

# A Study of Implementation of Training Technology Adopted by Automobile Industries

Vidya Bhandwalkar, Dr.Prasanna Deshmukh

## I. INTRODUCTION

Automobile sector is becoming through a period of fast change and profoundly development with coming up of new ventures by giving more concern on quality and errorless production. Looking towards the present era of competition, quality aspect has become non separable part. Major key players in automobile industries are assembling the auto parts from original equipment manufacturers and to grow these industries qualitatively, having well trained employees who has knowledge about new technology and product competition in market. Effective training is not depending upon single parameter, it is the continuous process which needs to plan and implement accordingly. Use of training technology in training conduction helps to make training more effective. This study would help to know the various training technology adopted in automobile industries at in Pune district.

## II. OBJECTIVE

To study whether these organizations uses technological aids for imparting training programmes.

## III. HYPOTHESIS

H 0: There is no positive impact of technology used in training on training effectiveness.

H 1: There is positive impact of technology used in training on training effectiveness.

## IV. AN OVERVIEW OF AUTOMOBILE INDUSTRY

The Indian auto industry is one of the leading industries in India. The same is presently emerging as a global hub for sourcing auto parts. While comparing manufacturing part of vehicle it is always found that, vehicle manufacturing cost is always on lower side as compared to vehicle manufacturing cost in foreign countries. Automobile industry consists of production of passenger cars, commercial vehicle along with two and three wheelers. Most popular form in India from above is two wheelers.

As Maharashtra State is leading in Automobile Industry, Pune District is playing major role for becoming Maharashtra State as a Backbone of Indian Economy. The automobile sector is high-flying in Pune. Pune is India's fifth not only auto motor producing district but also auto engine delivering

region in India. The establishment of Maharashtra Industrial Development Corporation (MIDC) by the Government of Maharashtra and Central Governments Five Year Plan has played a major role for new initiatives in Automobile Industry. It leads to foreign direct investment, raw material and skilled labour availability. Along with car segment other class of vehicles are also manufacturing in these companies such as two wheelers, three wheelers and four wheelers including trucks and tractors thereby contributing to the Indian economy<sup>1</sup>.

### A. Evolution of the Indian Automobile Industry<sup>2,3,4</sup>

Year	Details
1897	The first car ran on an Indian road
1930	Few numbers of cars imported
1942	Hindustan Motors was launched
1944	Premier Automobiles Ltd. started in Mumbai and manufactured Dodge and fiat products
1945	Mahindra and Mahindra was established and began assembly of Jeep
1945	Tata Engineering and Locomotive Company (TELCO)
1948	Ashok Leyland established
1958	Force Motors launched
1960	Chinkara Motors Private Limited established
During 1947-1984	Vehicles were imported from other countries. Major focused on servicing and dealership.
1985	Maruti Udyog Started
1996	Opel India Private Limited established

Table 1. Evolution of the Indian Automobile Industry

Many international automobile manufacturing industries have invested into Indian automobile industry during 1996 to 2016. Over the years, the car market in India has evolved by leaps and bounds as almost all major companies are present in the country<sup>5</sup>.

## V. TRAINING AND DEVELOPMENT

Dubashi (1983) defined training as “A process of improving the knowledge skill and attitude of employees to achieve organizational objectives”. It is only through a systematic program of training that necessary professional knowledge is imparted, skills developed and attitudes attuned to work situation<sup>6</sup>.

Mirza Saiyadain (1988) stated that “Training is an activity aimed to improve the performance of the existing staff to meet the future needs of the organization<sup>7</sup>”.

enhanced and increased. After identifying training needs, training programme should conduct<sup>8</sup>.

According to Obisi (2001), training is a process through which the skills, talent and knowledge of an employee is

A. *Training and development process*

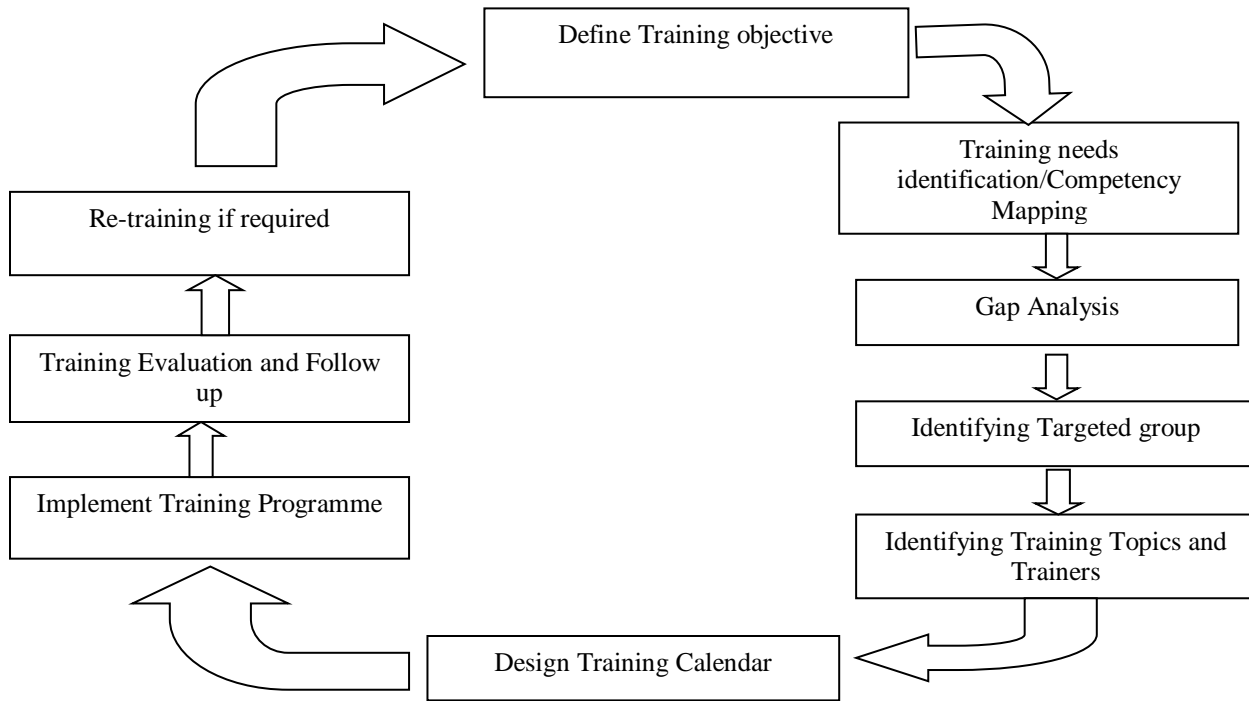


Fig 1:- Training Process

➤ *Define Training objective*

It is very important to define clear objective of training programme before it gets designed. Training objective should be communicated to trainees well in advance, it provides outline for trainees. It should be match with organizational goals.

➤ *Training needs identification*

Every organization while dealing with training programme investing lots of money, so before having such tremendous amount it is important to identify and asses the training needs by considering job analysis. Training need identification can be done by observation, performance appraisal, work samples, employee satisfaction survey, consultation with experts and interviews. Strength of employees can be assessing through competency mapping.

➤ *Gap Analysis*

Training gap is nothing but the difference in existing and desired skills and competencies of an employee to perform the particular job. As per the job description required skills and knowledge highlighted and through competency mapping

employees strength can be identify. Errorless gap analysis is important otherwise it cause failure of training programme.

➤ *Identify Target groups*

Targeted group must be align with Training need identification. Identify and formulate the target group for particular training topic. Once target group finalized, number of training batches formed for specific skills. For effective training program active participation of targeted group plays important role. Pre and post test helps to understand how effective skills and knowledge acquired by trainees.

➤ *Identifying Training Topics and Trainers*

Once training need identification and target group finalized next step is identify the different training topics as per the current and future job requirements. Training topics can be consist technical skills, safety skills, behavioral or interpersonal skills. Competent trainer having subject knowledge, good communication and interpersonal skills that motivate trainees to participate actively during training session.

➤ *Training Calendar*

As soon as need identification done, training calendar have to prepare which includes trainer, training topics, number of trainees for particular training topic, schedule, training duration, training budget.

➤ *Implementation*

Once training calendar designed, it needs to be implemented. Competent trainer either its internal or external used specific training methods, training aids for effective training delivery. As per the employees needs and job requirement, training topics decided such as behavioral, technical or safety training programme to enhance knowledge, skills and attitude of employee. Systematic training programme helps to implement training programme effectively.

*Types of Training Skills*

- Technical Skills
- Behavioral Skills

➤ *Training Evaluation and follow up.*

The last stage in the training and development process is the assessments of training results. Through feedback and its timely follow-up describes the satisfaction level of training programmes. Various methods are used to evaluate training programme such as Krikpatrick model, CIRO model and Phillips Evaluation model. Kirkpatrick model consists of four levels which measures Reaction Learning Behavior and Results<sup>9</sup>.

➤ *Re-training if required*

After training evaluation and considering the feedback received from trainees, if it is not satisfactory in terms for increasing knowledge, skills and change in behavior then it's important to plan re-training for employees which is followed with same process which is mention earlier.

**VI. IMPACT OF TRAINING TECHNOLOGY IN TRAINING EFFECTIVENESS**

Web based training isn't confined to a particular time or area so with the help of internet connection trainees need to register themselves and can access training modules. Web-based courses allow organizations to customize learning for employee's needs and also provide access to measure employee's performance. Face-to-face classroom instruction is used by almost all organization, technology based training is gaining popularity. Web-based training is conducted via the Internet or through an internal organizational intranet. Technological advancement has changed the facet of automobile industry, there are several challenges that need to be addressed. Some of these include ever-changing customer needs, outdated regulations and cultural transformations. Gaining knowledge in the automobile industry is a very daunting task. E-learning plays a major role in imparting knowledge to the employees through workplace training<sup>10</sup>.

An inherent advantage of web based training is the ability to reduce the costs associated to delivering training to employees, increase the effectiveness of the learning environment, and help training contribute to business goals<sup>11</sup>. Virtual reality training program in the form of work center simulations offer a highly interactive and effective form of employee training. Online learning can be ineffective and frustrating, if the content of the training is not properly designed using instructional design principles.

**VII. SUMMARY OF RESEARCH METHODOLOGY**

Type of study: Descriptive Research  
 Sample Size: 426 employees  
 Sampling Procedure: Purposive Sampling  
 Method of data Collection: Survey and interview method with structured questionnaire was used  
 Instrument for Data Collection Questionnaire  
 Questionnaire Reliability Cronbach Alpha  $\alpha$  reliability coefficient  
 Statistical Tools Used IBM SPSS 20  
 Statistical Test KMO and Bartlett's Test, Mean score, Correlation Test.

**VIII. DATA ANALYSIS**

According to central limit theorem parametric and non parametric both test can be applied hence the researcher has used correlation, mean score tests. KMO and Bartlett's test was used to check data adequacy and Cronbach Alpha  $\alpha$  was used to check the internal consistency of the variables in the instrument.

Correlations between TT and TE		TT_Mean Score	TE_Mean Score
TT_Mean Score	Pearson Correlation	1	.784*
	Sig. (2-tailed)		.031
	N	426	426
TE_Mean Score	Pearson Correlation	.784*	1
	Sig. (2-tailed)	.031	
	N	426	426

Table 2. Correlations between TT and TE

\*. Correlation is significant at the 0.05 level (2-tailed).

According to Karl Pearson correlation test, correlation coefficient always lies between -1 to 1.

Where  $r = 1$  states that there is strong positive correlation between two variables.

$r = -1$  states that there is strong negative correlation between two variables.

$r = 0$  states there is no correlation between two variables. As shown in table no. 1.2, there is correlation between technology used in training and training effectiveness and correlation coefficient i.e.  $r = .784$ . It has been seen there is a positive correlation between technology used in training and training effectiveness.

Hence null hypothesis is rejected and alternative hypothesis accepted i.e.

*There is positive impact of technology used in training on training effectiveness.*

## IX. FINDINGS

Generally organizations prefer online training to managerial level employees. Shop floor workers were trained under technical training conducted by internal trainers. In small original equipment manufacturers technical training given by the expert team members of client company. As per the requirement of quality production, experts are giving training to targeted group and make them technically sound. By using online training modules, web conferencing, use of internet and intranet for on job and off the training support which will helps to make training session more interesting and informative.

## X. CONCLUSION

To survive in global competition organization must have skilled and motivated human assets. Use of technology in training not only increase the quality production but also make training programme more effective.

## BIBLIOGRAPHY

- [1]. en.wikipedia.org/wiki/AutomotiveIndustry in India.
- [2]. [https://en.wikipedia.org/wiki/Automotive\\_industry\\_in\\_India#History](https://en.wikipedia.org/wiki/Automotive_industry_in_India#History).
- [3]. <https://www.globalcarsbrands.com/indian-car-brands>.
- [4]. <http://www.cartrade.com/car-bike-news/a-brief-history-of-the-indian-automobile-industry-122518.html>.
- [5]. Draft Automotive Mission Plan 2006-2016, Documentation of Inputs for ten year Mission Plan for Development of the Indian Automotive Industry into a Global Hub, Ministry of Heavy Industries and Public Enterprises Government of India, page 17.
- [6]. Dubbashi P.R. (1983). Strengthening of training facilities, Souvenir of Cooperative Training College, Bangalore pp.1.
- [7]. Mirza S. Saiyadain, (1988). Human Resources Management, Tata McGraw Hill Publishing Co., Ltd., New Delhi.
- [8]. Obisi Chris (2001). Employee development, Issues and dimensions, Unical Journal of public Administrator Sept Vol. 1.

- [9]. Kirkpatrick, D. (1996), Great ideas revisited. Training and Development, 50(1), Pages 54-60.<https://www.spearhead-training.co.uk/blog/evaluating-training>.
- [10]. <https://www.linkedin.com/pulse/impact-technology-employee-training-david-beach/>.
- [11]. <https://www.gc-solutions.net/blog/digital-transformation-of-automobile-sector-with-enterprise-learning-management-system/>.