EFFECTIVENESS OF INDUCTION TRAINING PROGRAM IN MARINE PRODUCTS EXPORT DEVELOPMENT AUTHORITY (MPEDA)

by

Deepa C S (2015-31-031)

MAJOR PROJECT REPORT

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DECLARATION

DECLARATION

I, hereby declare that this project report entitled **"EFFECTIVENESS OF INDUCTION TRAINING PROGRAM IN MARINE PRODUCTS EXPORT DEVELOPMENT AUTHORITY (MPEDA)"** is a bonafide record of research work done by me during the course of project work and that it has not previously formed the basis for the award for me for any degree/diploma, associateship, fellowship or other similar title of any other University or society.

Vellanikkara

DEEPA C S
(2015-31-031)

CERTIFICATE

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CERTIFICATE

Certified that this project report entitled **"EFFECTIVENESS OF INDUCTION TRAINING PROGRAM IN MARINE PRODUCTS EXPORT DEVELOPMENT AUTHORITY (MPEDA)"** is a record of project work done independently by Ms. Deepa C S under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship or associateship or other similar title to them.

Prof.Dr. E.G. Ranjit Kumar
Director, MBA ABM
Kerala Agricultural University
Mannuthy, Thrissur.

Vellanikkara

30-10-2017

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DESIGN OF THE STUDY

Chapter 1

Design of the study

1.0 Introduction

Human Resource is the term used to describe the individuals who make up the workforce of an organisation, although it is also applied in labour economics too. Human Resource is also the name of the function within an organisation charges with the overall responsibility for implementing strategies and policies relating to the management of individuals. Human Resource Management means employing people, developing their capacities, utilizing, maintaining and compensating their services in tune with the job and organizational requirement. Human Resource Management is the strategic and coherent approach to the management of an organisations most valued assets.

We are entering a world where the old rules no longer apply. The future is rapidly changing and become unpredictable. Organization and individual should develop and progress simultaneously for their survival and attainment of mutual goals. Thus, every organization big or small, productive or non-productive, economic or social, old or newly established irrespective of their qualification, skill, suitability for the job etc., needs to have well-trained and experienced people. In fact, training function is the corner stone of sound management. The complexities of modern industrialization and technological changes have very much increased the need of training. It fastens employees self and development versatility. Thus training plays a vital role in updating employees to compete and move further in the ever-changing world.

1.0.1 Importance of training

Training refers to the teaching/learning activities done for the primary purpose of helping members of an organization to acquire and apply knowledge, skills, abilities, and attitudes needed by that organization to acquire and apply the same. Broadly speaking, training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training has implications for productivity, health and safety at work and personal development. All organisations employing people need to train and develop their staff. Most organisations are cognizant of this requirement and invest effort and other resources in training and development.

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Investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future.

The main objective of present study is to know how the training increases the employee performance. An ideal training and development programme can be expected to change the attitude, skill and develop forward vision of the participants towards the task. The success or failure of any organisation depends on employees and their skills. The skills of any employees depend on the training and development programmes which are adopted by company. It is important to mention that a skill of employees improves the efficiency, productivity and effectiveness of the organisation. In this background study is selected to know the training and development programmes adopted in MPEDA to improve the skill of an employee in order to accomplish the objectives of the organisation.

1.1 Statement of the problem

Each and every position in an organization calls for a certain amount of expertise in terms of knowledge, skill and attitude. The person occupying the position may not have all the elements of expertise required for effectively performing the tasks of that position. The need for training arises on account of the requirement of filling a gap between the skills and competencies required for the performance of a job and the expertise actually possessed by the job holder. The gap is filled by the organizational development and human resource development training. The purpose of training is to develop the ability of the individual and to satisfy the current and future manpower needs of the organization. From this point, training becomes a specialized and practical means of learning and is directly associated with the job and tasks a person performs in an organization. Thus performance improvement is basic to training.

MPEDA invests heavily into organization development and training. Every employees of each department are required to go through various specialized modules of organization development and training programmes. The training calendar is made on the basis of the development plan requirement of the employees as identified as the personal development plan and performance analysis. Nevertheless, all the employees have to undergo the training programmes as the organisation views the training as

vital to improve the skills of employees in order to accomplish the objectives of the organisation. So a study to examine the effectiveness of the training programme is of great significance. In this backdrop, the present study is undertaken with the following objective.

1.2 Objectives of the study

- To evaluate the effectiveness of induction training program in MPEDA.

1.3 Methodology

Training being a very complex process makes it a bit difficult. So the best way to achieve it is by studying and analysing the feedback of employees as well as managers. The study uses both primary and secondary sources of data for the analysis and interpretation.

- **Study Area:** The study was restricted to the employees of MPEDA in Ernakulam district of Kerala State.

- **Period of Study:** August 2017

- **Sample Design:** The total number of population in MPEDA is 120. It would be time consuming as well as difficult to interview all 120 employees. So samples of 50 middle class employees were selected as middle class employees were more frequently attending training programme. While selecting the respondent's temporary staffs, top and lower level employees were rejected. The samples were selected using simple random sampling technique i.e., every individual in the population had equal chances of being selected.

- **Data Collection Methods:** The study uses both primary and secondary data. Primary data were collected from fifty middle level employees of MPEDA by administering structured interview schedule which contains questions related to the seven selected parameters and each parameter has different statements. The responses were set on a five point likert scale viz, Strongly Agree (SA), Agree (A), Moderately Agree (MA), Disagree (D), Strongly Disagree (SDA) and scores of 5,4,3,2 and 1 were assigned respectively. Secondary data were collected from books, journals and websites related to the subject domain area.

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- **Data Analysis:**

  Training effectiveness was studied at two levels:

  a) Ascertaining the level of effectiveness for individual parameters.

  b) Working out the overall effectiveness index based on the findings of the first stage.

The methodology adopted to ascertain the level of effectiveness for the levels are as follows:

a) The score for parameter are derived by multiplying the number of respondents with respective score and its subsequent summing. Effectiveness index was calculated by applying the formula:

Effectiveness index = $\dfrac{\text{Actual score obtained for the statement}}{\text{Maximum obtainable score for the statement}} \times 100$

The maximum score obtainable is derived as follows:

$$5 \times 50 = 250$$

Where 5 are the maximum score obtainable for the statement and 50 are the total respondents.

The level of effectiveness is categorized as highly effective, effective, moderately effective, least effective and ineffective based on the effectiveness index obtained.

Effectiveness Index	Level of Effectiveness
<20	Ineffective
20-40	Least effective

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40-60	Moderately effective
60-80	Effective
>80	Highly Effective

b) The overall effectiveness index is calculated by using the formula.

Overall Effectiveness Index = $\dfrac{\text{Total score obtained for the seven parameters}}{\text{Sum of maximum score obtainable for the seven parameters}} \times 100$

Besides, keeping the overall effectiveness index as bench mark, an attempt is made to identify that those parameter which obtained a score above the overall effectiveness index and to rank them accordingly.

Abbreviation used

HE – Highly Effective

E – Effective

IN – Ineffective

EI – Effectiveness Index for the statement

1.4 Observations Made

- Relevance of the training content
- Coverage of the training content
- Utility of the training content

- Trainer's effectiveness
- Perceived effectiveness of the training methods
- Knowledge gained by the trainees
- Change in job behaviour

1.5 Scope of the Study

Training programs are an enormous business in terms of both amount of effort expended and the money spent. This study will help to evaluate the effectiveness of induction training programme in MPEDA. So this study would be helpful to the organisation to know the weaknesses in their present training programme and to incorporate improvements as necessary.

1.6 Limitation of the Study

- The study cannot be generalised.
- The study focuses only to specific dimension due to time limit.

1.7 Chapterisation of the study

The study is presented in six chapters. They are:

i. Design of the Study
ii. Review of literature
iii. Effectiveness of Training and Development – A theoretical framework
iv. Organisation Profile
v. Effectiveness of Induction Training program in MPEDA
vi. Summary of findings, conclusions and suggestions.

REVIEW OF LITERATURE

Chapter 2

Review of Literature

In this chapter, an attempt is made to review critically the available literature. For any worthwhile in any field of knowledge the researcher needs up to date information regarding the particular area from which he has taken up a problem of research as it provides link between the present and past. A number of studies have been made to examine the various aspects of training. The part of the study includes a brief overview of relevant studies reflecting their major findings which is related to present work. A comprehensive review of past studies is useful to formulate concepts, methodologies and tools of analysis to be used for study. The review collected here has been divided into four parts.

Perception of Trainees Regarding Effectiveness of the Training Programme

I. **Perceived Effectiveness of the Training Methods by the Trainees**

Mohrir and Nandapurkar (1991)reported that majority of the Gram Sevak preferred teaching methods like lectures, demonstrations cum field visits followed by discussion using audio visual aids.

Ravi (1991) reported that skill demonstrations, lecture using audio visual aids, field trips and outdoor practicals were found to be the effective teaching methods as perceived by Agricultural Officers and Deputy Agricultural Officers.

According to Puzari (1992) teaching methods via, lecture, field practical's, group discussion and field visits were preferred by majority of the village level extension workers for the conduct of effective training.

Mani (1996) conducted that a combination of methods via, field trips + skill demonstration + discussion should be employed during training session.

Murugesan (1996) found that group discussion and role playing were the methods preferred by adult's learners. He concluded that the universal applicability of any one method and instructional material could not be possible, because each method has its own distinctive advantages and suggest to different situations.

Chitnis and Kothikhane (2000) revealed that the extension methods via demonstration, group discussion and field trips were ranked 1, 2, and 3 as superior methods as they were preferred by 97, 79 and 69 per cent of the trainee respondents respectively.

Manjula (2001) reported that the four methods combination (extension talk + group discussion + method demon + video) was found to be more effective in transfer of technology than the three methods combination and a single method.

Chauhan *et al.* (2002) revealed that maximum knowledge of farmers increased through the presentation of visuals plus discussion followed by printed material plus discussion, group meetings plus discussion and lecture plus discussion.

Kumar (2003) revealed that most of the respondents preferred demonstrations method of training followed by group discussion, lecture and use of audio visual aids.

II.   Perception of the trainees regarding the trainer's effectiveness

Somasundaran (1987) suggested that selection of trainer, being an important activity in the pre-training phase, should be done with almost care. He suggested selecting the trainees, competent to impart effective training by "Specialization, experience aptitude "criteria.

Vashitha (1987) reported that all the factors that have a bearing on effectiveness of a training programme, none was equal to the staff competence. The findings of his study also revealed that staff competence was a determining factor for the effectiveness of discussion groups, increasing the comprehensiveness and making the programme more efficient. Competent staff is necessary to enhance the importance of training programme in general and attract the needy framers to participate in it he further recommended that for successful implementation of farmers training and education programme, people of commitment and devotion should be selected as trainees. Competence of the staff to the farmers training centre, he concluded.

Thampan (1990) while studying the perception of agricultural scientists and extension personnel in the selection of trainers for farmers training, revealed that it should be based on certain criteria such as basic degree in agriculture, field experience, knowledge of local knowledge, communication ability, ability in choosing the appropriate teaching methods expertise in using audio visual aids, specialization in the subject matter area and undergone training in training methodology.

Nimje *et. al.* (1992) bring out that almost all the resource persons of both the workshops were having convincing power and had an impressing personality with good oratory. Talkativeness, sound practical knowledge and well preparedness on the topic were the other characteristics, which were rated very high by over 82 percentage officers of both the workshops.

While discussing his perspective on training the development personnel of India for 21st century Tyagi (1998) opined that the existing training institutions should be streamlined and strengthened by giving institutions for development personnel. He also suggested that experts should be hired from concerned sectors.

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According to Pal *et al* (2000) the participants were found highly satisfactory with the overall performance of the trainee. They were moderately satisfied with the coverage and competence of the teachers.

Kumar (2003) in his study on training needs of dairy farm instructors of the dairy department of Kerala, while assessing the preference for trainers, founded most of the respondent preferred to invite trainers from outside the parent organization but with in the state for all subject matter areas. This is the agreement with the findings of Sakthivel (2001).

III.   **Utility of the content of the training programme as perceived by the trainees.**

Bhople *et al* (1992) noted that cent percent of the trainees were of the opinion that the syllabus of the trainee was relevant to their needs and was exhaustive in nature while 95.95 percent trainers expressed the syllabus has well balanced. Regarding subject matter, 95.95 percent of the trainers expressed that topics of subject matter were accurate, complete and well prepared. Majority of the trainees were of the view that subject matter contents were mostly theoretical in nature.

According to Prasad and Manipal (1993) trainees perceived that most of the topics covered that during the training were fairly well covered to very much well cover. The perceptions of participants regarding the utility of topics covered during the training programme clearly indicated that all the topics which were rated high for the coverage were useful from the field application point of view.

Mani (1998) concluded that majority of the respondents preferred only to content areas namely message on latest technologies and practical field problem.

A majority of the trainers perceived the information given in the training programme has more adequate, highly practical, more useful, highly understandable, presented in order very well explained and stressed the main points. Most of them felt that physical facilities are more comfortable and the duration was optimum (Karthikeyan, 1997).

Sharma and Sharma (1999) found that the course content of the training programme was according to the need and interest of the respondents but the duration of them training programme was not quite sufficient looking into the course content, were the opinion of assistant agricultural officers about the training programme.

Kumar and Dutton (2000) reported that more than half of the trainees perceived the time period for coverage of topic has adequate and also rated them presentation has good, in the training course on agricultural machinery for higher productivity.

Sagar (2002) revealed that majority of the lectures and practical's were perceived by the trainees to be very useful (81 %) followed by useful (15 %) and least useful (4 %) white indicates the course content of the training programme was very useful.

Singh *et. al.* (2002) found that there is positive and high co-relation between the usefulness and extend of coverage of subject matter. Similar finding has been reported by Prasad *et al (1990)*

IV.   Evaluation of Training

Philips (1991) defined evaluation as a systematic process to determine the worth, value or meaning of something.

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Holli and Calabrese (1998) defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. Evaluation is the process of forming value judgements about the quality of programs, products and goals.

Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analysing data in order to determine whether and to what degree objectives were or being achieved.

Schalock (2001) defined effectiveness evaluation as determine whether and to what degree objectives were or being achieved.

Stufflebeam (2001) defined evaluation as a study designed evaluation as a study designed and conducted to assist some audience to assess on objects merit and worth.

Human Resource Management (HRM) practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organizational productivity (Huang T,2001). Training does bear fruitful results not only to the organization but also to the employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes (John et al, 2002).

John Loan-Clarke et.al in the year (1999) has done their research in the topic "investment in management training and development by small businesses" Management Training and Development (MTD) in small business is relatively under-research and an increased understanding of the factors influencing the purchase of MTD of small business is needed. Hence, a survey of 551 small businesses in the midlands region of the UK sought to identify whether small businesses perceive a link between investment in MTD and business success.

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Interviews were also conducted with 12 organizations. Results show that the organizational characteristics of ownership, size, number of managers and family management have a significant influence on MTD investment. Out of the sample organizations, 85 % considered investment in MTD to be linked to business success and 80% of organizations engaged in some form of MTD.

Dessler (2005) in his study suggested that a proper training should be designed a firm decides to train its employees and identified training needs and goals; you have to design training program.

Anupama Narayanan and Debra Steele-Johnson in the year (2007) have done a review in this topic "relationships between prior experience of training, gender, goal orientation and training attitudes". The participants were 174 undergraduate students from a Midwestern university. Participation in the study was voluntary and participants received extra credits point that could be applied to their course grade. So total 165 participants were taken for the analysis (men = 71; women = 94) with a mean age of 20.5years (SD=3.14). Hence, results from regression analysis indicated that mastry-approach goal orientation had a beneficial effect on training attitudes of men but not for women. Need to recognize that organizations in this sector are not homogenous and desire customized training.

David Pollit in the year(2008) has done his research in the topic "wyps cuts stress-related illness(individualized training helps managers become better supervisors)" trained to become better supervisors that "it was like adding eight or nine new employees when considering the   increase in efficiencies," according to the HR manager at West Yorkshire Probation Service(WYPS),LAN Brand wood. He explains that the probation service in West Yorkshire, UK, had been promoting great caseworkers to managerial posts for some time, but these people were not necessarily equipped to handle the demand and strains of this new kind of position. Finally, the author says that the managers have the self-assurance to manage their people firmly, fairly and effectively, avoiding the cost and aggravation of a costly and protracted employment tribunal.

D.A.Olaniyan and Lucas.B.Ojo in the year (2008) has done their research in the topic "staff training and development: a vital tool for organizational effectiveness" and has

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reviewed that this paper is based on staff training and development. This paper is basically a conceptual paper. The author says that the need for improved productivity has become universally accepted and that it depends on efficient and effective training is not less apparent. It has further become necessary in view of advancement in the modern world to invest in training. Thus the role played by staff training and development are based on the promise that staff skills need to be improved for organizations to grow. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. New entrants into organization have various skills, though not all are relevant to organization needs. Training and development are required for staff in the form of workshops, organization to succeed, training and re-training of all staff in the form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Finally this paper addresses that it is against the backdrop of the relative importance of staff training and development in relation to organizational effectiveness.

Franco Gandolfi in the year (2009) has done his research in the topic "training and development in the era of downsizing" and he has analyzed that downsizing as a restructuring strategy which has been actively implemented for the last three decades. While employee reductions were utilized mainly in response to crisis prior to the mid-1980s, downsizing developed into a fully- fledged managerial strategy for tens of thousands of companies in the mid to late 1980s. Since then, downsizing has transformed the international corporate landscape and affected the lives of hundreds of millions of individuals around the world. While the overall effects of downsizing have remained. This conceptual paper focuses on the role of training and development (T&D) during the downsizing process. In particular, the research depicts the current body of literature associated with the function of HR and its plans, programs and policies that firms adopting downsizing must provide to their surviving work forces. Finally this paper offers concluding comments regarding effective downsizing practices that have emerged in the literature.

Thomas Anderson in the year (2010) has done his research in the topic "struggles of managerial being and becoming (Experience from managers' personal development

training)" and has reviewed this paper to investigate the struggles of managerial identity in relation to the process of becoming/being a manager, and the personal conflicts involved within the process. Management training tends to be based on the idea that management concerns the acquisition of competencies, techniques and personal awareness, while managerial practice is more fluid and contextually based. There is a challenge for organizers of all types of management training to bridge gap between a fixed idea of what is to be a manager and how management is actually practiced. The methodology used in this paper is a qualitative longitudinal project. The longitudinal and in – depth qualitative approach facilitates an important contribution to understanding issues in developing a managerial ability. On the whole 62 interviews and 8 half day observations were conducted. The study focuses on only 5 managers in to organizations. This sample move limits the generalizability of the project. Finally the study puts emphasis on the role of management training in providing templates for "how to be a manager", but it also illustrates the double-edged and complex role played by context in managerial being and becoming.

Pineda (2010) has done his research in the topic Evaluation of training in organizations: a proposal for an integrated model. This model analyses satisfaction, learning, pedagogical aspects, transfer, impact and profitability of training and is therefore a global model. The author says that training is a key strategy for human resources development and in achieving organizational objectives.

Iqbal (2011) has done their research topic an empirical analysis of the relationship between characteristic and formative evaluation of training. This study explains the causal linkage between components of formative training evaluation, the mediating role of reaction in the relationships between training characteristics and learning was also investigated.

Henry Ongori and Jennifer Chishamiso Nzonzo (2011) have done their research in the topic Training and development practices in an organization: an intervention to enhance oraganizational effectiveness. This study critically examines in detail the benefits, approacjhes and evaluation techniques applied in training and development of employees in an organization. The methodology adopted for this study is random sampling. The major finding of the study indicated that training and development of

employees increases organizational effectiveness and enhances competitiveness. The contribution of the study is

that, it provokes insights amongst onwers' managers, and scholars on how organization training and development practices could be enhanced inorder to improve organizational effectiveness and retain human capital.

Sreenivas K T (2012) has done his research in the topic a study on effectiveness of training and development programmes adopted by KPCL, Banlgore. He has analyzed that most of the employees are satisfied with training and development programmes adopted by KPCL and these programmes helping employees to increase their efficiency.

Falola *et. al.*(2014) has done his research in the topic Effectiveness of Training and Development on employees performance and organization competitiveness in the Nigerian banking industry. In this study descriptive research method was adopted. The data collected were carefully analyzed and the result shows the strong relationship exist between training and development, employees performance and competitive advantage.

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Chapter 3

Training and Development – an Overview

Introduction to Human Resource Development

Human Resource Management is concerned with human beings, who are energetic elements of management. The success of an enterprise will depend upon the ability, strength and motivations of persons working in it. Human Resource Management refers to systematic approach to problems in any organization. Human Resource Management is concerned with all aspects of managing the human resources of an organization.

According to Likert, "Every aspect of firm's activities is determined by the competence, motivation and general effectiveness of its human organization. Of all the tasks of management, managing the human component is the central and most important task because all depends upon how well it is done". This quotation sums up the importance of human component in an organization and need for managing it effectively.

Human Resources are the most important assets of an organization. Its objective is the maintenance of better human relations in the organization by the development, application and evaluation of policies, procedures and programmes relating to human resources to optimize their contribution towards the realization of organizational objectives. It is concerned with getting better results with the collaboration of people.

Human Resource Management has been defined by various eminent authors. Some of them are mentioned below:-

"The policies and practices needed to carry out the people or human resources aspects of a management position including recruiting, screening, training, rewarding and appraising."

Dictionary of Human Resource Management and Personnel Management:

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"Human Resource Management is that part of the management's process which is primarily concerned with the human constituents of an organization".

- E. F. L. Breach.

Introduction to Training

One of the most talked subjects in corporate circles, in recent times is how to optimize the contributions of human resources in achieving organizational goals. An efficient and satisfied workforce is the most significant factor in organizational effectiveness and marginal excellence. But experiences in business and service organizations however indicate that management, comparatively speaking, bestows more time and attention to policies and systems relating to production, technology, investment, inventory, marketing, etc. than to human resources.

Compulsion of modern business environment is however promoting corporate managements to systematically review their current attitudes, beliefs and policies towards human resources for they contribute most significantly to the survival and growth of the organization. Enlightened and progressive managements have therefore come to believe that people are not problems but opportunities. Training and Development activities are important part of exploring these opportunities.

Training and Development activities are designed to impart specific skills, abilities and knowledge to employees. Training is a planned effort by an organization to facilitate employee's learning of job related knowledge and skills for the purpose of improving performance. Development refers to learning opportunities designed to help employees grow and evolve a vision for future.

Distinction between Training and Development

Training	Development
Training means learning skills and knowledge for doing a specific job.	Development means growth of employees in all respects.
It is concerned with maintaining and improving current job performance. Thus, it has short-term perspective.	It seeks to develop competence and skills for future performance. Thus, it has a long-term perspective.
It is job-centered in nature.	It is career-centered in nature.
Role of trainer is very important.	The executives have to be motivated internally for self-development.

Training and Development

According to Edwin B. Flippo, "Training is the act of increasing the knowledge and skills of an employee for doing a particular job."

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies in addition to the basic training required for a trade, occupation or profession, observes of the labor-market recognize today the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life.

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees.

With the human relation movements, training programs recognized the need to cultivate supervisory skills, e.g. delegating, career development, motivating, coaching, mentoring etc. progressive management schools now have students review a wide body of management and learn those

topics by applying that knowledge in the workplace and reflecting on that application .Learning activities incorporate learner's real world activities in the work places or their lives .Assignment includes reflection and analysis on real world experience. Learning is enhanced through continuing dialogue and feedback among learners. Very good schools manage to include forms of self-development too, recognizing that basis for effective management is effective self-management.

Effective management development program help student stake a systems view of their organization, including review of how major function affect each other. Assignments include recognizing and addressing effects of one action their entire organization.

Process of Training and Development

Process of training and development is a well-planned process. The following graph represents the process:

Training and Development process

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┌────────────────────────────────────────────┐
│      Organizational objectives and strategies      │
└────────────────────────────────────────────┘
                      ⬇
┌────────────────────────────────────────────┐
│            Assessment of training needs            │
└────────────────────────────────────────────┘
                      ⬇
┌────────────────────────────────────────────┐
│    Establishment of training and development goals   │
└────────────────────────────────────────────┘
                      ⬇
┌────────────────────────────────────────────┐
│     Devising training and development programme      │
└────────────────────────────────────────────┘
                      ⬇
┌────────────────────────────────────────────┐
│               Evaluation of results                │
└────────────────────────────────────────────┘
                      ⬇
┌────────────────────────────────────────────┐
│      Implementation of training and development      │
│                    programme                       │
└────────────────────────────────────────────┘
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Training and Development Objectives

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization.

In addition to that, there are four other objectives: individual, organizational, functional, and societal.

Individual: helps employees in achieving their personal goals which in turn enhances the individual contribution to an organization.

Organizational: assist the organization with its primary objective by bringing individual effectiveness.

Functional: maintain the department's contribution at a level suitable to the organization needs.

Societal: ensure that an organization is ethically and socially responsible to the needs and challenges of the society. Training and development is a sub system of an organization. It ensures that randomness is reduced and learning or behavioral change take place in structured format.

Need of Training and Development

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

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

Changing Technology:

Technology is changing at a fast pace. The workers must learn new techniques to make use of advanced technology. Thus, training should be

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treated as a continuous process to update the employees in new methods and procedures.

Quality Conscious Customers:

Customers have become quality conscious and their requirements keep on changing. To satisfy the customers, quality of products must be continuously improved through training of workers.

Greater Productivity:

It is essential to increase productivity and reduce cost of production for meeting competition in the market. Effective training can help increase productivity of workers.

Stable Workplace:

Training creates a feeling of confidence in the minds of the workers. It gives them a security at the work-place. As a result, labor turnover and absenteeism rates are reduced.

Traditional and Modern Approach of Training and Development

Traditional Approach: Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

Modern Approach: The modern approach of training and development is that Indian Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian Industry has been changed to create.

Features of Training

The features of good training programs are as follows:

- Clear purpose:

  The objective of the programme should be clearly specified. The training should be result oriented.

- Training needs:

  The training needs of employees should be clearly defined. The methods selected for imparting training should be appropriate and effective.

- Relevance:

  The training programme and its contents must be relevant to the requirements of the job for which it is intended.

- Balance between theory and practice:

  A good training programme should provide a balanced mix of theory and practice the theoretical framework should be backed by practical application to provide all round training.

- Management support:

  Top management must actively support the training programme so that the training programme may help the employees to yield better results. Once the employees get the support from management they perform their job effectively.

Importance of Training and Development

- Optimum Utilization of Resources: Training and development helps in optimizing the utilization of human resources and further helps the employee to achieve the organizational goal to as well as their individual goals.

- Development of Human Resources: Training and development helps to provide an opportunity and broad structures for the development of human resources technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

- Development of Skills of Employees: Training and development helps in increasing the job knowledge and the skills of employees at each level. It helps to expand the horizon of human intellect and an overall personality of the employees.

- Scope for management by exception: With trained workers working under them, it becomes easy for the managers to get things done by delegating authority. This enables the managers to concentrate more on important issues confronting the organization.

- Productivity: Training and development helps in increasing the productivity of the employees that helps the organization further to achieve the long term goals.

- Quality: Training and Development helps in improving upon quality of work and work-life.

- Team Spirit: Training and development helps in inculcating the sense of team work, team spirit and intern's team collaboration. It helps in inculcating the zeal to team within the employees.

- Job Satisfaction: Trained employees will be able to make better use of the making of their skills. This increases their level of self-confidence and commitment to work. Such employees are bound to have higher job satisfaction.

- Reduced Supervision: 'only bad workers blame their tools'. An employee who has acquired the necessary skill and job knowledge would certainly like his job.

- Adaptability: trained workers have the capacity to adapt themselves to any kind of situation. They are odd in crisis management too. This indeed is beneficial for the organization.

- Morale: Training and development helps improving the work force.

- Image: Training and development helps in creating a better image.

Types of Training

On the basis of purpose, several types of training programmes are offered to employees. The important types of training programmes are as follows:

Induction Training:

Induction is concerned with introducing a new employee to the organization and its procedures, rules and regulations. When a new employee reports for work, he must be helped to get acquainted with the work environment and fellow employees. It is better to give him a friendly welcome when he joins the organization, get him introduced to the organization and help him to get a general idea about rules and regulations, working conditions, etc. of the organization.

Job Training:

Job training relates to specific job which a worker has to handle. It gives information about machines, process of production, instructions to be followed, and methods to be used and so on. It develops skills and confidence among the workers and enables them to perform the job efficiently. It is the most common of formal in-plant training programmes. It helps in creating interest of the employees in their jobs.

Apprenticeship Training:

Apprenticeship training programmes tend more towards education than merely on vocational training. Under this, both skills and knowledge in doing a job or series of related jobs are involved. The governments of various countries have passed laws which make it obligatory on certain classes of employers to provide apprenticeship training to young people. The usual apprenticeship programmes combine on the job training and experience with class room instructions in particular subjects. This training

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is desirable in industries which require a constant flow of new employees expected to become all round craftsmen. It is very much prevalent in printing trades, building and construction and crafts like mechanics, electricians, welders, etc.

Internship Training:

Under this method, the educational and vocational institute enters into arrangement with an industrial enterprise for providing practical knowledge to its students. This training is usually meant for such vocations where advanced theoretical knowledge is to be backed up by practical experience on the job. For instance, engineering students are sent to big industrial enterprises for gaining practical work experience and medical students are sent to hospitals to get practical knowledge. The period of such training varies from six months to two years.

Refresher Training:

As the name implies, the refresher training is meant for the old employees of the enterprise. The basic purpose of this training is to acquaint the existing work-force with the latest methods of performing their jobs and improve their efficiency further. In the words of Dale Yoder, "Retraining programmes are designed to avoid personnel obsolescence." The skills with the existing employees become obsolete because of technological changes and of the human tendency to forget.

Training for Promotion:

The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Promotion means a significant change in the Responsibilities and duties. Therefore, it is essential that employees are provided sufficient training to learn new skills to perform their jobs more efficiently. The purpose of training for promotion

is to develop the existing employees to make them fit for undertaking higher job responsibilities. This serves as a motivating force to the employees.

Methods of Training

There are various methods of training which can be divided into cognitive and behavioral methods. Trainees need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training.

Cognitive methods are more of giving theoretical training to the trainees. The various methods under cognitive approach provide the rules for how to do something , written or verbal information, demonstrate relationships among concepts , etc. these methods are associated with changes in knowledge and attitude by stimulating learning.

The various methods that come under cognitive approach are:

- Lectures
- Demonstrations
- Discussions
- Computer Based Training(CBT)
- Intelligent Tutorial System(ITS)
- Programmed Instructions(PI)
- Virtual Reality

Behavioral method is more of giving practical training to the trainees. The various methods under behavioral approach allow the trainee to behavior in a real fashion. These methods are best used for skill development.

The various development of behavioral approach is:

- Games And Stimulation

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- Behavior Modeling
- Business Games
- Case Studies
- Equipment Stimulators
- In-Basket Technique
- Role Plays

Both the methods can be used effectively to change attitudes, but through different names other method is Management Development Method.

Management Development

The more future oriented method and more concerned with education employees. To become a better performer by education implies that management development activities attempt to instill sound reasoning processes.

Management development method is further divided into two parts:

On The Job Training

On the job training is considered to be the most effective method of training the operative personnel. It is based on the principle of "learning by doing". On the job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. On the job training has a general reputation as most effective for vocational work. The development of a managers abilities can takes place on the job. The four techniques for on the job development are:

- Coaching
- Mentoring
- Job Rotation
- Job Instruction Technique(JIT)

Coaching:

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

Mentoring:

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

Position Rotation:

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

Job Rotation:

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

Vestibule Training:

The term 'vestibule training' is used to designate training in a class-room for semi-skilled workers. It is more suitable where a large number of employees must be trained at the same time for the same kind of work. Where this method is used, there should be well qualified instructors in charge of training programmes. Here the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc.

Vestibule training is adapted to the general type of training problem that is faced by on the job training. An attempt is made to duplicate, as nearly as possible, the materials, equipment's and conditions found in real work place. The human resources department makes arrangements for vestibule training when the training work exceeds the capacity of the line supervisors. Thus, in vestibule training, the workers are trained on specific jobs as they would be expected to perform at their work place.

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

Off The Job Training

Off the job training takes place away from normal working situations- implying that the employee does not count as a directly productive worker while such training takes place. Off the job training has the advantage that it helps the people to get away from the work and concentrate more thoroughly on the training itself. This type of training has proven off the job training has some methods such as:

- Sensitivity Training

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- Transactional Analysis
- Straight Lectures
- Simulation Exercise

Models of Training

Training is a subsystem of the organization because the departments such as marketing, sales, HR, production, finance etc. depends on training for its survival. Training is a transforming process that requires some input and turn it produces output in the form of knowledge, skills, attitudes.

The Training System

A system is a combination of things or parts that to work together to perform a particular function. An organization is a system and training is a subsystem of the organization. The system approach views training as a subsystem of an organizations. System approach can be used to examine broad issues like objectives, functions, aim. It establishes a logical relation based between the sequential stages in the process of training needs analysis (TNA), formulating, delivering and evaluating.

Organization are working in open environment i.e. there are some internal and external forces that poses threats and opportunities, therefore, trainers need to be aware of these forces which may impact on the content, form, and conduct of the training of the efforts. The internal forces are the various demands of the organization for a better learning environment need to be up to date with the latest technologies.

The three models of training are:

1. System Models
   The system model consists of five phases and should be repeated on a regular basis to make further improvements. The training should

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achieve the purpose of helping employee to perform their work to required standards. The steps involved are as follows:

a) Analyze and identify the training needs i.e. to analyze the department, jobs, employees requirements, who needs training, what do they need learn, estimating training costs etc. the next steps is to develop a performance measure on the basis of which actual performance would be evaluated.

b) Design and provide training to meet identified needs. This step requires development objectives of training, identifying the learning steps, sequencing and structuring the contents.

c) Develop this phase requires listing the activities in the training program that will assist the participants to learn , selecting delivery methods, examining the training material, validating information to be imparted to make sure it accomplishes all the goals and objectives.

d) Implementing is the hardest part of the system because one wrong step can lead to the failure of the whole training program.

e) Evaluating each phase so as to make sure it has achieved in term of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve the failures practices.

2. Instructional System

Instructional system development model or ISD training model was made to answer the training problems. This model is widely used now-a-days in the organization because it is concerned with the training need on the job performance. Training objectives are defined on the basis of job responsibilities and job description and on the basis of the defined objectives individual progress is measured. This model also helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives is to be achieved. The instructional system development model comprises of five stages:

a) Analysis – the phase consist of training need assessment, job analysis and target analysis.

b) Planning – this phase consist of setting goals of the learning outcome, instructional objectives that measured behavior of participant after training material, media selection etc.

c) Development – this phase translate design decision into training material.

d) Execution – this phase is focus on logistical arrangements, such as arranging speakers, equipment's, benches etc.

e) Evaluation – the purpose of this phase is to make sure that the training program has achieved its aim in terms of sub sequent work performance.

3. Transition Model

Transition model focus on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e. inner loop is executed.

a) Vision – focus on the milestone that the organization would like to achieve after the defined point of time. A vision statement tells that where the organization sees itself few years down the line. A vision may include setting a role model, or bring some internal transformation, or may be promising to meet some other deadlines.

b) Mission – explain the reason of organization existence. It identifies the position in the community. The reason of developing a mission statement is to motivate, inspire and inform the employees regarding the organization. This mission statement tells about the identity that how the organization would like to be viewed by the customers, employees and all other stakeholders.

c) Values – it is the translation of vision and mission into communicate ideals. It reflects the deeply held values of the organization and is independent of current industry

environment. For example, values may include social responsibility, excellent customer service etc.

The vision, mission and values precede the objective in the inner loop. This model considers the organization as a whole. The objective is formulated keeping these three things in mind and then the training model is further implemented.

Training Options

There are 4 training options that an organization can consider before providing training to their objectives.

a) Outsourcing – outsourcing exempts the organization to concentrate on its own business also with the availability of sufficient amount to know – how proficiency in the market it does not make business sense for organizations to have a separate training division. One approach is to tie up with some reputed training or educational institutes and send employees for training division. This way, company gets to avail the required expertise and high quality training programs and saves money on content development, recruiting and maintaining training team. The only issue in outsourcing training is that the quality of the training has to be frequently tracked so as to ensure the trainer's performance and training effectiveness.

b) Internal training – a lot of questions has been raised whether to go in for training outsourcing or setting up an internal division for training, some companies recruit external trainer's and call them to the company site make them use their tools to train employees. This alternative is generally for the new joiners who are given the fundamental or job – related training in house and then send outside for higher training.

c) Product – related training: the who delivers the apparatus or install the systems offer the initial training. The user negotiable with

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the dealer for a regular up graduation of product - related know – how or expertise in place of a onetime training. The apparatus dealer may choose to send their trainers or recruit outside trainers.

d)   Independent professionals: considering the emerging threats and opportunities, the professionals need to keep themselves updated of the developments. In this option, the responsibility of training is entirely on the individual and a better trained professional will always have better market worth than others.

Training Design

Training climate – a good training climate comprises of ambience, tone, feeling, positive perception for training program etc. Therefore, when the climate is favorable nothing goes wrong but when the climate is unfavorable, almost everything goes wrong.

Trainee's learning style – the learning style, experience, age, educational background of trainees must be kept in mind in order to get the right pitch to the design of the program.

Training strategies – once the training objective can be identified, the trainer translates it into specific training areas and modules. The trainer prepares the priority list of about what must be included, what could be included.

Training topics - after formulating a strategy, trainer decides upon the content to be delivered, trainers break the content into headings, topics and modules. These topics and modules are then classified into information, knowledge, skills and attitudes.

Sequence the content – contents are then sequenced in a following manner:

a) From simple to complex

b) Topics are arranged in terms of their relative importance

c) From known to unknown

d) From specific to general

e) Dependent relationship

Training tactics – once the objectives and the strategy of the training program become clear, trainer comes in the position to select most appropriate tactics or methods or techniques. The method of selection depends on the following factors:

a) Trainer's background

b) Time allocated

c) Style preference of the trainer

d) Level of the competence of trainer

e) Availability of facilities and resources etc.

Support facilities – it can be segregated into printed and audio visual. The various requirements in a training program are while boards, flip chart, markers etc.

Constraints – the various constraints that lay in the trainers mind are:

a) Time

b) Accommodation, facilities and their availability

c) Furnishing and equipment

d) Budget

e) Design of the training

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MPEDA -PROFILE

Chapter 4

MPEDA Profile

4.1 History of Marine Products Export in India

The evolution of export of Marine Products from India can be studied under various stages. They are presented below.

4.1.1 First Stage [50s to early 70s]

In this stage, India's marine products exports mainly selected dried items like anchovies, shrimps, shark tins etc. The traditional neighboring countries like Sri Lanka, Malaysia. Singapore and Burma were the major markets. During this period fish was also the cheapest animal protein food for domestic consumers and the exports markets mostly served the poor in those countries. The exports in no way then affected Indian domestic consumers, but acted as a cushion for the producers (fisheries) as it helped to maintain a steady price for their produce even during seasons of bumper landings.

4.1.2 Second Stage [70s to early 90s]

In this stage frozen items took the center stage and markets also got shifted to developed countries like US, Japan and European nations. While initially frozen shrimp as the major item. Slowly cephalopods (cuttlefish and squid) and other crustaceans also became important species in the export basket during this period. As these were selected items, it did not affect seriously the domestic fish consumers, especially the poor and the middle class. As foreign exchange earnings were a prime motto during this period, the Government came forward with lot of incentives, subsidies for production as well

The fall in supply of shrimp also coincided with the increasing dominance of frozen fish (fin fish) in terms of quantity and this could be termed the most important change in happening in marine products export in the last one or two decades. In the year 2006-07, while frozen fish formed 44 % and in the year 2008-09, the emergence of chilled items (mainly fin fish) increased significantly to 21450 tins (4 %) from a mere 6540 tons in 2007-08. Unfortunately, all this was happening even, when India's total marine fish ladings in the country was either declining or stagnating and not showing any

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growth. The marine fish landings were not increasing due to lack of fishing effort, because India has reached the sustainable limits of Indian seas. Hence it is possible to increase the exports only by depriving Indian fish to the domestic consumers.

It is no more a situation of a few selected and highly priced varieties sent overseas thus not affecting e the domestic fish trade and fish consumers. Even low priced fishes are now more and more exported. This is more evident from the changes noticed in the export destinations. In terms of quantity, over the last more than one decade, China and other Southeast Asian countries take away almost half of Indian marine products export. In 1996-2000 periods, they accumulated by 40 % of the volume, but only 20 % by with their performance for finfish. In 2009-2009 China and South East Asian countries topped with 39 % by volume. Putting European Union behind with 25%. During 2009-10 export earn9ings have crossed 2 billion US $ and Rs. 10,000 crore marks. Exports aggregated to 678436 tons valued at Rs. 10048.53 crores and US $ 2132.84 million. This recorded an increases growth of 12.54 % in quantity, 16.74 % in Rupee earning and 11.75 % growth in US $ earning.

Export of marine products during April –March 2010-2011 has achieved the US $ 2.67 billion mark by registering a growth of 10.96 % in quantity. 20.42% In INR value and 25.55 % in US $ realization compared to the same period of last year according to the provisional export figures. This is the first tie in the history of Indian, marine products industry that the export figures are crossing the US $ 2.5 billion mark. Average unit value realization has also gone by 13 %.

4.1.3 Profile of Marine Products Export Development Authority (MPEDA)

The Marine Products Export Development Authority (MPEDA) was set up by an act of Parliament during 1972. The erstwhile Marine Products Export Promotion Council established by the Government of India in September 1961 was converged in to MPEDA on 24th August 1972. MPEDA is given the mandate to promote the marine products industry with special reference to exports from the country. It is envisaged that this organisation would take all actions to develop and augment the resources required for promoting the exports of "all varieties of fishery products known commercially as

shrimp, prawn, lobster, crab, fish, shell-fish, other aquatic animals or plants or part thereof and any other products which the authority may, by notification in the Gazette of India, declare to be marine products for the purposes of (the) Act". The Act empowers MPEDA to regulate exports of marine products and take all measures required for ensuring sustained, quality seafood exports from the country. MPEDA is given the authority to prescribe for itself any matters which the future might require for protecting and augmenting the seafood exports from the country. It is also empowered to carry out inspection of marine products, its raw material, fixing standards, specifications, and training as well as take all necessary steps for marketing the seafood overseas.

MPEDA is the nodal agency for the holistic development of seafood industry in India to realise its full export potential as a nodal agency. Based on the recommendations of MPEDA, Government of India notified new standards for fishing vessels, storage premises, processing plants and conveyances. MPEDA's focus is mainly on Market Promotion, Capture Fisheries, Culture Fisheries, and Processing Infrastructure & Value addition, Quality Control, Research and Development.

4.1.4 Work Programme Of MPEDA Includes:

- Registration of infrastructural facilities for seafood export trade.
- Collection and dissemination of trade information.
- Promotion of Indian marine products in overseas markets by organizing joint and direct participation in overseas fairs and conducting international seafood fairs in India.
- Implementation of development schemes vital to the industry by extending financial assistance for infrastructure development for better preservation and modernized processing following quality regime.
- Promotion of aquaculture for augmenting export production through hatchery development, new farm development, diversification of species and up gradation of technology.

- Promotion of deep-sea fishing projects through test fishing, joint ventures and equity participation and installation of equipment's to increase the efficiency of fishing.

- To carry out inspection of marine products, its raw materials, fixing standards and specifications, training, regulating as well as to take all necessary steps for maintaining the quality of seafood that are marketed overseas.

- Impart training to fisherman, fish processing workers, aquaculture farmers and other stake holders in the respective fields related to fisheries.

- Conduct research and development for the aquaculture of aquatic species having export potential through Rajiv Gandhi Center for Aquaculture (RGCA).

- Conduct extensions and awareness activities, trainings etc. through Network for Fish Quality Management and Sustainable Fishing (NETFISH) & National Centre for Sustainable Aquaculture (NaCSA).

- To prescribe for itself any matters required for protecting and augmenting the seafood exports from the country in the future.

4.1.5 Objectives of MPEDA

- Development, conservation and management of offshore and deep sea fishing.
- Promotion of ecofriendly and sustainable aquaculture.
- Registration of exports and processing plants, fishing vessels and regulation of marine exports.
- Laying down standards, specification and implementation of quality control measures for meeting EU/HACCP norms.
- Rendering technical, financial assistance for promotion of value added marine products.
- Providing market intelligence and promoting export through participation in international fairs-organizing buyer-seller meets.
- Imparting training in different aspects of procuring, processing, marketing and exporting of marine products.

4.1.6 Structure and Activities

MPEDA functions under the Ministry of commerce and industry, Government of India and act as nodal agency coordinating with different central and state government establishments engaged in fishery production and allied activities.

The chairman, director and secretary of MPEDA are appointed by the central government. The director and secretary exercise such powers and perform such duties delegated to them by the chairman. The authority is empowered to appoint other officers and employees as subject to such control restrictions prescribed by the government of India. The functions of MPEDA are guided by an Authority and three Standing Committees which consist of:

- Executive Committee
- Technical Committee
- Export Promotion Committee.

4.1.7 Office Network of MPEDA

The headquarters of MPEDA is located at Kochi, Kerala. The regional offices of MPEDA in India includes Veravel Gujarat), Mumbai(Maharashtra), Cochin (Keala), Chennai (Tamil Nadu), Vishakhapatnam (Andhra Pradesh), and Kolkata(West Bengal) and six sub regional offices in India are at Goa, Mangalore Kollam, Tuticorin, Bhubaneswar and Guwahati are functioning as field offices for implementation of various activities of the authority besides engaging themselves on export promotion of marine products by providing guidance and assistance to the processing industry and the expert trade.

Similarly, six regional Center's at Kochi (Kerala), Panvel (Maharashtra), Valsad (Gujarat), Tanjavoor (Tamil Nadu, Vijayawada (Andhra Pradesh) and Bhubaneswar (Orissa) and four sub regional centers at Kannur (Kerala), kanwer (Karnataka), Bhimavaram (Andhra Pradesh) and Kolkata (West Bengal) extend assistance to augment

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production of shrimp to sustain and increase exports. MPEDA has also set three standalone laboratories, other than the one in headquarters, at Bhimvaram, Nellore in Andhra Pradesh and Bhubaneswar (Orissa) equipped with sophisticated equipment's like LC MS for t testing various parameters.

The authority operates to overseas trade promotion offices, one at Tokyo (Japan) and one at New York (United States) with resident directors as head of offices. The Objectives of the trade promotion offices are to promote seafood exports into the receptive countries. Liaising with Indian exports as well as overseas Importers, developing contact with Government agencies, officials to remove identifies constraints, promote the image of Indian products through publicity campaigns, identify markets for new products, create awareness on the capabilities of Indian processing, packaging, quality inspection procedures etc. and also to identify sustainable joint venture partners for deep sea fishing, aqua culture projects, processing and marketing value added products etc. The advisor of agriculture and marine products division of Indian trade Centre sat Brussels assists MPEDA in its trade promotional activities in Europe, and lasies with the European countries.

Marine Products Export Development Authority (MPEDA), as a logical extension of its initiatives to project the capabilities of seafood processing seafood processing ad to optimize the installed capacity utilization, MPEDA has been imp0lemetimng various schemes aimed at increasing the production from culture and capture fishing, value addition and market thrust. The center has identified value addition and super quality ready to eat marine products in consumer packs to achieve the target of 6 $ billion worth of seafood exports by 2017.

Headquarters at Cochin, the authority has established field offices in all the maritime states of India to implement the various promotional schemes, maintains two overseas trade promotion offices in New york(USA) & Tokyo(Japan) to promote Indian seafood and a trade promotion office at New Delhi to liaise with central ministries.

The work at Head office in Cochin has been allotted to different sections, namely:

1. Personnel & Vigilance

2. Administration

3. Accounts

4. Official language implementation (Hindi division)

5. Appraisal and investment to monitor capture fisheries production

6. Aquaculture division to promote and monitor through culture fisheries

7. Marketing service and statistics

8. Development

9. Quality control

10. Extension and training

11. Publicity and market production

12. Research and product development

13. Registration

14. Coordination

15. Ornamental fish development

16. Quality control laboratory

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4.1.8 Office Structure
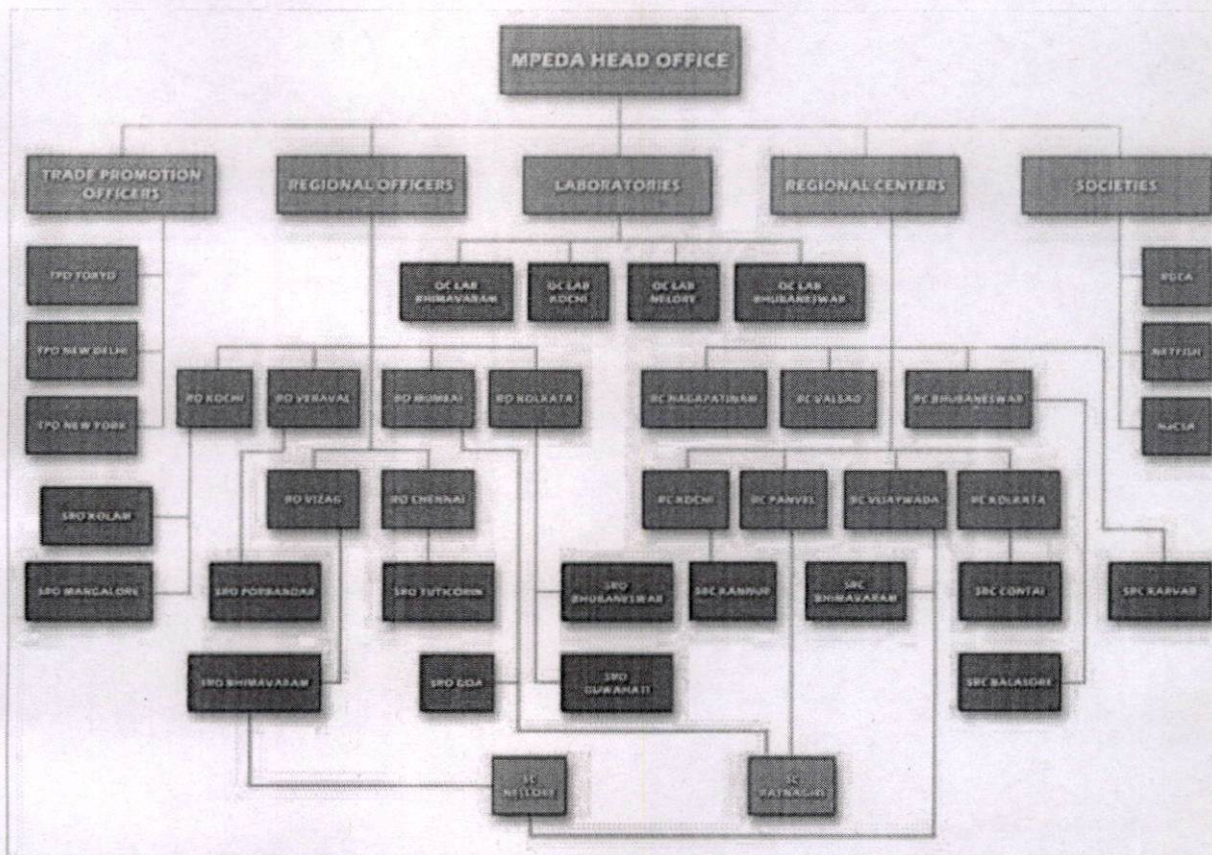
4.1.9 Staff Structure
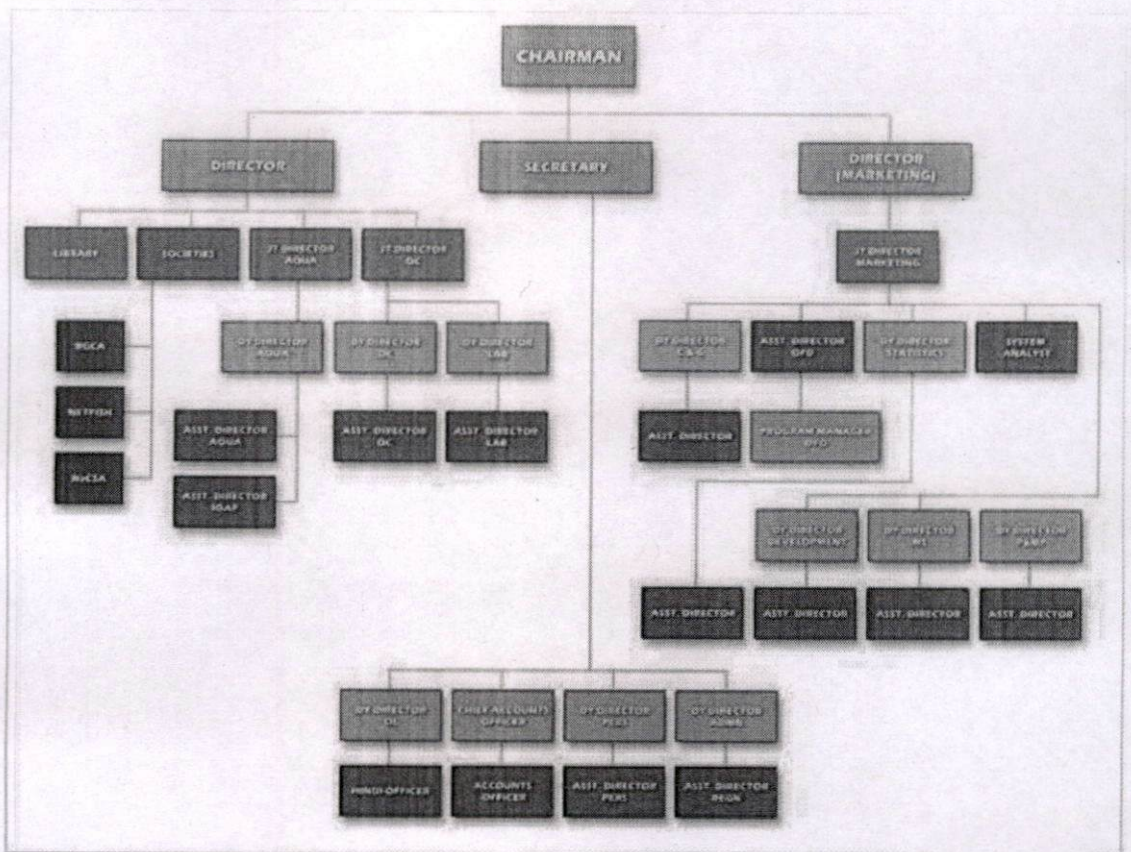
The developmental schemes of the authority are implemented under four major heads:

I.   Export production – capture fisheries
II. Export production – culture fisheries
III. Induction of new technology and modernization of processing facilities
IV. Market production

Export production - capture fisheries

To promote the capture fisheries for sustained export production of marine products from the country, Appraisal & Investment (A&I) section has been implementing the following schemes:

- Promotion of fishing of tuna and other under exploited resources (conversion of fishing vessels to tuna long liners).

- Assistance to fishermen for better preservation of catch (subsidy for installation of fish hold) – an amount of ₹173.13 lakh was disbursed as subsidy to 247 fishing vessel owners for the installation of insulated fish hold on board fishing vessels.

- Conservation of marine resources – catch certification scheme.

- DS 2031 certificates.

- Financial assistance for installation of electronic fishing and navigational equipment such as fish finder, GPS, marine radio telephone, fish hold etc., in mechanized fishing vessels -30% of the equipment and installation charges limited to ₹50,000 assistance can be availed separately for each equipment, but the total quantum of assistance will be 30% of each item plus installation charges fixed by the committee of experts subject to a maximum of ₹50,000 (total for all items).

Export production - culture fisheries

To promote the culture fisheries for sustained export production of marine products from the country, Aquaculture section has been implementing the following schemes:

- Implementation of financial assistance schemes: MPEDA is extending necessary financial support to the farmers, entrepreneurs for new farm development, establishment of hatcheries, disease diagnostics laboratories, effluent treatment units, and support to the registered aqua society farmers.

- India organic aqua culture project (IOAP): MPEDA is the only government body in India, which has been promoting certified organic aquaculture production under (IOAP).

- Financial assistance for purchase of water quality testing equipment's – 25% of cost of each of the equipment subject to a maximum of Rs.30000/- per beneficiary for all 8 equipment's.

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- Development assistance for setting up PCR labs in private hatcheries - PCR labs will help to screen the seeds right from the hatchery stage to farm level. Therefore to ensure the quality shrimp seed supply without any viral infection to the shrimp seeds/brooders/juveniles/adults. 50% of the cost of the equipment's or Rs.5 lakh whichever is less per beneficiary.

Introduction of new technology and modernization of processing facilities

To promote the sustained export production from the country, development section has been implementing the schemes for inductions of new technology/modernization of seafood industry are as follows:

- Financial assistance for acquisition of various processing machinery and equipment for the production of value added marine products: 25% of the cost of the machinery and equipment, subject to a maximum of Rs.17.50 lakh for each unit for acquisition of machinery and equipment.
- Financial assistance for construction of large cold storage (frozen storages) for storing fishes and fish products: financial assistance will be provided at 25% of the cost of the construction subject to a maximum of Rs.60lakh for 3000 ton storage.
- Financial assistance for installation of generator sets in seafood processing units: 25% of the cost of generator set subject to the maximum of Rs.2.50 lakh.

Market production

To promote the sustained export production from the country, marketing section and P & MP section has been provided assistance for marketing and market promotion activities are as follows:

- Financial assistance for export of aquarium/ornamental fish: 10% of the FOB value of exports realized subject to a maximum of Rs.3 lakh to exporter per year.

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- Air freight support scheme for export of live marine products:

    (a) Asian countries (other than Japan) 10% of per kg – air freight of Rs. 55/- or 10% of airfreight rate approved by IATA, whichever is less.

    (b) Europe countries of American continents, Japan etc., 15% of per kg – air freight of Rs.120/- or 15% of the air freight approved by the IATA whichever is less.

    (c) The assistance will be limited to Rs.15 lakhs per exporter per annum.

- Assistance to seafood exporters for the participation in international fairs under joint participation scheme.

Marketing Services

MPEDA compiles and disseminates trade enquiries received from overseas buyers among exporters. In association with concerned agencies it sorts out trade disputes. It compiles and disseminated information about freezer space requirements for shipment or frozen cargo and liaises with shipping companies and airlines to meet the demands of the industry. It liaises with the government for conservation measures of over exploited resources like shrimps, lobsters, sea cucumbers, sea weeds and sea shells etc. Marketing expertise is shared with exporters and those involved in fishing industry.

Market Promotion

Market services and market promotion have assumed special significance in view of the growing stiff competition from other seafood exporting countries in all oversees market. Consequent on the large scale development of commercial scale shrimp farming in several shrimp producing countries in Asia and Latin America, the shrimp exporting countries are making all efforts to making all major world markets. These are need for stepping up of promotional programs in major overseas markets and developing better rapport with trade and officials in the importing countries.

MPEDA has drawn up various market promotional programs for projecting Indian marine resource potential, products diversification, quality assurances and liberal incentives for joint ventures. These include

1. Overseas market survey
2. Data collection and maintenance of data bank
3. Assistance for market development
4. Publicity through media and production of literature and films on trade promotion
5. Sponsoring of sales team / delegations. Invitation of overseas experts for export promotion visit to India
6. Organizing buyer seller meets in overseas markets.
7. Participation in overseas trade fairs and exhibitions

Exhibitions and trade fairs within India MPEDA proposes to implement the MPEDA quality marketing 0r logo scheme to accord special recognition to products of high quality marketed by seafood units in the country. The logo scheme is a purely voluntary scheme based on voluntary comprehensive t as set of comprehensive quality standards laid down for processing plants, raw materials, additives, products and regular in plant monitoring. The logo has been registered with the logo has been registered with the registrar of Trademarks and patents in USA, Europe and Japan

Societies

MPEDA has set up 3 societies Viz., Rajiv Gandhi Center for Aquaculture(RGCA) for carrying out research and development activities in the areas of export oriented aquaculture, Network for Fish Quality Management and Sustainable Fishing(NETFISH) for extension activities at grass root level to empower fishermen community on fishery related subjects particularly on fish quality management, conservation and sustainable fishing and National Centre for Sustainable Aquaculture(NaCSA) to enable aquaculture farmers to adopt sustainable and environment friendly practices to produce quality and safe aquatic products in the aquaculture.

EFFECTIVENESS OF INDUCTION TRAINING PROGRAM IN MPEDA - AN ANALYSIS

Chapter 5

Effectiveness of induction training program in MPEDA

The data required for the study were collected from the employees of MPEDA.

Table 5.1 Distribution of respondents on Age and Gender dimensions

Gender / Age	Male Number (%)	Female Number (%)	Total (%) N=50
20-30	5(10.0)	4(8.0)	9(18.0)
30-40	6(12.0)	13(26.0)	19(38.0)
Above 40	16(32.0)	6(12.0)	22(44.0)
Total	27(54.0)	23(46.0)	50(100.0)

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.1 shows that (44.0%) of the respondents belong to the age group of above 40 with distribution of male (32.0%) and female (12.0%), i.e., majority of the respondents are above 40. The result obtained from the sample, more or less reflecting the status as that of population, where in it has 54.0% of male and 46.0% female.

Table 5.2 Department – wise distribution of the respondents

There are 16 departments in MPEDA such as Personnel & vigilance, Administration, Accounts, Official language implementation (Hindi division), Appraisal and investment – to monitor capture fisheries production, Aquaculture division – to promote and monitor through culture fisheries, Marketing service and statistics development, Quality control, publicity and market promotion, Research and product development, Registration, Coordination, Ornamental fish development, and Quality control laboratory. The number of respondents from each department as shown below:

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Table 5.2 Department – wise distribution of the respondents

Departments	Frequency (%) N = 50
Personnel & vigilance	2(4.0)
Administration	11(22.0)
Accounts	7(14.0)
Aquaculture division	4(8.0)
Marketing services & statistics	6(12.0)
Development	4(8.0)
Publicity and market promotion	2(4.0)
Quality control laboratory	14(28.0)
Total	**50(100.0)**

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.2 shows the department wise distribution of the respondents in which (28.0%) is from Quality control laboratory, (22.0%) are working in Administration and (14.0%) in the Accounts department. The remaining 36% are working in departments such as Personnel, Aquaculture, Services & statistics, Publicity & market promotion.

Table 5.3 Experience of the respondents

Experience	Frequency
0-10 years	11(22.0)
10-20 years	8(16.0)
20-30 years	21(42.0)
Above 30	10(20.0)
Total	**50(100.0)**

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.3 shows the experience of the respondents in the organization. The duration of the experience shows the familiarity with the organization and its procedure. Since most of the respondents are above 20 years of experience, it helps in getting true and fair data regarding the training practices conducted by the organization for the skill development of the organization.

5.4 Frequency of training and development programme

Opinion of employees	Frequency	Percentage
Frequently	11	22.0
Twice in a year	23	46.0
Rarely	13	26.0
When required	3	6.0
Total	50	100.0

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.1.7 shows the frequency of training and development programme organized by MPEDA.

46% respondent's reveals that training programs were conducted twice in a year and 22% stated that training programs are organized frequently. 26% go with the opinion rarely and the rest rated when required.

5.1 Training Effectiveness

Effectiveness of training very much depends on various variables other than socio-economic variables, which simply depicts the background of the respondents. The effectiveness of each of these selected variables is examined with the help of different related questions, which are assigned score using a five point likert scale. The effectiveness index for each question and the overall effectiveness index for each parameter/ variable is tabulated and presented below.

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5.1.1 Relevance of the Training Content

Relevance describes how pertinent, connected or applicable something is to be a given matter. The training content is relevant only if it serves the purpose behind it. The purpose of the training content should be specific and clearly framed. The training content should be framed in such a way that it should meet the identified existing deficiencies for the trainees. The training content must meet the job requirements of the trainees and must make the trainees most capable for the job. The relevance of the training content is an important factor contributing to the training effectiveness.

5.5 Relevance of the Training content

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Objectives were made clear before commencing training	8	37	3	2	1	50	200	80
2.	Well prepared content	6	32	10	1	1	50	191	76.4
3.	Content completely covered	12	17	13	6	2	50	183	73.2
4.	Content related to job	15	20	7	5	3	50	189	75.6
								763	76.3

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.5 reveals the Relevance of the training content. It was observed that the respondents perceived most of the contents as useful and relevant respectively. So it could be inferred that the course content was well prepared and formulated in accordance

with the needs of the trainees and the objectives of the scheme. The statement training content completely covered has got the lowest index (73.2). The overall effectiveness index for this parameter is 76.3, thus we could conclude that the relevance of the training content is effective.

5.1.2 Coverage of the Training Content

Coverage means the extent or degree to which something is observed, analysed and reported or it is the amount or extent to which something is covered. Organization's training course can guide people to master various skills. Acquire knowledge and develop attitudes. When a class goes well, people gain confidence and apply these new behaviors long after training ends. The coverage of the training content should be in such a way that it must cover all the topics. Each and every topic in the training content must be framed in such a way that it suits to the needs of the trainees. The coverage of the training content is an important factor contributing to the training effectiveness.

Table 5.6 Coverage of the Training Content

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Flexible training hours	18	10	7	9	6	50	169	84.4
2.	Time sufficient for learning	13	17	11	6	3	50	181	72.4
3.	Coverage of content	12	17	13	6	2	50	183	73.2
4.	Framed related to the needs of trainees	15	20	7	5	3	50	189	75.6
								722	72.2

Note: Figures in brackets shows percentage to total.

Table 5.6 summarizes the coverage of the training content. It is evident from the table that, time for learning has got the lowest index (72.4). The overall effectiveness index for this parameter is 72.2 percent, which uses the coverage of training was effective. Thus it is evident that the coverage of the content was adequate and it met the needs of the trainees.

5.1.3 Utility of the Training Content

Utility is a measure of relative satisfaction. Though several aspects add to the total effect of a training programme, the utility of the course content is the backbone of any training programme. The training content must be useful to all the respondents and they must be able to apply it in their work. This should bring in positive change in the job behavior of the trainees and thereby contribute the maximum to achieve the organizational objectives.

Table 5.7 Utility of the Training Content

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Applied in the job	25	13	12	0	0	50	213	85.2
2.	Got innovative ideas	32	9	8	1	0	50	222	88.8
3.	Resulted in adoption of new techniques	9	21	15	3	2	50	182	72.8
4.	Change in job behavior	19	13	14	4	0	50	197	78.8
								814	81.4

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.7 gives the utility of the training content. It was observed that adoption of new techniques by trainees has got lowest index (72.8) and the trainees got innovative ideas from training obtained the highest index (88.8). The overall effectiveness index obtained for this parameter was 81.4 percent, which belongs to the category highly effective. Thus it could be safely concluded that the training was useful to the respondents and they could apply the skills acquired in their job properly.

5.1.4 Trainers' Effectiveness

The most important element in a training situation is the trainer. The trainer who is enthusiastic, energetic and genuinely interested in both the subject and getting his or her message across will evoke the greatest response from the trainees. The trainer must have those characteristics, i.e., well prepared, practically sound, very good impressive experience, talkative and convincing. If the trainer is highly effective person, the trainer's effectiveness is one of the factors that determine training effectiveness.

Table 5.8 Trainers' Effectiveness

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Well prepared trainer	16	18	6	8	2	50	188	75.2
2.	Experienced trainer	15	22	10	3	0	50	199	79.6
3.	Responds to trainees doubts	12	21	12	5	0	50	190	76.0
								577	76.93

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.8 presents the trainer's effectiveness. It is observed from the table that the statement related to the experience of the trainer has got the highest index (79.6). The overall effectiveness index for this parameter was 76.93, which falls in the category effective. So it is very clear that the trainers who handled different training programmes had sound knowledge and they were experts on their field, which might have made majority of the trainees to rate the trainer's as effective. This indicates that the resource person i.e., the trainers have delivered the 'goods' to the expected standard.

5.1.5 Perceived Effectiveness of the Training Methods

If curriculum is the "heart" of the training programme, training methods could be described as 'arteries' and 'veins' of the training system, through which training message reaches the trainees, and the trainers receive concurrent feedback from the trainees. The choice of appropriate methods of training is dependent on subject matter, knowledge level of trainer's, time availability, interest of organizers and trainer's and also the facilities available. The informal evaluation and interest of the trainer's also contribute to the decision on training methods. However, the perspective of trainer's is of prime importance in the conduct of any training programme.

Table 5.9 Perceived Effectiveness of the Training Methods

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Appropriate methods used	14	16	9	6	5	50	178	71.2
2.	Knowledge level of trainer	20	18	10	2	0	50	206	82.4
3.	Time availability	18	10	7	9	6	50	169	84.4
4.	Interest of organizers and trainers	23	11	13	3	0	50	204	81.6
5.	Facilities available	12	10	28	0	0	50	184	73.6
								941	75.28

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.9 shows the Perceived Effectiveness of the Training Methods. It was observed that the entire programme was a combination of lecture module supported by PowerPoint presentation and experience sharing. The overall effectiveness index is 75.28 which fall in the category effective. This indicates that the training method adopted was effective and the training was effective.

5.1.6 Change in Job Behavior

The biggest challenge in training is the transfer of the skills and information learned in the training to the workplace. There can be three conditions in the change in job behavior, the actual behavior can be more than, equal to or less than the expected behavior. The organization expects a positive change in the behavior of their employees after the completion of training. Change in job behavior is a major indicator of training

effectiveness. Change in behavior is observed when the knowledge gained is applied to actual job conditions.

Table 5.10 Change in Job Behavior

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Applied in the job	25	13	12	0	0	50	213	85.2
2.	Change in job behavior	19	13	14	4	0	50	197	78.8
								410	82

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.10 depicts the change in Job Behavior. It is observed from the table that, there is change in job behavior after the training. The overall effectiveness index was 82. So it is very clear the training was highly effective.

5.1.7 Knowledge gained by the Trainees

In today's world where knowledge is power, it should come as no surprise that the most valuable asset for any business is the level of knowledge of its employees. In the present era, competent and confident employees are the foundation for a useful business. Knowledge can be gained by the trainees during the time of training. If the knowledge gained by the trainee's increased after the training, it can be said that the training was effective. The knowledge gained by the trainee's has been evaluated in the organization itself. The organization has conducted pre-training evaluation and post-training evaluation with the same set of question paper.

Table 5.11 Knowledge gained by the Trainees

Sl. No	Statements	SA	A	MA	D	SDA	Total Respondents	Total Score	Index
1.	Performance measured before and after training	33	12	5	0	0	50	228	91.2
2.	Knowledge level of trainees increased	28	13	9	0	0	50	219	87.6
								447	89.4

Source: Primary data

Note: Figures in brackets shows percentage to total.

Table 5.11 reveals the Knowledge gained by the Trainees. It is evident from the table that the organization is conducting pre and post training evaluation which has got the highest index 91.2 percent. The overall effectiveness index was 89.4 which fall in the category highly effective.

5.2 Overall Effectiveness Index

The Overall Effectiveness Index is worked out by dividing the total effectiveness score obtained by sum of maximum effectiveness score obtained for the seven parameters multiply by 100. By keeping the overall index as benchmark, an attempt is made to identify those parameters which obtained an index above the overall effectiveness index and to rank them accordingly. The overall effectiveness index of trainee's is presented in the table 5.13. The overall effectiveness index is 79 which fall in the category of effective. Thus it leads to the conclusion that the training was effective.

Table 5.12 Overall Effectiveness Index

SI. No	Parameters	Score	Effectiveness Index
1.	Knowledge gained by the trainees	447	89.4
2.	Change in job behavior	410	82
3.	Utility of the training content	814	81.4
4.	Trainer's effectiveness	577	76.93
5.	Relevance of the training content	763	76.3
6.	Perceived effectiveness of the training methods	941	75.28
7.	Coverage of the training content	722	72.2
		4674	79

Table 5.12 attempts to examine contribution of individual parameters to the total effectiveness and is presented in the rank order. Knowledge gained by the trainees ranked first with an effectiveness index of 89.4. Change in job behavior ranks second with an index of 82, which shows training was effective. The parameter, Utility of the training content stood at third place with a score of 81.4 and Trainer's effectiveness stood at fourth place with an index 76.93. The parameter coverage of the training content was ranked least with an index of 72.2. Thus it could be inferred that three parameters obtained an index above the overall effectiveness index and the rest three gained index below the overall index. Thus in total, we could rate the training programme in MPEDA as effective.

SUMMARY OF FINDINGS, CONCLUSION AND SUGGESTIONS

Chapter 6

Summary of findings, conclusion and suggestions

The present chapter contains resume of the project in four parts via

a) Summary
b) Major Findings
c) Suggestions
d) Conclusions

6.1 Summary

Training is the framework for helping employees to develop their personal and organizational skills, knowledge and abilities. The focus of all aspects of human resource development is on developing the most superior work force so that the organization and individual employees can accomplish their work goals in service to customers.

Measuring the effectiveness of training programs, however consumes valuable time and resources. Many training programs fail to deliver the expected organizational benefits. Having a well-structured measuring system in place can help you where the problem lies. On the positive note, being able to demonstrate a real and organizational benefit to you can help you gain more resources from important decision maker.

The study entitled "The Effectiveness of Induction Training program in MPEDA" was carried out with the objective to examine the effectiveness of Training program in MPEDA. The study was undertaken with seven selected parameters. Primary data was collected through structured schedule. Scaling techniques, percentages were used for analysis. The level of effectiveness is categorized highly effective, effective and ineffective based on the index obtained.

The study was undertaken in two stages

1) Measuring the effectiveness with respect to selected parameters.
2) Identifying the Overall Effectiveness Index

6.2 Major findings

The profiles of the respondents are as follows:

Forty four percent of the respondents belong to the age group of above 40 with distribution of male 32% and female 12%, i.e., majority of the respondents are in the age group above 40. There are sixteen departments in the organization. Twenty eight percent of the respondents are in Quality control laboratory, followed by twenty two percent in Administration department, etc.

The findings on the effectiveness of training are:

1) The respondents opined that most of the topics identified for the training programme were relevant and useful. The effectiveness index obtained for this parameter is 76.3%, thus we can conclude that the training content is highly relevant.

2) The effectiveness index obtained for the parameter coverage of training content is 72.2%. The trainees revealed that the coverage of the topics was adequate and it met their needs. Thus, the training was effective.

3) The trainees opined that the utility of the training content was highly effective as the effectiveness index obtained was 81.4% and it was useful to them and they could apply the skills required in their job.

4) The effectiveness index obtained for the parameter Trainer's effectiveness was 76.95%, which falls under the category effective. The trainees opined that the trainers who handled the different sections had sound knowledge and they were expert on their field and the majority of the trainees rated the resource persons i.e. the trainers have delivered the goods to the expected standard.

5) The trainees opined that the training method adopted was a combination of lecture module supported by PowerPoint presentation and experience sharing. The effectiveness index is 75.28%, thus we can infer that the training methods adopted by the trainers are effective.

6) The effectiveness index obtained in the parameter changes in the job behaviour was 82%. Thus it can infer that the training- was highly effective in bringing about changes in the job behaviour of the respondents.

7) An examination of the level of knowledge of the respondents before and after the training was concluded and it is estimated that the overall effectiveness index was 89.4%, thus we can infer that the knowledge gained by the trainees are highly effective.

The Analysis of second stage reveals that:

Further attempt was made to compare Overall Effectiveness Index (79%) with the individual indices obtained for the selected parameters and to identify those parameters which obtained effectiveness index above the overall effectiveness index and to rank them. This lead to the conclusion that the effectiveness index of three of parameters, utility of the training content (81.4), change in job behavior (82) and knowledge gained by the trainees (89.4) fall above the overall effectiveness index. Four other parameters like relevance of the training content (76.3), coverage of the training content (72.2), trainer's effectiveness (76.93), and perceived effectiveness of the training methods (75.28) etc. fall below the overall effectiveness index.

The result of the study reveals that the overall effectiveness index is 79. Thus it can be inferred that in total the training was effective.

6.3 Suggestions

1. The overall effectiveness index obtained was 79% which reveals, the training was effective. And all the parameter's indexes show an effective index. So the same standard can be maintained in the future.

2. The overall effectiveness index for the parameter coverage of the training content was 72.2%. Even though the overall effectiveness index of the parameter coverage of the training content is effective, which ranked the least effectiveness index, content completion is not attained in many stages. So if the content is completely covered then the effectiveness can be improved.

3. Out of the seven parameters selected, four fell below the overall effectiveness index, i.e., below 79 per cent. The training effectiveness will be much more effective, if the effectiveness index of these parameters improves.

4. The employee should be deputed to attend the training programme with full pay and allowances which will be a positive motivator to attend the training.

6.4 Conclusion

The study of the effectiveness of Induction Training program in MPEDA was an attempt to identify the effectiveness of training program in MPEDA. The effectiveness index for the selected seven parameters ranged from 70-80 with an overall index of 79. Thus, it could be inferred that the selected training programme was effective in bringing in positive changes in the employees and thereby contributing more effectively for the achievement of organizational objectives and aspirations.

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APPENDIX

Questionnaire

Respected Sir / Madam,

I am Deepa, 4th Semester MBA student of Kerala Agriculture University. I am conducting a research project on **"Effectiveness of Training and development programme in MPEDA"** as a part of my study. I would be thankful if you could co-operate with me in filling the questionnaire. The details collected will be used for academic purpose only.

Demographic characteristics of the respondents

1. Gender :
   Male ☐   Female ☐

2. Age :
   20-25 ☐   26-30 ☐   31-40 ☐   Above 40 ☐

3. Educational qualification :
   Diploma ☐   Degree ☐   Masters ☐   Others ☐

4. Experience :
   0-10 years ☐   10-20 years ☐   20-30 years ☐   Above 30 ☐

5. Department :

6. Frequency of training and development programme
   Frequently ☐   Twice in a year ☐   Rarely ☐   When required ☐

Training Effectiveness

Abbrevations:

- Strongly Agree
- Agree
- Moderately Agree
- Disagree
- Strongly Disagree

7. Relevance of the Training Content

SI. No	Statements	SA	A	MA	D	SDA
1	Objectives were made clear before commencing training					
2	Well prepared content					
3	Content completely covered					
4.	Content related to job					

8. Coverage of the Training Content

SI. No	Statements	SA	A	MA	D	SDA
1	Flexible training hours					
2	Time sufficient for learning					
3	Coverage of content					
4	Framed related to the needs of trainees					

9. Utility of the Training Content

SI. No	Statements	SA	A	MA	D	SDA
1	Applied in the job					
2	Got innovative ideas					
3	Resulted in adoption of new techniques					
4	Change in job behavior					

10. Trainers' Effectiveness

SI. No	Statements	SA	A	MA	D	SDA
1	Well prepared trainer					
2	Experienced trainer					
3	Responds to trainees doubts					

11. Perceived Effectiveness of the Training Methods

SI. No	Statements	SA	A	MA	D	SDA
1	Appropriate methods used					
2	Knowledge level of trainer					
3	Time availability					
4	Interest of organizers and trainers					
5	Facilities available					

12. Change in Job Behavior

SI. No	Statements	SA	A	MA	D	SDA
1	Applied in the job					
2	Change in job behavior					

13. Knowledge gained by the Trainees

Sl. No	Statements	SA	A	MA	D	SDA
1	Performance measured before and after training					
2	Knowledge level of trainees increased					

Thank You