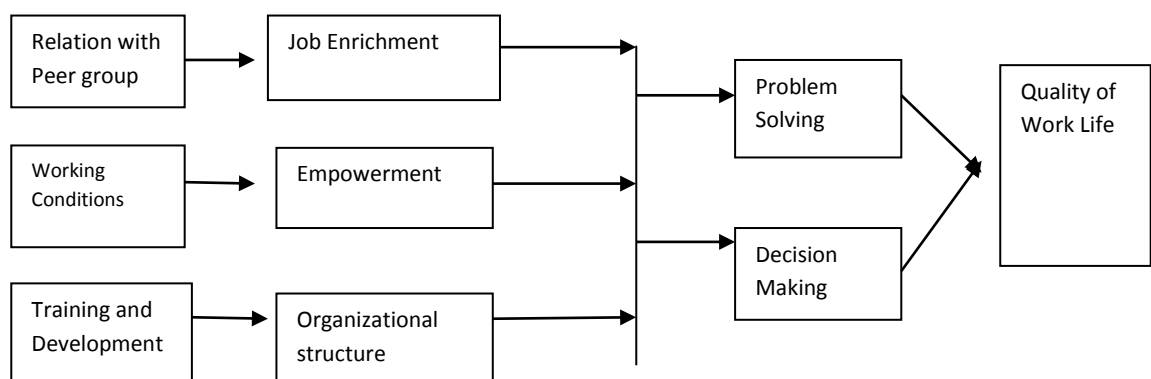
The quality of work helps in achieving integration between the technological, hman, organizational and society demands;

Since, quality of Work is concerned with work environment and the impact of work on the employees, therefore, the participation of employees in problem solving and decision- making is considered to e necessary. Participation of employees leads to human-technological- orgazational interface, which create improved quality of life in society and workplace. Work redesign helps in culture and attitudinal change that manifest in the socio-culture and political system.

Requirements of Quality of Work

- Management should be open to the employees in all decisions and activities of the organization. The employees should be given freedom to express their regarding the working condition or other official problem.
- Employee must be given the opportunity to participate in the decision-making process.
- Supervisors must be trained to do their job effectively and to get the jobs done in an efficient manner.
- The barrier between management and employee must be broken and there should be provision for face-to-face talks. A trustful environment should be established in the organization.
- Employee should be given feedback for their performance so as to boost them or to help them improve the quality of work.
- Employee should be promoted for their excellent work.
- There should be a continuous research on the activities of the organization so as to ensure that there is n hindrance in the performance of the employees or the machineries.

Model of Quality of Work Life



Change is the only constant. In this ever changing world to remain update means to cater knowledge. Organisation is creating awareness, then develops understanding to implement the same, distributes knowledge of how to implement the change, create ability of the employee to accept the change and also finally is reinforcing the change through training department. Yet the change in accidents rate might not be the result of only training programme provided to the

employees in the organization. Hence it might be concluded that the change due to training only. No doubt the training has an impact as it is found from the

Institutional excellence has a higher impact on the level of Quality of Work Life and vice versa. The study reveals that training has an impact on the Quality of Work life of the employee. Thus Adequate training opportunities, good institutional climate, fair compensation, rewards and recognition, intramural and extramural facilities, a sense of job security, a degree of freedom, etc. can be the important factors of QWL and can be enhanced by the institutions.

Chapter IV

Literature Review

CHAPTER – 4

LITERATURE REVIEW

Training and development are continuous process in improving the calibre of employees. It is an attempt to improve their current and future performance but the organization should keep a track on their performance after imparting them training it means training needs assessment it is a systematic process of altering the behaviour of employees in a direction to achieve the organization's goals. A training program is an effort by the employer to provide opportunities for the employees to acquire job interrelated skills, attitudes and information. In order to meet the ever-growing needs of education the sector has to become dynamic and updated in modern scenario and also to take up this sector to the heights of international excellence requires best combination of new technology and skilful and talented manpower In this research paper an attempt is made to learn that training and development exist in education sector and their impact to generate efficiency of employees to cater to the need of their customers.

Training and development programs can upgrade employee's skills and attitudes at all levels to maximize enterprise effectiveness.(Holton et al 1996) The aim behind training employees is "achieving cost effective high performance" and good performance brings quality, as according to

Deming, (1982), higher quality of employee services implies lower costs and increased their productivity, which in turn provides the firm with a greater market share and enhanced competitiveness levels. Griffin(1978),Ajibade(1993),and Adeniyi(1995) have drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively.

To have a realistic and clear perception and understanding of what training entails, some of the definitions as produced by different distinguished writer's are given as follows;

*According to **Edwin Flippo**:*“Training is the act of increasing the knowledge and skill of an employee, for doing a particular job”.

*According to **Michael J. Jucis**:* “The term training is used here to indicate only process by which the aptitudes, skills and abilities of employee to perform specific jobs are increased”.

*According to **Richard P. Calhoon**:*“The function of training is the process of aiding employees to gain effectiveness in their present and future work”.

*According to **Dales S. Beach**:*“Training is an organised procedure by which people learn knowledge and /or skill for a definite purpose”.

*According to **Michael Armstrong**:*“Training is the systematic development of the knowledge, skill and attitudes required by an individual to perform adequately a given task or job”.

*According to **Mathis and Jackson**:*“Training is a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goal”.

*According to **Advice Saint**:*“ Training includes any effort within the organisation to teach, instruct, coach, develop employee in technical skills, knowledge, principles, techniques and to provide insight into and attitudes towards the organisation.

Basically, training is defined as learning. Broadly speaking, training is the act of increasing the knowledge and skill of an employee for doing a specified job. Training involves active participation by the employees. The importance of active participation of the employees in the training process becomes clear from the following ancient Chinese proverb:

“I hear, I forget,

I see, I remember,

I do, I understand”.

Training is closely related with education and development but needs to be differentiated from these terms.

QUALITY OF WORK LIFE:

The term 'Quality of work life' appeared in research journals in 1970s. The quality of work life is not only concerned with the monetary aspects but conditions of employment, interpersonal conflicts, job pressure, lack of freedom and absence of challenging work, etc. QWL is a comprehensive programme designated to improve employees' satisfaction. It is a way of thinking about people, work and organization and creates a sense of fulfilment in the minds of the employees and contributes toward greater job satisfaction, improving productivity, adoptability and overall effectiveness of an organization. QWL is defined as the favourable conditions and environments of a workplace that support and promote employee satisfaction by providing them with rewards, job security, and growth opportunities. The following table shows that the different author has shared different components regarding quality of work life.

According to the **Walton**(1975) QWL covers the Adequate and Fair Compensation, Safe and Healthy Working Conditions, Immediate Opportunity to Use and Develop Human Capacities, Opportunity for Continued Growth and Security, Social Integration in the Work Organization, Constitutionalism in the Work Organization, Work and Total Life Space and Social Relevance of Work Life.

As per the view of **Stein**(1983) QWL deals with the components like Autonomy or being independent, being recognized and prized, Belongings, progress and development, External reward for employees.

Levine, Taylor and Davis(1984), focused on the factors such as Respect from supervisor and trust on employee's capability, Change of work, Challenge of the work, Future development opportunity arising from the current work, Self-esteem, Scope of impacted work and life beyond work itself, Contribution towards work.

Mirvis and Lawler(1984) explain the safe work environment, equitable wages, equal employment opportunities and opportunities for advancement.

Baba and Jamal(1991) tells about the Job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment and turn-over intentions.

CAI Hui-ru(1994) focused on the Living quality of workforce which involves the compensation, welfare, work safety, work protection for the employees, It also includes the Social quality which explains the relationship with the boss, colleagues, and customers; the next important component is Growth quality of employee that consists participation management, promotion, self-growth, self-esteem and work characteristic.

As per the view of **Lau RSM, Bruce EM**(1998),QWL deals with the Job security, Reward systems, Training, Career advancements opportunities, Participation in decision in decision making.

According to the **Ellis and Pompli** (2002), poor working environments, resident aggression, workload, inability to deliver quality of care preferred, imbalance of work and family, shift work, lack

of involvement in decision making, professional isolation, lack of recognition, poor relationships with supervisor/peers, role conflict, Lack of opportunity to learn new skills are the major barriers in the improvement of QWL of employees.

CHEN Jia-sheng and FAN Jingli(2003) also focuses on the Working environment of the organization, Salary and bonus, Welfare, Promotion for the employees. It also involves the Work nature, Training and development, Leadership style of the boss, Cooperation among colleagues, Enterprise image, Communication, Organizational regulations, Organization climate and culture, Working time and workload of the employees.

G NaslSaraji, H Dargahi(2006) Fair Pay and Autonomy, Job security, Reward systems, Training and career advancements opportunities, participation in decision making, Interesting and Researchers World-Journal of Arts, Science & Commerce satisfying work, Trust in senior management. Recognition of efforts, Health and safety standards at work, Balance between the time spent at work and the time spent with family and friends, Amount of work to be done level of stress experienced at work occupational health and safety at work.

Syed Mehdi Hosseini and GholamrezaMehdizadeh Jorjatki(2010) explain the following parameters for QWL. This includes Fair and adequate pay and benefits rights, Observance of safety and health factors, Opportunities to continue growth and security of staff, Acceptance work organization, Work life and social dependence on society and individual life, Governing the overall living space in the environment, Integration of social improved human abilities.

According to the **Chandranshu Sinha**(2012), there are twelve important factors of quality of work life. These working factors are important for the development of organizations' most valuable assets (employees). These factors are also useful for gaining competitive advantage in the market. These factors are communication, career development and growth, organizational commitment, emotional supervisory support, flexible work arrangements, family response culture, employee motivation, organizational climate, organizational support, job satisfaction, rewards and benefits and compensation. Likewise different authors have suggested different suggestions for the improvement of quality of work life.

To reach the quality of work life mostly depends upon making regular attempts from an organization, which provides their employees with more opportunities so that they can be more effective in their organization. Quality in an organization is defined as an advantage, as a value, as determination of conformity and as meeting customer's expectations. Good quality of work life is necessary for an organization to attract and to retain skilled and talented employees. Employees are the most important assets of any organizations and its success or failure depends on their qualifications and performance. In order to survive in the competitive market because of Liberalization, Privatization and Globalization and to minimize the attrition rate of employees the quality of work life initiatives are very important. Motivated employees and satisfied customers are the backbone of any successful organizations.

Chapter V

Data Analysis and Interpretation

CHAPTER – 5

DATA ANALYSIS AND INTERPRETATION

Table 5.1

Gender of the respondents

Gender	Male	%	Female	%
Organized	17	68%	21	28%
Unorganized & Rural	8	32%	54	72%
Total	25	100%	75	100%

Source: Primary data

Table 1 analyses the gender pattern of the respondents. As per the table it is clear that 68% of the respondents in organized sector are male and rest of the 28% are female. And 32% of the unorganized sector respondents are male and remaining 72% are female. Thus, it is observed that majority of the organized sectors are male whereas in unorganized sectors are female.

Table 5.2
Age of the respondents

Age	Organized	%	Unorganized & Rural	%
< 25	1	2.63%	9	14.52%
25 – 35	14	36.84%	20	32.26%
35 – 50	15	39.48%	27	43.55%
> 50	8	21.05%	6	9.67%
Total	38	100%	62	100%

Source: Primary data

Table 2 analyses the age wise classification of the respondents. As per the table it is found that 39.48 percent of the respondents in organized sector are belong to the age 35-50, 36.84 percent belong to the age group 25-35, 21.05 percent belong to the age group above 50 while only 2.63 percent belong to below 25 group. And in case of unorganized sector respondents 43.55 percent of the respondents belong to the age group 35-50, 32.26 percent belongs to 25-35, 14.52 percent belongs to below 25 group while only 9.67 percent belongs to above 50 group. Thus, it is observed that majority of the respondents in both organized and unorganized sectors belongs to the 35-50 age group.

Table 5.3
Residents of the Respondents

Residence	Organized	%	Unorganized & Rural	%
Rural	23	60.53	52	83.87%
Semi-Urban	3	7.89%	2	3.23%
Urban	12	31.58%	8	12.90%
Total	38	100%	62	100%

Source: Primary data

Table 3 analyses the residential status of the respondents. As per the table it is found that 60.53 percent of organized sector respondents are belongs to rural area, 31.58 percent are of urban area

while 7.89 percent are belongs to the semi-urban area. Where as in case of unorganized sector 83.87 percent belongs to rural area, 12.90 belongs to urban are and remaining 3.23 percent were in semi-urban area. Thus, it is clear that most of the respondents in both organized and unorganized belongs to the rural area.

Table 5.4
Marital Status

Marital Status	Organized	%	Unorganized & Rural	%
Married	34	89.48%	41	66.13%
Unmarried	2	5.26%	14	22.58%
Divorced	0	0%	0	0%
Separated	0	0%	0	0%
Widowed	2	5.26%	7	11.29%
others	0	0%	0	0%
Total	38	100%	62	100%

Source: Primary data

Table 4 analyses the marital status of the respondents. As per table 4 it is found that, in organized sector 89.48 percent are married, 5.26 percent are unmarried and remaining 5.26 percent are widowed. Where as in the case of Unorganized and rural sector 66.13 percent are married respondents, 22.58 percent are unmarried while 11.29 percent are widowed. Thus, it is observed that majority of the respondents are married while minor section belongs to unmarried and remaining are widows.

Table 5.5
Religion of the Respondents

Religion	Organized	%	Unorganized & Rural	%
Hindu	27	71.05%	45	72.58%
Christian	7	18.42%	12	19.36%
Muslim	4	10.53%	5	8.06%
Others	0	0%	0	0%
Total	38	100%	62	100%

Source: Primary data

Table 5 analyses the pattern of religion of the respondents. As per table 5 it is clear that in organized sector 71.05 percent respondents belongs Hindu religion, 18.42 percent belongs to Christian community and rest of 10.53 percent are Muslim category. And in case of Unorganized sector 72.58 percent belongs to Hindu community, 19.36 percent Christian while 8.06 percent belongs to Muslim community. Thus, it is observed that majority of the respondents belongs to Hindu community, some are Christian community while others are Muslim community.

Table 5.6
Educational Qualification of the Respondents

Education	Organized	%	Unorganized & Rural	%
<10	3	7.90%	20	32.26%
10	4	10.52%	14	22.58%
+2	6	15.79%	16	25.81%
Graduate	14	36.84%	9	14.52%
Post Graduate	8	21.05%	2	3.22%
Others	3	7.90%	1	1.61%
Total	38	100%	62	100%

Source: Primary data

Table 6 analyses the level and pattern of educational qualification of the respondents. In organized sector 36.84 percent of the respondents are graduates, 21.05 percent are post graduates, 15.79 percent are plus two holders, 10.52 percent are matriculation passed, 7.90 percent respondents have other qualification and remaining 7.90 percent are below 10 qualification. And in case of Unorganized and rural sector 32.26 percent are below 10 qualification, 25.81 percent are plus two scholars, 22.58 are possess matriculation, 14.52 percent are graduates, 3.22 percent are post graduates and remaining 1.61 percent have other qualification. Thus, it is observed that in organized sector most of the respondents are graduate where as in case of unorganized and rural sector majority of the respondents are below matriculation qualification.

Table 5.7
Occupation of the Respondents

Occupation	Organized	%	Unorganized & Rural	%
Self Employed	6	15.79	16	25.81%
Agriculture	1	2.63%	9	14.51%
Coir	1	2.63%	6	9.68%
Construction work	0	0%	12	19.35%
MGNRE	0	0%	3	4.84%
Others	30	78.95%	16	25.81%
Total	38	100%	62	100%

Source: Primary data

Table 7 analyses the occupation wise classification of respondents. As per table 7 it is clear that in organized sector 78.95 percent of the respondents are other type occupation than the specified, 15.79 percent of them are self-employed, 2.63 percent are agricultural work and rest 2.63 percent have coir works. As in case of unorganized sector 25.81 percent of total respondents are engaged in self-employment and other occupation each, 19.35 percent have construction work, 14.51 have agricultural work, 9.68 have coir works and remaining 4.84 percent have MGNRE workers. Thus, it is conclude that in case of organized sector most of the respondents are engaged in other type of occupation while in unorganized and rural sector majority of them engage in self-employment or other category as occupation

Table 5.8

Financial Status of Respondents

Status	Organized	%	Unorganized & Rural	%
APL	38	100%	33	53.22%
BPL	0%	0%	29	46.78%
Total	38	100%	62	100%

Source: Primary data

Table 8 reveals the financial status of the respondents. As per table 8 it is found that in organized sector cent percent respondents are belongs to APL category where as in case of unorganized and rural sector 53.22 percent of the total respondents have APL status while 46.78 percent have BPL status. Thus, it can be conclude that the all the respondents of organized sectors belongs to APL status where as in case of unorganized and rural sector majority are BPL status.

Table 5.9

Monthly income of Respondents

Monthly Income	Organized	%	Unorganized & Rural	%
<5000	1	2.63%	38	61.29%
5000-10000	4	10.53	14	22.58%
10000-25000	20	52.63%	7	11.29%
>25000	13	34.21%	3	4.84%
Total	38	100%	62	100%

Source: Primary data

Table 9 analyses the monthly income wise classification of respondents. As per table it reveals that the 52.63 percent of respondents in organized sector belongs to the income group 10000-25000, 34.21 percent belongs to above 25000, 10.53 percent belongs to 5000-10000 group and 2.63 percent belongs to below 5000 category. As in case of unorganized and rural sector 61.29 percent of the respondents belongs to below 5000 group, 22.58 percent are in 5000-10000 group, 11.29 percent belongs to 10000-25000 income category while 4.84 percent have above 25000 group. Thus, we can conclude that in organized sector most of the respondents have a monthly income above 25000 and in case of unorganized and rural sector majority of the respondents belongs to the category of below 5000.

Table 5.10

Type of Programme attended by the respondents

Programme	Organized	%	Unorganized & Rural	%
QWL	10	26.32%	2	3.34%
SCSP	1	2.63%	4	6.56%
STSP	1	2.63%	6	9.68%
Empowerment	10	26.32%	15	24.29%
Special Seminar	9	23.68%	22	35.58%
Re-training	3	7.89%	3	4.41%
Others	4	10.53%	10	16.14%
Total	38	100%	62	100%

Source: Primary data

Table 10 reveals the type of programme attended by the respondents. As per table 10 it is found that 26.32 percent of the organized sector are attend the Quality of Work Life programme and empowerment programme, 23.68 percent of respondents attend the special seminars, 7.89 percent attend the re-training programme and 2.63 percent attend the SCSP and STSP programme. As in case of unorganized and rural sector, 35.58 percent of the total respondent attend the special seminars, 24.29 percent attend the empowerment programme, 16.14 percent attend the other training programmes, 9.68 percent attend the STSP programme, 4.41 percent attend the re-training programme and remaining 3.34 percent attend the quality of work life programme. Thus, it is clear that in organized sector majority of the respondents attended the employee empowerment programme where as special seminars were mostly conducted among unorganized and rural sectors.

Table 5.11

Number of programmes attended by the Respondents

No. Of Programme	Organized	%	Unorganized & Rural	%
1	9	23.68%	27	43.55%
2	11	28.95%	19	30.65%
3-5	12	31.58%	7	11.28%
>5	6	15.79%	9	14.52%
Total	38	100%	62	100%

Source: Primary data

Table 11 deals with the number of training programmes attended by the respondents. As per the table it seems that in organized sector 31.58 percent if the respondents belongs to 3-5 group, 28.95 percent belongs to 2 group, 23.68 percent belongs to the 1 group and rest 15.79 belongs to above 5 group. As in case of unorganized and rural sector, 43.55 percent of the total respondents are belongs to 1 group, 30.65 percent belongs to the 2 category, 14.52 percent belongs to the above 5 category and remaining 11.28 are in the 3-5 group. Thus, it is clear that majority of the respondents from organized sector attend at least 2 prgrammes on an average where as in case of respondents from other sectors, majority attended only one programme.

Table 5.12

Duration of Programmes attended by the Respondents

Duration of Programme	Organized	%	Unorganized & Rural	%
1 Day	20	52.63%	1	1.61%
2 Day	11	28.95%	48	77.42%
3 Day	0	0%	1	1.61%
4 Day	5	13.16%	10	16.13%
5 Day	2	5.26%	2	3.23%
Total	38	100%	62	100%

Source: Primary data

Table 12 states that the duration of programmes attended by the respondents. As per table in organized sector 52.63 percent respondents belongs to the 1 day group, 28.95 percent belongs to 2 day group, 13.16 percent belongs to 4 day group and rest 5.26 percent belongs to the 5 day category. As in case of unorganized and rural sector 77.42 percent of the respondents belongs to the 2 day group, 16.13 percent belongs to the 4 day group, 3.23 percent belongs to the 5 day group and remaining 1.61 percent belongs to 1 and 3 day category each. Thus, it conclude that in organized sector most of the respondent attended 1day programme while unorganized and rural sector get 2 day programmes.

Table 5.13

Effectiveness of Programme

Effectiveness of Programme	Organized	%	Unorganized & Rural	%
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Highly Effective	19	50%	46	74.19%
Moderate Effective	18	47.36%	16	25.81%
Not Effective	1	2.64%	0	0%
Total	38	100%	62	100%

Source: Primary data

Table 13 analyses the effectiveness of programmes provided for the respondents. As per the table it is clear that in organized sector, 50 percent of the total respondents are of the opinion that the training programmes are highly effective, 47.36 are of the opinion that it is moderately effective and 2.64 percent opined that it is not effective. Where as in case of the unorganized and rural sector 74.19 percent of the respondents are of the opinion that training effective and remaining 25.81 percent is highly are of the opinion that it is moderately effective.

Table 5.14(a)

Training Methodology

Sl.No	Districts	Highly Effective (3)	Moderate Effective (2)	Not Effective (1)	Total	Average
1	Ernakulam Organized	5	6	0	80	2.67
		15	12	0		
	Unorganized	15	4	0		
		45	8	0		
	Kollam	7	8	0		

2	Organized				76	2.53
		21	16	0		
	Unorganized	9	6	0		
		27	12	0		
3	Thrissur Organized	6	4	0	107	2.67
		18	8	0		
	Unorganized	21	9	0		
		63	18	0		

Source: Primary data

Table 14(a) shows the respondent's evaluation of training methodology used by the CBWE in their training programmes. Likert's 3 point scale is used for analysis of the data. The computed value as per Likert's scaling technique is 2.67 for Ernakulam, 2.53 for Kollam and 2.67 for Thrissur. So it can be concluded that the organized and unorganized labour forces of all the selected districts were of the opinion that the methodology of training is highly effective.

Table 5.14(b)

Trainer's attitude

Sl.No	District	Very Good (3)	Good (2)	Poor (1)	Total	Average
1	Ernakulam Organized	7	4	0	84	2.8%
		21	8	0		
	Unorganized	17	2	0		
		51	4	0		
2	Kollam Organized	7	8	0	78	2.6%
		21	16	0		

	Unorganized	11	4	0		
		33	8	0		
3	Thrissur Organized	6	4	0	106	2.65%
		18	8	0		
	Unorganized	20	10	0		
		60	20	0		

Source: Primary data

Table 14(b) shows the respondent's evaluation of trainer's attitude while conducting training programmes. Likert's 3 point scale is used for analysis of the data. The computed value as per Likert's scaling technique is 2.8 for Ernakulam, 2.6 for Kollam and 2.65 for Thrissur. So it can be concluded that the organized and unorganized labour forces of all the selected districts were of the opinion that the attitude of trainers are very good. Training programmes are effective as the attitude of trainers towards training is very good in achieving the set objectives of the training programmes of CBWE.

Table 5.14(c)

Training Content

Sl.No	District	Highly Effective (3)	Moderate Effective (2)	Not Effective (1)	Total	Average
1	Ernakulam Organized	5	6	0	80	2.67%
		15	12	0		
	Unorganized	15	4	0		
		45	8	0		
2	Kollam Organized	5	10	0	74	2.47%
		15	20	0		
	Unorganized	9	6	0		
		27	12	0		
3	Thrissur Organized	6	4	0		

		18	8	0	107	2.67%
	Unorganized	21	9	0		
		63	18	0		

Source: Primary data

Table 14(c) shows the respondent's evaluation of training content while conducting training programmes. Likert's 3 point scale is used for analysis of the data. The computed value as per Likert's scaling technique is 2.67 for Ernakulam, 2.47 for Kollam and 2.67 for Thrissur. So it can be concluded that the organized and unorganized labour forces of all the selected districts were of the opinion that the content of training curriculum are highly effective in Ernakulam and Thrissur districts which represents the Central and Northern parts of the State while in the opinion of the respondents from the Southern part of the state represented By Kollam district is moderately effective. Therefore the curriculum should be enriched.

Table 5.14(d)

Facilities Offered

Sl.No	District	Highly Effective (3)	Moderate Effective (2)	Not Effective (1)	Total	Average
1	Ernakulam Organized	3	8	0	78	2.6
		9	16	0		
	Unorganized	15	4	0		
		45	8	0		
2	Kollam Organized	8	7	0	75	2.5
		24	14	0		
	Unorganized	7	8	0		
		21	16	0		
3	Thrissur Organized	6	4	0	103	2.58
		18	8	0		
	Unorganized	17	13	0		
		51	26	0		

Source: Primary data

Table 14(d) shows the respondent's evaluation of facilities while conducting training programmes. Likert's 3 point scale is used for analysis of the data. The computed value as per Likert's scaling technique is 2.6 for Ernakulam, 2.5 for Kollam and 2.58 for Thrissur. So it can be concluded that the organized and unorganized labour forces of all the selected districts were of the opinion that the facilities offered during training are very good. The table value of 2 and above indicates that the facilities offered to the trainers during training is highly effective. The opinion of respondents are even all over the State which indicates a uniformity in provision of facilities while conducting training programmes.

Table5. 14(e)

Follow up Actions

Sl.No	State	Highly Effective (3)	Moderate Effective (2)	Not Effective (1)	Total	Average
1	Ernakulam Organized	3	7	1	77	2.57
		9	14	1		
	Unorganized	15	4	0		
		45	8	0		
2	Kollam Organized	4	10	0	62	2.07
		12	20	0		
	Unorganized	3	8	0		
		9	16	0		
3	Thrissur Organized	1	7	0	75	1.87
		3	14	0		
	Unorganized	8	10	0		
		24	20	0		

Source: Primary data

Table 14 (e) shows the respondent's evaluation of follow up activities about training programmes. Likert's 3 point scale is used for analysis of the data. The computed value as per Likert's scaling technique is 2.57 for Ernakulam, 2.07 for Kollam and 1.87 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam district were of the opinion that the follow up activities are highly effective. As per the Likert value it is moderately effective in southern region as well as Northern region.

Table 5.15(a)
Training has resulted in up gradation of skills and knowledge

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion(3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	9	5	1	0	0	137	4.57
		45	20	3	0	0		
	Unorganised	9	6	0	0	0		
		45	24	0	0	0		
2	Kollam Organised	6	5	0	0	0	145	4.83
		30	20	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	5	4	1	0	0	178	4.45
		20	16	3	0	0		
	Unorganised	22	6	1	1	0		
		110	24	3	2	0		

Source: Primary data

Table 15 (a) shows the respondent's agreement to the statement "Training resulted in the up gradation of the skills and knowledge". The computed value as per Likert's scaling technique is 4.57 for Ernakulam, 4.83 for Kollam and 4.45 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam and kollam strongly agree while that of Thrissur only agree to the statement.

Table 5.15(b)
Training has improved Quality of Work life

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion(3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	7	8	0	0	0	137	4.57
		35	32	0	0	0		
	Unorganised	10	5	0	0	0		
		50	20	0	0	0		

2	Kollam Organised	6	5	0	0	0	145	4.84
		30	20	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	4	4	1	0	1	176	4.4
		20	16	3	0	1		
	Unorganised	19	10	0	0	1		
		95	40	0	0	1		

Source: Primary data

Table 15(b) shows the respondent's agreement to the statement "Training has improved Quality of Work life ". The computed value as per Likert's scaling technique is 4.57 for Ernakulam, 4.83 for Kollam and 4.4 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam and kollam strongly agree while that of Thrissur only agree to the statement.

Table 5.15(c)

Training increased the self-confidence and achievement motivation of workers

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	7	8	0	0	0	138	4.6
		35	32	0	0	0		
	Unorganised	11	4	0	0	0		
		55	16	0	0	0		
2	Kollam Organised	6	5	0	0	0	145	4.83
		30	20	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	4	4	0	2	0	180	4.5
		20	16	0	4	0		
	Unorganised	24	4	0	2	0		
		120	16	0	4	0		

Source: Primary data

Table 15(c) shows the respondent's agreement to the statement "Training increased the self-confidence and achievement motivation of workers". The computed value as per Likert's scaling technique is 4.6 for Ernakulam, 4.83 for Kollam and 4.5 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam, kollam and Trissur strongly agree the statement. It can be concluded that training has increased the self-confidence and achievement motivation of workers belonging to both organized and unorganized sectors have increased due to training imparted by CBWE.

Table 5.15(d)

Training contributed to better Family welfare

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	6	9	0	0	0	136	4.53
		30	36	0	0	0		
	Unorganised	10	5	0	0	0		
		50	20	0	0	0		
2	Kollam Organised	4	6	1	0	0	142	4.73
		20	24	3	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Trissur Organised	3	5	1	1	0	178	4.45
		15	20	3	2	0		
	Unorganised	19	10	1	0	0		
		95	40	3	0	0		

Source: Primary data

Table 15(d) shows the respondent's agreement to the statement "Training contributed to better family welfare". The computed value as per Likert's scaling technique is 4.53 for Ernakulam, 4.73 for Kollam and 4.45 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam and Kollam strongly agree the statement while that of the respondents belonging to Thrissur agree to the statement. It can be concluded that training contributed to better family welfare of workers belonging to both organized and unorganized sectors due to training imparted by CBWE.

Table 5.15(e)

Training empowered workers in promoting individual and social interest

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	4	11	0	0	0	132	4.4
		20	44	0	0	0		
	Unorganised	8	7	0	0	0		
		40	28	0	0	0		
2	Kollam Organised	4	7	0	0	0	143	4.76
		20	28	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	3	6	0	1	0	180	4.5
		15	24	0	2	0		
	Unorganised	21	8	0	1	0		
		105	32	0	2	0		

Source: Primary data

Table 15(e) shows the respondent's agreement to the statement "Training empowered workers in promoting individual and social interest". The computed value as per Likert's scaling technique is 4.4 for Ernakulam, 4.76 for Kollam and 4.5 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam agree to the statement while that of the respondents belonging to Thrissur and Kollam strongly agree the statement. It can be concluded that training empowered workers in promoting individual and social interest for both organized and unorganized sectors due to training imparted by CBWE.

Table 5.15(f)

Training has changed the performance style of workers

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	5	9	1	0	0	131	4.37
		25	36	3	0	0		
	Unorganised	8	6	1	0	0		
		40	24	3	0	0		
2	Kollam Organised	4	7	0	0	0	143	4.77
		20	28	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	2	8	0	0	0	180	4.5
		10	32	0	0	0		
	Unorganised	21	8	0	0	1		
		105	32	0	0	1		

Source: Primary data

Table 15(f) shows the respondent's agreement to the statement "Training has changed the performance style of workers". The computed value as per Likert's scaling technique is 4.37 for Ernakulam, 4.77 for Kollam and 4.5 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Ernakulam agree to the statement while that of the respondents belonging to Trissur and kollam strongly agree the statement. It can be concluded that training has changed the performance style of workers for both organized and unorganized sectors due to training imparted by CBWE.

Table 5.15(g)

Training resulted in better participation of women workers in economic and social welfare

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	5	9	1	0	0	134	4.47
		25	36	3	0	0		
	Unorganised	10	5	0	0	0		
		50	20	0	0	0		
2	Kollam Organised	3	8	0	0	0	142	4.74
		15	32	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	1	4	4	1	0	174	4.35
		5	16	12	2			
	Unorganised	21	7	2	0	0		
		105	28	6	0	0		

Source: Primary data

Table 15(g) shows the respondent's agreement to the statement "Training resulted in better participation of women workers in economic and social welfare". The computed value as per Likert's scaling technique is 4.47 for Ernakulam, 4.74 for Kollam and 4.35 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that training has resulted in better participation of women workers in economic and social welfare for both organized and unorganized sectors due to training imparted by CBWE.

Table 5.15(h)

Training adds to the development of responsible trade unionism

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	4	6	5	0	0	113	3.77
		20	24	15	0	0		
	Unorganised	5	4	6	0	0		
		20	16	18	0	0		
2	Kollam Organised	2	9	0	0	0	140	4.67
		10	36	0	0	0		
	Unorganised	18	1	0	0	0		
		90	4	0	0	0		
3	Thrissur Organised	0	3	5	2	0	172	4.3
		0	12	15	4	0		
	Unorganised	21	9	0	0	0		
		105	36	0	0	0		

Source: Primary data

Table 15(h) shows the respondent's agreement to the statement "Training adds to the development of responsible trade unionism". The computed value as per Likert's scaling technique is 3.77 for Ernakulam, 4.67 for Kollam and 4.3 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that training adds to the development of responsible trade unionism for both organized and unorganized sectors due to training imparted by CBWE.

Table 5.15(i)

Training has cultivated a sense of patriotism and national integration

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	5	7	3	0	0	125	4.17
		25	28	9	0	0		
	Unorganised	5	8	2	0	0		
		25	32	6	0	0		
2	Kollam Organised	3	8	0	0	0	142	4.74
		15	32	0	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0			
3	Thrissur Organised	1	5	3	1	0	177	4.23
		5	20	9	2	0		
	Unorganised	23	6	0	1	0		
		115	24	0	2	0		

Source: Primary data

Table 15(i) shows the respondent's agreement to the statement "Training has cultivated a sense of patriotism and national integration". The computed value as per Likert's scaling technique is 4.17 for Ernakulam, 4.74 for Kollam and 4.23 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that training has cultivated a sense of patriotism and national integration in the opinion of both organized and unorganized sectors due to training imparted by CBWE.

Table 5.15(j)

CBWE is effective in imparting workers training

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	6	9	0	0	0	132	4.4
		30	36	0	0	0		
	Unorganised	8	5	2	0	0		
		40	20	6	0	0		
2	Kollam Organised	4	6	1	0	0	142	4.74
		20	24	3	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	5	4	1	0	0	178	4.45
		25	16	3	0	0		
	Unorganised	19	7	3	1	0		
		95	28	9	2	0		

Source: Primary data

Table 15(j) shows the respondent's agreement to the statement "CBWE is effective in imparting workers training". The computed value as per Likert's scaling technique is 4.4 for Ernakulam, 4.74 for Kollam and 4.45 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that CBWE is effective in imparting workers training in the opinion of both organized and unorganized sectors as a result of training imparted by CBWE.

Table 5.15(k)

Training participants are helped in diagnosing their own training needs

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
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1	Ernakulam Organised	4	11	0	0	0	132	4.4
		20	44	0	0	0		
	Unorganised	9	5	1	0	0		
		45	20	3	0	0		
2	Kollam Organised	4	6	0	1	0	140	4.67
		20	24	0	2	0		
	Unorganised	18	1	0	0	0		
		90	4	0	0	0		
3	Thrissur Organised	5	4	0	1	0	172	4.3
		20	16	0	2	0		
	Unorganised	19	9	0	1	1		
		95	36	0	2	1		

Source: Primary data

Table 15(k) shows the respondent's agreement to the statement "Training participants are helped in diagnosing their own training needs". The computed value as per Likert's scaling technique is 4.4 for Ernakulam, 4.67 for Kollam and 4.3 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that Training participants are helped in diagnosing their own training needs in the opinion of the respondents belonging to both organized and unorganized sectors.

Table 5.15(l)

Trainee's performance is measured before, during and after a training programme

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	6	7	1	1	0	126	4.2
		30	28	3	2	0		
	Unorganised	6	6	3	0	0		
		30	24	9	0	0		

2	Kollam Organised	4	6	1	0	0	142	4.74
		20	24	3	0	0		
	Unorganised	19	0	0	0	0		
		95	0	0	0	0		
3	Thrissur Organised	7	2	0	0	1	180	4.5
		35	8	0	0	1		
	Unorganised	17	12	1	0	0		
		85	48	3	0	0		

Source: Primary data

Table 15(l) shows the respondent's agreement to the statement "Trainee's performance is measured before, during and after a training programme". The computed value as per Likert's scaling technique is 4.2 for Ernakulam, 4.74 for Kollam and 4.5 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that Trainee's performance is measured before, during and after a training programme in the opinion of the respondents belonging to both organized and unorganized sectors.

Table 5.15(m)

Appropriate feedback is provided to trainees based on their evaluation results

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	3	11	1	0	0	126	4.2
		15	44	3	0	0		
	Unorganised	7	5	3	0	0		

		35	20	9	0	0		
2	Kollam Organised	4	4	2	1	0	137	4.57
		20	16	6	2	0		
	Unorganised	17	2	0	0	0		
		85	8	0	0	0		
3	Thrissur Organised	5	5	0	0	0	183	4.58
		25	20	0	0	0		
	Unorganised	19	10	1	0	0		
		95	40	3	0	0		

Source: Primary data

Table 15(m) shows the respondent's agreement to the statement "Trainee's performance is measured before, during and after a training programme". The computed value as per Likert's scaling technique is 4.2 for Ernakulam, 4.57 for Kollam and 4.58 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that Trainee's performance is measured before, during and after a training programme in the opinion of the respondents belonging to both organized and unorganized sectors.

Table 5.15(n)

A sufficient amount of both theoretical and practical content is included in training programmes

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	1	11	3	0	0	123	4.1
		5	44	9	0	0		
	Unorganised	8	4	3	0	0		

		40	16	9	0	0		
2	Kollam Organised	4	6	1	0	0	138	4.6
		20	24	3	0	0		
	Unorganised	15	4	0	0	0		
		75	16	0	0	0		
3	Thrissur Organised	5	4	1	0	0	169	4.23
		20	16	3	0	0		
	Unorganised	16	11	1	1	1		
		80	44	3	2	1		

Source: Primary data

Table 15(n) shows the respondent's agreement to the statement "A sufficient amount of both theoretical and practical content is included in training programmes". The computed value as per Likert's scaling technique is 4.1 for Ernakulam, 4.6 for Kollam and 4.23 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree the statement. It can be concluded that a sufficient amount of both theoretical and practical content is included in training programmes in the opinion of the respondents belonging to both organized and unorganized sectors.

Table 5.15(o)

Feedback from trainees is captured before, during and after training.

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	5	9	1	0	0	118	3.94
		20	36	3	0	0		
	Unorganised	3	8	4	0	0		
		15	32	12	0	0		

2	Kollam Organised	2	7	2	0	0	136	4.54
		10	28	6	0	0		
	Unorganised	18	0	0	1	0		
		90	0	0	2	0		
3	Thrissur Organised	4	3	1	1	1	177	4.43
		20	12	3	2	1		
	Unorganised	20	9	1	0	0		
		100	36	3	0	0		

Source: Primary data

Table 15(o) shows the respondent's agreement to the statement "Feedback from trainees is captured before, during and after training." The computed value as per Likert's scaling technique is 3.94 for Ernakulam, 4.54 for Kollam and 4.43 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree to the statement. The respondents from southern parts of the state strongly agree that feedback from trainees are captured before, during and after the training programme. The respondents from the central and northern parts of Kerala only agrees to the statement.

Table 5.15(p)

Whether training programme should be taken more seriously.

Sl. No	District	Strongly Agree (5)	Agree (4)	No Opinion (3)	Disagree (2)	Strongly Disagree (1)	Total	Average
1	Ernakulam Organised	8	7	0	0	0		

		40	28	0	0	0	131	4.37
	Unorganised	6	6	3	0	0		
		30	24	9	0	0		
2	Kollam Organised	5	4	2	0	0	139	4.64
		25	16	6	0	0		
	Unorganised	16	3	0	0	0		
		80	12	0	0	0		
3	Thrissur Organised	0	0	3	7	0	161	4.03
		0	0	9	14	0		
	Unorganised	21	7	1	1	0		
		105	28	3	2	0		

Source: Primary data

Table 15(p) shows the respondent's agreement to the statement "Whether training programme should be taken more seriously." The computed value as per Likert's scaling technique is 4.37 for Ernakulam, 4.64 for Kollam and 4.03 for Thrissur. So it can be concluded that the organized and unorganized labour forces of Kollam strongly agree to the statement while that of the respondents belonging to Trissur and Ernakulam agree to the statement. The respondents from southern parts of the state strongly agree that training should be taken more seriously. The respondents from the central and northern parts of Kerala only agrees to the statement.

Table 5.16

Shortcomings in training programmes of CBWE

Sl. No	District	Inadequate Duration	Lack of awareness	Improper methodology	Lack of follow up
1	Ernakulam Organised	7	1	1	6
	Unorganised	10	0	0	5
2	Kollam Organised	7	0	0	4

	Unorganised	19	0	0	0
3	Thrissur Organised	6	0	0	4
	Unorganised	14	1	1	14

Source: Primary data

63 respondents have the opinion that the duration of training programmes are inadequate. 33 respondents are having the opinion that lack of follow up is the major shortcoming of the training programmes. For 2 each of the respondents, lack of awareness and improper methodology is the major problem. Inadequate duration and lack of follow up are the major drawbacks of the training programmes of CBWE.

Hypothesis – 1

H₀: There is no significant relationship between Gender and effectiveness of programmes attended by the respondents.

H₁: There is significant relationship between Gender and effectiveness of programmes attended by the respondents.

Test statistics: Chi Square Test

Table 3.17: Result of Chi-Square test

Test statistics	Degree of Freedom	Level of Significance	Computed Value of χ^2	Table value	H0 Accepted or Rejected
χ^2	1	0.05	9.1572	3.841	Rejected

Since the calculated value of χ^2 is greater than the Table value, it is significant. Hence the null hypothesis is rejected at 5% level of significance and we may conclude that there is significant relationship between Gender and effectiveness of programmes attended by the respondents.

Hypothesis – 2

H₀: There is no significant relationship between marital status and type of programme attended by the respondents.

H₁: There is significant relationship between marital status and type of programme attended by the respondents.

Test statistics: Chi Square Test

Table 17: Result of Chi-Square test

Test statistics	Degree of Freedom	Level of Significance	Computed Value of χ^2	Table value	H0 Accepted or Rejected
χ^2	4	0.05	4.6912	9.468	Accepted

Since the calculated value of χ^2 is less than the Table value, it is not significant. Hence the null hypothesis may be accepted at 5% level of significance and we may conclude that there is no significant relationship between marital status and type of programmes attended by the respondents.

Chapter VI

Findings, Suggestions and Conclusion

CHAPTER – 6

FINDINGS AND SUGGESTIONS

Findings:

The major findings of the study are:-

- Majority of the respondents from organized sectors are male whereas that of unorganized sectors are female.
- Majority of the respondents in both organized and unorganized sectors belongs to the age group of 35-50.
- Most of the respondents in both organized and unorganized sectors belongs to the rural area.
- Majority of the respondents are married while minor section are unmarried and remaining are widowed.
- Majority of the respondents belongs to Hindu community, some are Christian community while others are Muslim community.
- In organized sector most of the respondents are graduate where as in case of unorganized and rural sector majority of the respondents are below matriculation qualification.
- In case of organized sector most of the respondents have another type of occupation while in unorganized and rural sector majority of them are engaged in other type of work and self- employment.
- All the respondents of organized sectors belongs to APL status where as in case of unorganized and rural sector majority are APL status.
- In organized sector most of the respondents have a monthly income above 25000 and in case of unorganized and rural sector majority of the respondents belongs to the category of below 5000.

- In organized sector majority of the respondents attended the employee empowerment programme where as special seminars were mostly conducted among unorganized and rural sectors.
- Majority of the respondents from organized sector attend at least 2 programmes on an average where as in case of respondents from other sectors, majority attended only one programme.
- In organized sector most of the respondent attended 1 day programme while respondents from unorganized and rural sector attended 2 day programmes.
- In organized sector the programmes conducted are highly effective in the opinion of 50% respondents while it is moderately effective as per 47% of respondents. But more than 74 % of the respondents from organized sector opines that the programmes attended are highly effective.
- The organized and unorganized labour forces of all the selected districts were of the opinion that the methodology of training is highly effective.
- Training programmes are effective as the attitude of trainers towards training is highly effective in achieving the set objectives of the training programmes of CBWE.
- The content included in the curriculum for training is highly effective in imparting training for the workers. The table value is more than 2 which indicates the effectiveness of training programmes.
- The facilities offered to the trainees during training is highly effective. The opinion of respondents are even all over the State which indicates a uniformity in provision of facilities.
- The attitude of trainers are also positive in the opinion of most of the respondents. In Ernakulam and Kollam districts, it is effective while in Thrissur it is moderately effective.
- Training has resulted in up gradation of skills and knowledge of both organized and unorganized labourers in kerala.
- Training has improved quality of work life of both organized and unorganized labourers.
- Training has increased the self-confidence and achievement motivation of workers belonging to both organized and unorganized sectors.
- Training contributed to family welfare of workers belonging to both organized and unorganized sectors.

- Training empowered workers in promoting individual and social interest in both organized and unorganized sectors.
- Training empowered workers in promoting individual and social interest in both organized and unorganized sectors.
- All the respondents from organized as well as unorganized sectors belonging to all the selected districts strongly agree that training has resulted in better participation of women employees in economic and social welfare
- Respondents from the selected districts of Kollam and Thrissur strongly agree to the statement that training adds to responsible trade unionism. Respondents belonging to Ernakulam district only agree to the statement.
- Irrespective of the sector and region respondents strongly agree to the statement that training has cultivated a sense of patriotism and national integration.
- The respondents are of the opinion that CBWE is effective in imparting the training programmes.
- All category of respondents strongly believe that training helps in diagnosing their need for training.
- Respondents from all sectors strongly agree that trainee's performance is measured before, during and after the training programmes.
- Respondents strongly agree that appropriate feedback is given to them by the trainers based on their evaluation results.
- Both the theoretical and practical content included in the training curriculum is sufficient in upgrading the skills and knowledge of workers.
- The respondents from southern and northern parts of the state strongly agree that feedback from trainees are captured before, during and after the training programme. The respondents from the central kerala only agrees to the statement.
- Respondents strongly agree that the training programmes should be taken seriously. All category of respondents have the same opinion.
- Inadequate duration and lack of follow up are the major drawbacks of the training programmes of CBWE.

Suggestions:

- ❖ Majority of the programmes conducted are either employee empowerment programme or special seminars. Other type of programmes should also be given importance.
- ❖ More number of programmes are to be given to workers. Majority of respondents attended a maximum of 2 days training.
- ❖ In the central part of Kerala CBWE has to include in its curriculum, contents for developing responsible trade unionism.
- ❖ Feedback should be captured from trainees to evaluate the effectiveness of training programmes.
- ❖ The duration for training programmes should be increased in order to make it more effective.
- ❖ Follow up measures should be undertaken by the board. Better results can be achieved only if there is proper follow up.

Conclusion:

Quality of work life is a process in which the organization recognizes their responsibility for excellence of organizational performance as well as employee skills. Training implies constructive development in such organizational motives for optimum enhancement of quality of work life of the employees. The Scheme of Workers Education aims at achieving the objectives of creating and increasing awareness and educating the workforce for their effective participation in the socio-economic development of the country. To achieve these objectives, various training programmes are conducted by the Board for the workers of formal and informal sectors at national, regional and unit levels through a network of 50 Regional and 09 Sub-Regional Directorates spread all over the country and an apex Training Institute viz. Indian Institute of Worker's Education (IIWE) at Mumbai.

The study reveals that the training programmes of CBWE are helping the labour force both in organized and unorganized sectors which resulted in the up gradation of their skills and knowledge. Training has cultivated a sense of patriotism and national integration, adds to the development of responsible trade unionism, resulted in better participation of women workers in economic and social welfare. Training has changed the performance style of workers and empowered workers in promoting individual and social interest. Training empowered workers in promoting individual and social interest. It increased the self-confidence and achievement motivation of workers and improved Quality of Work life. Highly effective training Methodology, very good attitude of Trainer's, highly effective training content and adequate facilities offered by the CBWE helps it to achieve its set goals.

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Appendix

Questionnaire

A study on the Impact of Training Programs of CBWE on the Quality of Work life of the organized, unorganized & rural workers of Kerala.

Dear respondent,

I hereby declare that the information supplied by you will be used only for academic purposes and the personal details will be kept strictly confidential.

Personal details :

1. Name and Address :

District :

Panchayat/ municipality :

2. Gender : Male/ Female

3. Age :

Age Group : <25 25-35 35-50 Above 50

4. Place of Residence :

Rural Semi Urban Urban

5. Marital Status :

Married Unmarried Divorced Separated Widowed Others
(Specify)

6. Religion :

Hindu Christian Muslim Others (Specify)

7. Educational Qualification:

Up to 10th +2 Graduate Post graduate others (Specify)

8. Occupation of Head of house:

Self Employed Agricultural Labour MGNREGA COIR/ Fisheries
Construction Worker coolie others (Specify)

9. Whether belonging to:

APL BPL

10. Monthly Income :

Below 5000 5000-10000 10000-25000 25000 and above

11. Type of programme attended

QWL for workers Empowerment for workers Special seminars Re training
programs Rural Awareness SCSP TSP Labour Welfare Development
Program MGNREGA others (Specify)

12. Number of programs attended

One Two 3-5 Above 5

13. Duration of programs

One day Two days Four Days Five and above

14. Overall view of training programs

Highly effective moderately effective Not effective

15. Evaluate the following aspects

(a) Training methodology

Highly effective moderately effective Not effective

(b) Trainer's attitude

Very Good Good Poor

(c) Training content

Highly effective Moderately effective Not effective

(d) Facilities offered

Highly effective Moderately effective Not effective

(e) Follow up actions

Highly effective Moderately effective Not effective

16. Level of agreement to the following statements.

(a) Training has resulted in up gradation of skills and knowledge

Strongly agree Agree No opinion Disagree Strongly disagree

(b) Training has improved Quality of work life

Strongly Agree Agree No opinion Disagree Strongly disagree

(c) Training increased the self confidence and achievement motivation of workers

Strongly agree Agree No opinion Disagree Strongly disagree

(d) Training contributed to better family welfare

Strongly agree Agree No opinion Disagree Strongly disagree

(e) Training empowered workers in promoting individual and social interest

Strongly agree Agree No opinion Disagree Strongly disagree

(f) Training has changed the performance style of workers

Strongly agree Agree No opinion Disagree Strongly disagree

(g) Training resulted in better participation of women workers in economic and Social welfare

Strongly agree Agree No opinion Disagree Strongly disagree

(h) Training adds to the development of responsible trade unionism

Strongly agree Agree No opinion Disagree Strongly disagree

(i) Training has cultivated a sense of patriotism and national integration

Strongly agree Agree No opinion Disagree Strongly disagree

(j) Central Board of Workers Education is effective in imparting workers training

Strongly agree Agree No opinion Disagree Strongly disagree

(k) Training participants are helped in diagnosing their own training needs

Strongly agree Agree No opinion Disagree Strongly disagree

(l) Trainees performance is measured before, during and after a training program

Strongly agree Agree No opinion Disagree Strongly disagree

(m) Appropriate feedback is provided to trainees based on their evaluation results

Strongly agree Agree No opinion Disagree Strongly disagree

(n) A sufficient amount of both theoretical and practical content is included in training programs

Strongly agree Agree No opinion Disagree Strongly disagree

(o) Feedback from trainees is captured before, during and after training.

Strongly agree Agree No opinion Disagree Strongly disagree

(p) You feel training programs should be taken more seriously.

Strongly agree Agree No opinion Disagree Strongly disagree

17. What are the shortcomings in training programs of Central Board for Workers Education

- (a) Inadequate duration (b) Lack of awareness about training programs (c)
Improper Methodology (d) lack of follow up