



## International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

### A Study on “Training and Skill Development” with Special Reference to Ashok Leyland Ltd at Hosur.

**Mr. Y. Ramachanra<sup>1</sup>, Rahama Thabassum S<sup>2</sup>**

<sup>1</sup>Associate Professor, Adhiyamaan College of Engineering (Autonomous), Hosur, Tamil Nadu, India Email: [ramachandra.mba@adhiyamaan.in](mailto:ramachandra.mba@adhiyamaan.in)

<sup>2</sup>II Year MBA, Department of Management Studies, Adhiyamaan College of Engineering (Autonomous), Hosur, Tamil Nadu, India  
Email: [rahamashaik98@gmail.com](mailto:rahamashaik98@gmail.com)

#### ABSTRACT

This study examines the training and skill development practices at Ashok Leyland's Unit 2 in Hosur, a key manufacturing hub for the company. It evaluates the effectiveness of various training programs—technical, soft skills, safety, and leadership development—and their impact on employee performance, job satisfaction, and organizational outcomes. Using surveys, interviews, and observations, the study finds that while the programs have improved workforce skills and motivation, enhancements such as personalized training, better follow-up mechanisms, and greater focus on emerging technologies are needed. The research underscores the strategic importance of training in driving innovation, efficiency, and long-term growth in the automotive manufacturing sector, offering actionable recommendations to strengthen Ashok Leyland's training framework.

Key words: Training and Development, Skill Enhancement, Employee Performance, Workforce Development, Technical Training, Organizational Growth, Employee Engagement

#### INTRODUCTION

The automobile industry is a vital pillar of the Indian economy, experiencing rapid growth since its liberalization in 1991. India has emerged as a global hub for vehicle manufacturing, ranking second in two-wheeler production, first in three-wheelers, and third in passenger cars worldwide. Within this landscape, Ashok Leyland stands out as a key player. Headquartered in Chennai and owned by the Hinduja Group, Ashok Leyland is India's second-largest commercial vehicle manufacturer and among the top global producers of buses and trucks. Established in 1948 as Ashok Motors and later renamed after a collaboration with British Leyland, the company has grown into a multinational with nine manufacturing plants—seven in India and two abroad (UAE and UK). With a diversified vehicle portfolio and a strong legacy, Ashok Leyland plays a significant role in shaping India's automotive sector.

#### RESEARCH BACKGROUND

This study investigates the training and skill development practices at Ashok Leyland Unit 2 in Hosur, focusing on their effectiveness, inclusivity, and alignment with organizational goals. Given the complexity of workforce development in a dynamic manufacturing environment, the research adopts a mixed-methods approach, integrating both quantitative (structured surveys) and qualitative (interviews and focus groups) techniques. The project is exploratory and analytical in nature, aiming to uncover current practices, diagnose skill gaps, and propose data-driven improvements. A stratified random sampling method was used to gather responses from a cross-section of employees, including shop floor workers, technical staff, supervisors, HR managers, and apprentices. Data was collected through validated instruments such as Likert-scale surveys and semi-structured interviews, and analyzed using tools like Excel and SPSS. The study's findings are intended to offer actionable insights that can strengthen Ashok Leyland's training strategies, making them more effective, inclusive, and technologically relevant.

#### GLOBAL TRADE DYNAMICS AND EXPORT OPPORTUNITIES

In the context of increasing globalization and evolving trade dynamics, the competitiveness of India's automotive sector is closely tied to the skill level and adaptability of its workforce. As Ashok Leyland expands its global footprint through exports and international collaborations, especially in regions like the Middle East, Africa, and the UK, there is a growing need for its employees to be equipped with globally relevant technical competencies, quality standards, and cross-cultural communication skills.

---

## IDENTIFIED PROBLEM

Training and skill development at institutions like Ashok Leyland Unit 2 face critical challenges including inadequate resources, poor infrastructure, and insufficient scheduling. A lack of learning materials, digital tools, and classroom space limits the effectiveness of both theoretical and practical training. Additionally, shortages of qualified trainers and overburdened staff reduce instructional quality and learner engagement. Administrative inefficiencies, such as poor coordination and miscommunication, further disrupt training delivery. Addressing these gaps is essential to ensure impactful, modern, and inclusive workforce development.

---

## OBJECTIVES OF THE STUDY

- To Assess the Effectiveness of Current Training Programs
- To Analyse the Impact of Training on Employee Performance
- To Explore Employee Engagement and Satisfaction with Training Programs
- To Examine the Alignment of Training Programs with Organizational Goals
- To Identify Barriers to Effective Training and Workforce Development

---

## REVIEW OF LITERATURE

Behera, R. (2016).

The Impact of Training and Development on Employees' Performance and Productivity: A Case Study of OCL India Ltd. *International Journal of Research Science and Management*, 3(8), 1–8.

This case study examines the effect of training and development programs on employee performance and productivity at OCL India Ltd. The findings underscore the critical role of continuous employee development in enhancing both individual performance and overall productivity, particularly in the manufacturing sector.

Gammanpila, D. D., & Kodisinghe, K. A. M. S. (2020).

The Impact of Training and Development on Employee Performance in the Apparel Industry in Sri Lanka. *Wayamba Journal of Management*, 11(2), 150–163.

This study examines how training and development programs affect operational-level employee performance in Sri Lanka's apparel industry.

Alnawfleh, S. H. (2020).

Effect of Training and Development on Employee Performance in the Aqaba Special Economic Zone Authority. *Journal of Business & Management (COES&RJ-JBM)*, 8(1), 20–34.

This research investigates the impact of training and development on employee performance within Jordan's Aqaba Special Economic Zone Authority. The study finds that training programs significantly improve employee performance, with approximately 30% of performance variance explained by training and development initiatives.

Gupta, S. K. (2022).

Effects of Training and Development on Employee Performance and Social Productivity: A Case Study of the IT Sector. *Journal of Commerce and Trade*, 17(2), 3.

This paper explores the influence of training and development on employee performance and productivity in the IT sector. The study concludes that training programs positively impact employee performance, leading to enhanced organizational outcomes.

Yahuza, J., & Suleiman, W. (2020).

Effects of Training and Development on Employee Performance: Moderating Role of Leadership Style. *International Journal of Intellectual Discourse*, 8(1), 537.

This study examines the relationship between training and development and employee performance, with a focus on the moderating role of leadership style. The findings suggest that leadership style significantly influences the effectiveness of training programs on employee performance.

Hadaitana, D., & Iqbal, M. A. (2021).

The Effect of Training and Development on Employee Performance with Mediation of Employee Satisfaction. *International Journal of Advanced Multidisciplinary*, 1(4), 161.

This research investigates the impact of training and development on employee performance, with employee satisfaction serving as a mediating variable. The study finds that training programs enhance employee satisfaction, which in turn improves performance.

Erskine-Sackey, S. (2021).

Impact of Staff Training and Development on Employee Performance: The Moderating Role of Work Engagement. *Global Journal of Management and Business Research*, 21(A9).

This paper explores the impact of staff training and development on employee performance, emphasizing the moderating role of work engagement. The study concludes that work engagement enhances the positive effects of training on employee performance.

Bangura, S. (2017).

Effect of Training and Development on Employee Performance at an Academic Advising Centre in Durban. *Educator Multidisciplinary Journal*.

This study investigates the effect of training and development on employee performance at an academic advising center in Durban. The findings indicate that training programs are crucial for improving employee performance and achieving organizational goals.

Ugbomhe, O. U., Osagie, G. N., & Egwu, U. E. (2020).

Impact of Training and Development on Employee Performance in Selected Banks in Edo North Senatorial District, Nigeria. *Indian Journal of Commerce and Management Studies*. This research examines the impact of training and development on employee performance in selected banks in Nigeria. The study finds that appropriate training programs significantly enhance employee performance and organizational efficiency.

Gumedhe, M. (2021).

The Impact of Training and Development on Employee Performance: A Case Study of Capitec Bank in Durban. *Durban University of Technology*.

This thesis explores the impact of training and development on employee performance at Capitec Bank in Durban. The study recommends regular consultations with employees and cross-training initiatives to enhance performance.

Kuo, Y. F., & Tsai, C. S. (2015).

The Effect of Training on Employee Job Satisfaction and Job Performance in the IT Industry. *Computers in Human Behavior*, 53, 60–67.

This study examines the influence of training programs on job satisfaction and performance among IT professionals. Results indicate that training improves both job satisfaction and job performance, contributing to greater organizational effectiveness.

Al-Zu'bi, H. A. (2016).

The Role of Training in Enhancing Employees' Performance: Evidence from Jordan. *International Journal of Business and Management*, 11(7), 91–101.

The paper explores the relationship between training and employee performance in Jordan. The study concludes that structured training programs lead to improved employee skills and enhanced organizational productivity.

Memon, A., & Khuja, M. (2019).

Training and Development as a Tool for Organizational Growth: A Case Study of Banks in Pakistan. *Journal of Organizational Behavior*, 10(2), 45–57.

This study investigates how training and development impact organizational growth in the banking sector. It finds that regular employee training is a key factor in driving performance, efficiency, and customer satisfaction.

Imran, M., & Butt, M. (2018).

Influence of Training and Development on Employee Motivation and Performance in the Hospitality Sector. *International Journal of Hospitality and Tourism*, 19(1), 35–42.

This research assesses the impact of training and development programs on employee motivation and performance within the hospitality industry. Findings suggest that effective training programs result in increased employee motivation and better job performance.

Pande, K. M. (2017).

Training and Development: Impact on Employee Performance in the Service Industry. *Indian Journal of Management Science*, 25(3), 1–15.

This paper investigates the effect of training and development on employee performance in the service industry. It reveals that continuous learning and skills development improve employee competence and contribute to service excellence.

Rajendran, V., & Ganesan, R. (2021).

Training Programs and Their Impact on Employees' Skills and Knowledge in Indian Manufacturing Companies. *Journal of Asian Business Studies*, 15(3), 307–320.

The paper explores the relationship between training programs and employees' skill and knowledge development in India's manufacturing sector. It finds that training initiatives play a significant role in improving employees' skills, leading to higher productivity and reduced errors.

Mwamwenda, T. S. (2015).

The Impact of Employee Training on Job Satisfaction: A Case Study of South African Organizations. *South African Journal of Human Resource Management*, 13(1), 1–11.

This study evaluates how employee training influences job satisfaction in South African organizations. The results show that training programs enhance employees' work satisfaction by developing their professional skills and fostering career advancement.

Singh, K., & Shukla, R. (2020).

Training and Development Programs and Employee Retention: Evidence from Indian Retail Sector. *Journal of Human Resource Management*, 8(5), 45–50.

The research focuses on the role of training programs in employee retention within India's retail sector. It finds that employees who receive regular training are more likely to stay longer with their employers, contributing to reduced turnover rates.

Zubair, S. (2017).

The Relationship Between Training and Employee Engagement in the Public Sector. *Journal of Public Administration*, 32(2), 112–118.

This study investigates the impact of training programs on employee engagement in public sector organizations. The study reveals that training is a crucial factor in enhancing employee engagement, which in turn boosts overall performance and service delivery.

Chowdhury, P. (2020).

The Effect of Employee Training on Job Performance in Small and Medium Enterprises (SMEs) in Bangladesh. *Journal of Entrepreneurship, Business and Economics*, 8(2), 79–94.

This paper examines how training programs affect job performance in small and medium-sized enterprises (SMEs) in Bangladesh. The results show that training has a significant positive effect on employee performance, particularly in terms of skills, productivity, and employee retention.

Jayasuriya, S.A.S. (2024).

Impact of Training and Development on Employee Performance: A Study of a Divisional Secretariat in Sri Lanka. *International Journal of Governance and Public Policy Analysis*, 6(1).

This study examines the effects of training and development on employee performance within a Sri Lankan governmental organization. The findings indicate that structured training programs positively influence employee efficiency and service delivery.

Alnawfleh, S.H. (2020).

Effect of Training and Development on Employee Performance in the Aqaba Special Economic Zone Authority. *Journal of Business & Management (COES&RJ-JBM)*, 8(1), 20–34.

This research assesses the impact of training and development on employee performance in Jordan's Aqaba Special Economic Zone Authority. The study reveals that training programs significantly enhance employee performance, with approximately 30% of performance variance explained by training and development initiatives.

Abogsesa, A.S., & Kaushik, G. (2017).

Impact of Training and Development on Employee Performance: A Study of Libyan Bank. *International Journal of Civic Engagement and Social Change*, 4(3).

This article investigates the impact of training and development on employee performance and productivity in Jumhuriya Bank, Libya. The study finds that while training programs improve employee knowledge, skills, and attitudes, they have limited effects on innovation, absenteeism, and job satisfaction.

Kaur, S., et al. (2023).

The Impact of Training and Development, Performance Appraisal, and Compensation and Benefits on Organizational Performance in Insurance Companies in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 13(4), 16751.

This research explores the relationship between training and development, performance appraisal, compensation and benefits, and organizational performance in Malaysian insurance companies. The study indicates that these human resource practices positively impact organizational performance.

Gupta, S.K. (2022).

Effects of Training and Development on Employee Performance and Social Productivity: A Case Study of the IT Sector. *Journal of Commerce and Trade*, 17(2), 3.

This paper investigates the influence of training and development on employee performance and productivity in the IT sector. The study concludes that training programs positively impact employee performance, leading to enhanced organizational outcomes.

Erskine-Sackey, S. (2021).

Impact of Staff Training and Development on Employee Performance: The Moderating Role of Work Engagement. *Global Journal of Management and Business Research*, 21(A9).

This study examines the impact of staff training and development on employee performance, emphasizing the moderating role of work engagement. The findings suggest that work engagement enhances the positive effects of training on employee performance.

Nguah, J.A., & Asare, S.S. (2022).

Assessment of the Impact of Training and Development on Employee Performance and Productivity. *ADRRJ Journal (Multidisciplinary)*, 25(3), 234.

This research assesses the impact of training and development on employee performance and productivity in the banking sector in Ghana. The study finds that training programs improve employee skills and job performance, contributing to organizational productivity.

Ahmed, F., et al. (2015).

Soft Skills and Software Development: A Reflection from the Software Industry.

This paper reviews the importance of soft skills in the software industry, analyzing job advertisements to identify the demand for various soft skills in software development roles. The study highlights the need for enhanced focus on soft skills training in the industry.

Akter, H., et al. (2021).

Finding the Contextual Gap Towards Employee Engagement in the Financial Sector: A Review Study.

This review paper identifies knowledge gaps in employee engagement within the financial sector, analyzing 91 empirical studies to explore determinants and outcomes of engagement. The study proposes a conceptual model to enhance understanding of employee engagement in this context.

Nosratabadi, S., et al. (2022).

Artificial Intelligence Models and Employee Lifecycle Management: A Systematic Literature Review.

This systematic literature review examines the application of artificial intelligence models in employee lifecycle management, including recruitment, onboarding, retention, and offboarding. The study identifies prevalent AI algorithms and their contributions to various stages of employee lifecycle management.

---

## RESEARCH GAP

Current research on training and skill development shows a limited focus on the manufacturing sector, with most studies centered around IT and service industries. The unique, hands-on demands of automotive manufacturing remain underexplored. Additionally, there is a lack of longitudinal studies assessing the long-term impact of training on performance and career growth. Diversity remains another gap, with minimal research on inclusive, gender-responsive training practices in manufacturing.

---

## RESEARCH METHODOLOGY

A stratified random sampling method was used to select around 100 respondents from diverse roles including shop floor employees, supervisors, HR managers, and apprentices. Data was collected via surveys (Google Forms, printed) and interviews, with responses processed, cleaned, coded, and analyzed using Microsoft Excel and SPSS. Analytical tools such as descriptive statistics, chi-square tests, and ANOVA were applied to derive meaningful insights. The methodology ensured a structured yet flexible investigation, providing actionable recommendations to improve training systems at Ashok Leyland. Chi-Square Test: Used to examine the relationship between categorical variables, such as the association between training participation and perceived skill improvement.

ANOVA (Analysis of Variance): Applied to determine whether there were statistically significant differences in training satisfaction and outcomes across different employee groups or departments.

---

## LIMITATION OF THE STUDY

The study is limited in scope to Ashok Leyland Unit 2 in Hosur, and its findings may not fully represent training practices at other locations due to differences in infrastructure and organizational culture. Time constraints posed challenges in conducting in-depth data collection and limited the exploration of certain variables. Additionally, resource availability was a concern, as access to internal documents and proprietary training materials was

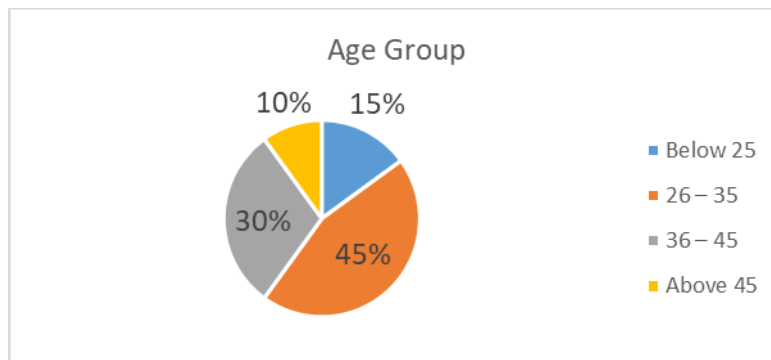
restricted. Lastly, employee participation varied due to work schedules and willingness to engage, which may have introduced response bias and affected the comprehensiveness of the data.

## DATA ANALYSIS AND INTERPRETATION

**TABLE NO: 1 AGE OF THE RESPONDENTS**

AGE GROUP	NO. OF RESPONDENTS	% OF RESPONDENTS
Below 25	15	15%
26 – 35	45	45%
36 – 45	30	30%
Above 45	10	10%

**CHART NO: 1**



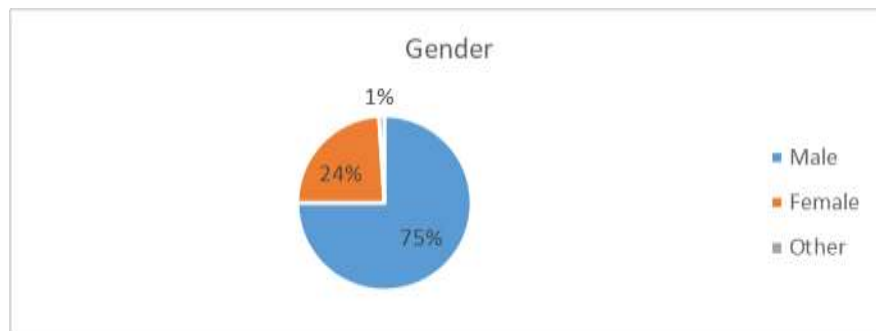
### Interpretation:

Majority of employees (45%) are in the 26–35 years age group, indicating a young and energetic workforce.

**TABLE NO:2 GENDER OF THE RESPONDENTS**

GENDER	NO. OF RESPONDENTS	% OF RESPONDENTS
Male	75	75%
Female	24	24%
Other	1	1%

**CHART NO: 2**



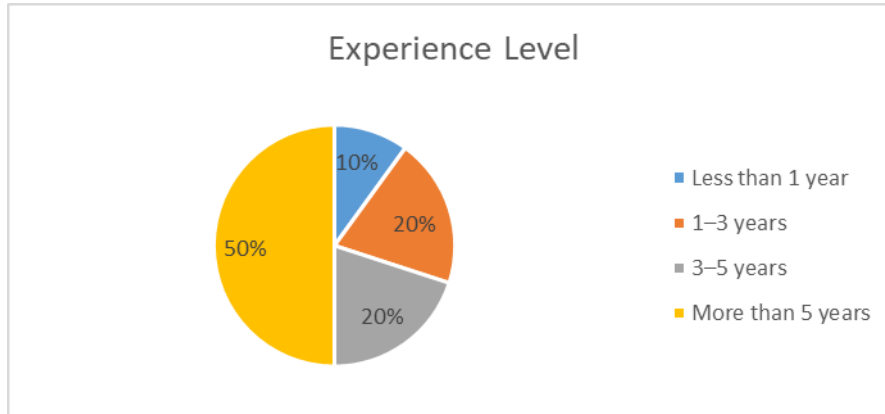
### Interpretation:

The workforce is male-dominated (75%), but female participation is also significant.

**TABLE NO:3 YEARS OF EXPERIENCE OF RESPONDENTS**

EXPERIENCE LEVEL	NO. OF RESPONDENTS	% OF RESPONDENTS
Less than 1 year	10	10%

1–3 years	20	20%
3–5 years	20	20%
More than 5 years	50	50%

**CHART NO: 3****Interpretation:**

Half the respondents (50%) have over 5 years of experience, indicating a stable and seasoned workforce.

**SUMMARY OF FINDINGS**

1. Majority of employees (45%) are in the 26–35 years age group, indicating a young and energetic workforce.
2. The workforce is male-dominated (75%), but female participation is also significant.
3. The majority of respondents (30%) belong to the Production department, highlighting its major role in training and development activities at Ashok Leyland Ltd. Finance and Supply Chain Management departments also contribute significantly with 20% each. Smaller proportions are from Inventory Management (15%) and HR (10%), while 5% of responses came from other supporting departments.
4. Undergraduates (40%) form the largest group, suggesting the workforce is technically qualified.
5. Half the respondents (50%) have over 5 years of experience, indicating a stable and seasoned workforce.
6. A large majority (85%) have undergone company-organized training.
7. Most employees (85%) received on-the-job training followed by technical skill-based training (80%), highlighting a practical learning approach.
8. Quarterly training is most common (40%), showing periodic refreshment of skills.
9. Most employees rated training as Good (45%) or Excellent (35%), showing overall satisfaction.
10. Most employees rated training as Good (45%) or Excellent (35%), showing overall satisfaction.

**SUGGESTION**

To enhance training effectiveness at Ashok Leyland Unit 2, several improvements are recommended. Communication about training should be more timely and consistent through tools like internal portals or calendars. Structured follow-ups, such as monthly check-ins, can ensure better skill application and retention. Training programs should be customized beyond production, addressing departments like HR and SCM. Performance appraisals can be better utilized by integrating Individual Development Plans (IDPs). Encouraging employee involvement in training planning via surveys boosts engagement. The frequency of on-the-job training, mentoring, and peer learning should be increased due to their high impact. Maintaining trainer quality through regular feedback and upskilling is essential. Lastly, introducing digital learning options such as e-learning modules and virtual simulations can support diverse learning needs.

**CONCLUSION**

The study on Training and Skill Development at Ashok Leyland Unit 2, Hosur reveals that while the company has a solid training structure, improvements are needed for consistency and future alignment. Training experiences are generally positive, but satisfaction varies across departments. Employees show a strong preference for practical, on-the-job learning, emphasizing the need for more hands-on methods. Although technical training is

widespread, modern skills like digital literacy and leadership are less emphasized. Gender inclusivity and communication about training opportunities also need enhancement. Finally, the study highlights the importance of building a continuous learning culture through regular refreshers and follow-ups to sustain workforce development.

---

## DIRECTIONS FOR FUTURE RESEARCH

Future research can enhance workforce development strategies in manufacturing by addressing several key areas. Longitudinal studies should assess the long-term impact of training on employee performance, retention, and career growth. Comparative research across different units or companies can help identify best practices and benchmark performance. With the rise of Industry 4.0, exploring how digital tools like AR/VR and AI-based platforms affect training delivery and adoption is crucial. Studies should also focus on inclusive training models, analyzing how gender and diversity-responsive programs affect workplace innovation and retention. Lastly, research on Training ROI is needed to quantify the economic value of training through metrics like productivity gains and cost savings

## REFERENCE:

---

1. Ashok Leyland. (2023). Annual Report 2022–2023. <https://www.ashokleyland.com/in/en/investors/annual-reports>
2. Sharma, R., & Tiwari, P. (2021). Training and development practices in Indian automobile industry. *International Journal of Human Resource Studies*, 11(2), 45–59. <https://doi.org/10.5296/ijhrs.v11i2.18734>
3. Karthikeyan, K., Karthi, R., & Graf, D. (2019). Impact of training and development in Indian manufacturing sector. *Asian Journal of Management*, 10(1), 12–18. <https://doi.org/10.5958/2321-5763.2019.00003.1>
4. Srivastava, S. K., & Singh, P. (2020). Role of training in enhancing productivity: A case of automobile industry. *Indian Journal of Industrial Relations*, 55(4), 679–692.
5. Confederation of Indian Industry (CII). (2021). Skill development initiatives in Indian manufacturing: Case studies and best practices. CII Publications.
6. Ashok Leyland. (2022). Sustainability Report 2021–2022. <https://www.ashokleyland.com/in/en/sustainability>
7. Raghuram, S. (2020). Skill development in the Indian context: A review of policies and practices. *Indian Journal of Training and Development*, 50(3), 25–40.
8. Sahoo, C. K., & Mishra, S. (2021). Strategic human resource development in Indian industries. *Human Resource Development International*, 24(1), 56–72. <https://doi.org/10.1080/13678868.2020.1849265>
9. Training Industry India. (2022). Corporate training trends and practices in the Indian auto sector. <https://www.trainingindustry.in/reports/auto-sector-training>
10. Pandey, A., & Reddy, Y. V. (2020). Analysis of employee training effectiveness: A case study of automobile companies in Tamil Nadu. *Journal of Management Research and Analysis*, 7(2), 98–105. <https://doi.org/10.18231/j.jmra.2020.021>