IJARETY

International Journal of Advanced Research in Education and TechnologY (IJARETY)

A Study on Effectiveness of Training and Development in TCS And Its Solutions

Dr.V. Dhayalan, A. Saivignesh

Associate Professor, Sri Sairam Institute of Management Studies, Sri Sairam Engineering College, Chennai,

Tamil Nadu, India

Scholar, Sri Sairam Institute of Management Studies, Sri Sairam Engineering College, Chennai, Tamil Nadu, India

ABSTRACT: The current study focuses on "an investigation into the efficacy of training and development in TCS & Its solution." The employee's effectiveness is assessed and examined in this study. 110 workers were selected at random from a total of 195 for this study. Following the training, a set of questions is distributed to the staff to gather their opinions on the modifications. Employees receive a variety of training from the company. In this study, we are evaluating the employee's efficacy following training and development. To gather information for findings, recommendations, and conclusions, the 110 questions are given to the staff. Both the percentage and chi-square approaches are used to assess the respondents' responses. Once the results were concluded the study's goals and findings are consistent with each other. While obtaining employee happiness is the survey's goal, we discovered a notable change in employees compared to the previous study.

KEYWORDS: Training and Development, Training Effectiveness, Training Evaluation.

I. INTRODUCTION

This research paper will investigate the effectiveness of TCS's training and development programs for new employees, including their impact on performance, engagement, and retention, as well as their contribution to TCS's success as a leading global IT business. Training and Development (T&D) is a crucial component of human resource management, especially in businesses like Tata Consultancy Services (TCS), which is one of the leaders in IT service services globally. The organization firmly believes in training its employees, especially the fresh graduates with the skills necessary to survive in the fast-paced and competitive world of IT. For Fijers who just entered TCS, the organization encourages venturing into the world of work and implements well-structured training programs to offer support to fresh graduates based on their cultures. TCS makes sure that there is no rough initiation for new employees rather they get to learn the renewal technologies, tools, and soft skills that are relevant to the company's objectives. The fundamental focus of TCS training programs for freshers is its "Initial Learning Program" (ILP), which addresses the challenges faced by the educational curriculum in the job market. The ILP of the Company is designed to develop technical skills, analytical thinking, and soft skills essential for working in the organization. The program concentrates on subject-centric technical knowledge, such as programming, data analytics, artificial intelligence, and soft skills training, ensuring that hires can undertake different projects in different countries.

TCS places a high emphasis on ongoing development, providing new employees with multiple opportunities to improve their abilities throughout their careers through internal learning platforms such as TCS iON and TCS Elevate. These systems include targeted education, mentoring, and certifications to help employees stay prepared for the future. Tata Consultancy Services (TCS), with its global workforce of over 600,000, understands the need for a solid Training & Development (T&D) strategy, particularly for freshers who represent the organization's future. A well-designed T&D framework helps new hires quickly adapt to company processes, meet requests and actively contribute to new solutions. In addition to technical training, candidates are taught key soft skills such as leadership, teamwork and communication, time management, and professional demeanour. TCS prioritizes the development of well-rounded employees who can adapt and flourish in a variety of cross-cultural work contexts. Fresher also learns relevant programming languages, modern software development methods, and advanced technologies like cloud computing, AI, machine learning, and cybersecurity. This equips them with the technical skills needed to contribute to TCS's wide variety of client projects. In the fast-changing world of Information Technology (IT), having employees with the latest skills and the flexibility to learn new tools and platforms is crucial

II. REVIEW OF LITERATURE

Charles (2016) Examined job training implemented by co-workers. They explored the use of co-incidental training alongside quality control checks. The results indicated that co-workers could apply this training method to teach trainees complex tasks without significantly reducing overall productivity.

James (2011) described, using psychological and interpersonal profiles, the traits of successful trainers. They discovered that younger trainers are more likely to be aggressive than their more experienced counterparts, and that the personal characteristics of exceptional trainers are different from those of the general population.

Osman (2010) Conducted an empirical study titled "The Effects of Organisational Training on Organisational Commitment." The research explored how organizational training impacts employee commitment, with a particular pay attention to the emotive and emotional reactions of workers to their company. Motivation for training, access to training, training benefits, and support for training initiatives were all included in the multifaceted framework used to analyze organizational training.

Brown (2008) Examined the effectiveness of training and development in Skill Smart Retail, London. Their research revealed that training is less popular among smaller businesses and independent single stores. They concluded that it is important to encourage these smaller independent stores to increase their training efforts.

Neil (2009) Explored standards for diagnosing training needs using surrogate job performance measures. Their study showed that surrogate measures could be useful in setting classification standards, with nearly identical standards being calculated through hands-on performance tests. Additionally, job knowledge tests were evaluated for their effectiveness in identifying training needs.

Karthik R (2012) The student is informed of the expectations after the training program by the training objectives. Training goals are important from the standpoints of trainers, trainees, designers, and evaluators, among other stakeholders.

III. TRAINING PROCEDURE AT TCS

Initial Learning Program (For New Hires): It includes both technical and soft skills required for company-specific positions and functions. **Domain-Specific Training:** To ensure that they have the technical and functional skills necessary to align with our client's needs and demands as well as their projects, employees receive training tailored to the project or industry domain.

A continuous learning program allows employees to design their own development plan to progress their skills and knowledge at their own pace. The leadership development program is built around six critical components that managers require to succeed: communication, influence, self-awareness, resilience, learning agility, and a methodical approach to thought and action. Initiatives for E-Learning: It began its e-learning programs in 2009, and over 4,000 Tata managers and executives attend the training each year. Tata employees have access to 44 various programs, which include self-paced e-learning, live video broadcasts, and live e-classrooms. The study is necessary because: TCS works in a highly competitive and dynamic IT industry, and training programs ensure that employees' skills are continually updated to stay up with new technical trends and customer demands.

NEED OF THE STUDY
Operational Efficiency: Well-trained staff are more effective and productive, resulting in fewer mistakes and better service delivery, which directly benefits TCS's total operational performance.
Talent Development: Training activities are critical in identifying and developing future leaders inside the firm, allowing TCS to retain a strong leadership pipeline and ensure long-term business success.

OBJECTIVES AND IMPORTANCE OF TRAINING
- Improved Performance,
- Less Supervision, and
- Economic Material and Equipment Use.

SCOPE OF THE STUDY: Improved Skills: The study will examine into how TCS' training programs help employees become more adept in cutting-edge technologies like cloud computing, machine learning, and artificial intelligence.

Staff Productivity: The research investigates how TCS's training activities boost staff efficiency, job performance, and overall productivity.

Career Growth Opportunities: Career Advancement Opportunities: This section investigates how TCS's development programs support career advancement by providing employees with the information and skills required to rise within the firm.

Adaptation to worldwide Standards: The study looks at how TCS's training and development programs help employees meet international standards and operate in global marketplaces, which is crucial for a multinational firm. Training programs can promote employee retention, engagement, and satisfaction, leading to reduced turnover rates.

Retention and Job Satisfaction: The coverage includes how training programs affect employee retention, engagement, and satisfaction, resulting in lower turnover and high staff morale.

IV. RESEARCH METHODOLOGY

Primary Source:

Data that was gathered directly from the source, first-hand, is referred to as primary data. This mostly involved conversations and interviews with the managers and staff.

Secondary Source:

Data that has already been gathered by others for a different purpose is referred to as secondary data.
It includes:
Company Website.
Internet.
Manuals Research Papers and Books.

Statistical Tools Used
Sample Size
One important decision about sample size is the sampling method. The quantity of samples is implied by the sample size. For this study, **120** is the selected sample size. Using a random sampling technique, the sample size is chosen.

Population Size
In any field of study, everything taken into consideration is a "population" or "universe." A census survey is a comprehensive inventory of everything considered to be part of the "population." **195** is the population size selected for this study.

CHI-SQUARE TEST
Training is a technique used to boost both quality and quantity of output.
Strongly agree -63
Agree -39
Disagree -8
Strongly disagree -0
Solution:
Null Hypothesis:
The rise in productivity of both quality and quantity does not differ significantly.
Alternative Hypothesis:
The rise in productivity of quantity and quality differs significantly.
E= {row total*column total} / grand total

O	E	O-E	$(O-E)^2$	$(O-E)^2$ /E
63	65.84	-2.84	8.07	0.122
39	36.16	2.84	8.07	0.223

8	5.16	2.84	8.07	1.564
0	2.84	-2.84	8.07	2.842

Step 3: Calculate Chi-Square Value
Formula: $\chi^2 = \sum (O-E)^2 / E$
Total: **4.751**

63	39
8	0

Step 4: Determine Degrees of Freedom (df)
Df= (r-1) (c-1)
where, r = rows, c = columns
Df = (2-1) (2-1)= 1
Table value [TV] = **3.84** [constant] [the level of the significance is 5%]
[CV] = **4.751** is the calculated value; CV>TV
As a result, there is a notable distinction in raising both quality and quantity output. Given that the calculated value is **4.751**, the alternative hypothesis is accepted and the null hypothesis is rejected.
The training program's relevance to the job
Very nice (39).
Good = 14.
56 is deemed satisfactory.
Bad=1.

V. FINDINGS

82% of employees consider training mandatory. The personnel of the organization.
73.3% of employees choose both training options. Methods are crucial and necessary.
89% of respondents to our study said they think their company provides both on-the-job and off-the-job training to its staff.
The most successful method of on-the-job training, according to 63% of respondents, is coaching.
According to half of the participants, the most popular approach in the non-work environment is learning and sensitivity training.
We found that 95% of respondents to this study strongly agreed that training raises employee motivation. 57.3% of respondents agree that training increases productivity in both quality and quantity.
85% of respondents agree that training helps managers identify, assess, forecast, and plan changes in the company's HR department.
According to this poll, 55% of participants think that the training's effectiveness may be assessed using the feedback approach.

VI. SUGGESTIONS

Regularly review training requirements based on employee performance and feedback on timely retention, maintenance, and updating of training documents.
Trainers should get continual feedback and training should be arranged regularly. Encourage coordination and communication among personnel at all levels.
Individual attention should be given as much as possible in practical sessions, constructing the training module attempts to consider the participant's particular goals.
It is important to promote coordination and communication among employees at all levels in order to identify new talent.
During practical sessions, as much individual attention as feasible should be provided. Additionally, when creating the

training module, attempt to take the participants' objectives into account. This could increase their interest and pleasure. Should attempt to employ more visual and aural aids and to make training more dynamic and participatory.

VII. CONCLUSIONS

An evaluation of TCS's training programs, particularly those led by ITS Solutions trainers, yields extremely favorable outcomes. The key findings show that the training modules, notably the practical sessions and simulations, are executed really well. Trainees remark strong skill growth and practical comprehension, verifying the course's usefulness in the real world. The ITS Solutions training plan meets its objectives in a comprehensive manner, ensuring that workers are properly qualified to undertake both technical and administrative activities. The emphasis on hands-on learning and simulations offers a comprehensive learning experience, allowing students to apply academic knowledge to practical problem-solving skills.

REFERENCES

1. S.P. Gupta., (2012), "Statistical Methods, 6th Edition", Sultan Chand & Sons.
2. L.M. Prasad., (2013), "Human Resource Management", 6th Edition, Sultan Chand & Sons.
3. Judy Cameron., (2002), "Rewards and Intrinsic Motivation" Resolving the Controversy Companies in Ghana", Journal of Industrial Engineering and Management, Vol No: 9
4. Dharmesh Raval (2014) "A Study of HRM Practices prevailing in IT-ITES Industry - A Case Study of IT - ITES organizations of Vadodara City"
5. Sumaiya Shafiq Sahibzada Muhammad Hamza (2017) "The Effect of Training and Development on Employee Performance in Private Company, Malaysia"
6. G. Abhishek and Dr. C.B. Senthilkumar, Constructive Training Implementation Methodologies for Corporate Employees. International Journal of Mechanical Engineering and Technology, 8(3), 2017, pp. 89–96.
7. Hawkins Best and Coney, Consumer Behavior – Building Marketing Strategy, Tata McGraw Hill, 2003.
8. Heinemann Oliver R., Satisfaction: a Behavioural Perspective on the Consumer, Boston: McGraw-Hill, 1997.
9. A. Premavasumathi and Sivasankari. A Study on Effectiveness of Employee's Training and Development in Rane Brake Lining Limited, Viralimalai, Trichy. International Journal of Management, 7 (2), 2016, pp. 368-378.
10. European Vocational Education and Training: A Prerequisite For Mobility, Felix Rauner, Journal of European Industrial Training, 2013, 32, Emerald Group Publishing Limited.
11. D. G. Robinson and T. C. Robinson, Impact Training: How to Link Training to Business Needs and Measure Results (San Francisco, Jossy: Bass, 1989).
12. M. E. Smith and D. C. Brandenburg, Summative Evaluation, Performance Improvement Quarterly, 4(2), 1991, 35–58.
13. B. R. Worthen and J. R. Sanders, Educational Evaluation: Alternative Approaches and Practical Guidelines (New York: Longman, 1987).
14. Program Evaluation: Alternative Approaches and Practical Guidelines, B. R. Worthen, J. R. Sanders, and J. L. Fitzpatrick (New York, London, 1997).
15. Jeng, Y. C., and Hsu, P. C., "Determination of Assessment Indicators for Student Instruction in the Insurance Industry. Taken from http://conference.nic.edu.sg/paper/converted%20pdf/ab00288.pdf on March 15, 2010.
16. D. Bramely, and A.C. Newby, The Evaluation of Training Part I: Clarifying the Concept, 8, 1984, 10 – 16.
17. R. Sim, Evaluating Public Sector Training Programs, *Public Personnel Management, 22(8)*, 1993, 35 – 37.
18. L. J. Bassi, and S. Cheney, Benchmarking the Best, *Training and Development*, 5(11), 1997, 60-64.
19. S. Mann, and L. T. Robertson, What Should Training Evaluations Evaluate, *Journal of European Industrial Training, 20(9)*, 1996, 14-20.
20. J. H. Anthul, and I. G. Casper, Comprehensive Evaluation Model: A tool for the evaluation of non-traditional education programs, *Innovative Higher Education, 11(1),* 1986, 55-64.
21. A. Athari and M. Zairi, "Training Evaluation: An Empirical Study in Kuwait," Journal of European Industrial Training, 26(5), 2002, 241–251.
22. Training Evaluation Practices in Indian Organizations, by R. Iyer, P. Pardiwalla, and J. Bathia, HRD News Letter, 25(8), 2009, 35-37.
23. P. N. Blanchard, J. W. Thacker, and S. A. Way. Training Evaluation: Perspective and Evidence from Canada. Indian Journal of Industrial Relations, 33(3), 2000, 295-304.
24. M. A. Ogunu, "Evaluation of Management Training and Development Program of Guinness Nigeria PLC," Indian Journal of Training and Development, 32(1), 2000, 22–28.

25. A. P. Prasad, S. Deb, and K. B. L. Srivastava, Assessing Customer Satisfaction and Training Effectiveness in Tata Steel: A Case Study, Indian Journal of Training and Development, 1(1), 2001, 45-56.

26. R. P. Griffin, Means, and ends: effective training evaluation, *Industrial and Commercial Training, 42(4)*, 2010, 220-225.

27. Baskaran, K., & Rajarathinam, M. (2017). Influence of psychological capital on innovative behaviour among the faculty teaching in online environment. *Asian Journal of Distance Education*, *12*(1), 60-68.

28. V Dhayalan, M Seethalakshmi, B Nimalathasan (2021), A study and analysis of work stress management among software employees , Vol(20) , 4867-4874 , - Ilkogretim Online, 2021.

29. Murugan, K., Selvakumar, V., Venkatesh, P., Manikandan, M., Ramu, M., & Krishnamoorthi, M. (2023, December). The Big Data Analytics and its Effectiveness on Bank Financial Risk Management. In *2023 6th International Conference on Recent Trends in Advance Computing (ICRTAC)* (pp. 313-316). IEEE.

30. Dr.S.Usha & Dr.D.Jaichitra ¨A Study on Women Employees Absenteeism with reference to IT sector in Chennai" Indian Journal of Public Health Research and Development, 2018, 9(2), pp. 11–14.

31. Venkatesh, P. "A Study On The Effectiveness Of Talent Acquisition With Reference To Pan Asia Resources." *Studies In Indian Place Names* 40.40 (2020): 317.

32. V Dhayalan, CR Senthilnathan, P Venkatesh (2018) Saving habit and investment preference of government school teachers in Vellore District , International Journal of Mechanical and Production Engineering Research and Development (IJMPERD) , Volume 8, Issue Special issue 3 , 922-926 , Publisher IJMPERD, Scopus ISSN (P):2249-6890,ISSN(E):2249-8001.

33. Velayudhan, M., & Maran, D. K. (2013). A study on Mapping Core Competencies and development of Employees for Excellence with reference to HCL Technologies. Journal of Contemporary Research in Management (JCRM), 4(4). Retrieved from https://jcrm.psgim.ac.in/index.php/jcrm/article/view/85

34. Manikandan, M., Venkatesh, P., Illakya, T., Krishnamoorthi, M., Senthilnathan, C., & Maran, K. (2024). The Significance of Big Data Analytics in the Global Healthcare Market. 2022 International Conference on Communication, Computing and Internet of Things (IC3IoT). https://doi.org/10.1109/ic3iot60841.2024.10550417

35. Ilakkiya, T., Manikandan, M., Ch, R. K., M, K., Ramu, M., & Venkatesh, P. (2024). Neuro Computing-Based Models of Digital Marketing as a Business Strategy for Bangalore's Startup Founders. Ieee, 1–3. https://doi.org/10.1109/incos59338.2024.10527779

36. Murugan, K., Selvakumar, V., Venkatesh, P., Manikandan, M., Ramu, M., & M, K. (2023). The Big Data Analytics and its Effectiveness on Bank Financial Risk Management. Ieee, 13, 313–316. https://doi.org/10.1109/icrtac59277.2023.10480831

37. Venkatesh, P., Selvakumar, V., Ramu, M., Manikandan, M., & Senthilnathan, C. R. (2023). Measure of Well-Being of Freelancers in it Sector. Ieee. https://doi.org/10.1109/iccebs58601.2023.10448738

38. Maran, K., and V. Chandra Shekar. "A study on student's perception of employability skills with respect to engineering institution." International Journal of Research in Engineering, Social Sciences 5.3 (2015): 21-34.

39. Sathyanarayana, K. S., and r K. Maran. "Job Stress of Employees." International Journal of Management (IJM) 2.2 (2011): 93-102.

IJARETY

International Journal of Advanced Research in Education and Technology

www.ijarety.in   editor.ijarety@gmail.com