CHAPTER 1
INTRODUCTION

Research is essential and powerful equipment in leading man towards progress. Without systematic research there would have been very little progress. John W. Best has rightly said, “The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which, in turn, lead to better ways of doing things and better products.”

Background

The 2010 British Petroleum (BP) Horizon's oil slick in the Gulf of Mexico drastically and appallingly showed the significance of effective training and the need to viably exchange aptitude sets from the classroom to at work execution. On April 20, 2010, BP's Deepwater Horizon stage blasted and brought on the greatest marine oil slick in the historical backdrop of the petroleum business. Right around five million barrels of raw petroleum filled the angling waters of the Gulf of Mexico and seriously harmed the Gulf Coast environment and economy. The U.S. National Commission examining the calamity presumed that the catastrophe was created by conflicting BP administration and the “… inability to furnish people with the data, apparatuses and training important to be compelling” (National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling, 2011, p. 225).

Today’s era of business world is emphasized by hard competition, vast globalization of market and innovative advancements in organizations. The survival of an association suggests the reflection of sustainable development. The information and aptitudes of an association's representatives have turn out to be progressively imperative to its execution, intensity and headway. The proceeded with requirement for individual and authoritative improvement can be followed to various requests, incorporating keeping up prevalence in the commercial center, upgrading worker abilities and learning, and expanding efficiency. Training is a standout amongst the most pervasive routines for improving the profitability of people and imparting organizational objectives to new work force. Worldwide rivalry and profitability upgrading innovation have demonstrated intense incitements for lessening expenses
and expanding quality for clients in numerous commercial ventures; and staff improvement projects have been a viable apparatus in this development. In an aggressive domain, the main asset which can't be reproduced by contenders is the 'Human Resource'. In the last retribution, rivalry between organizations is really rivalry between the skills of the separate HR. It is the training intervention that aides in advancing the use of the HR in the advancement of hierarchical objectives, through a methodical procedure of improvement of their capabilities. Submitting sufficient assets to preparing personnel through training likewise shows the Corporate will to keep the HR on the front line of learning and best practices.

The associations are run and directed by individuals. It is through individuals that objectives are situated and figured it out. The execution of an association is along these lines subordinate upon the aggregate of the execution of its individuals. As indicated by Peter Drunker, "an organization is like a tune; it is not constituted by individual sounds but by their synthesis...” The achievement of any business association, whether in the private or open part, lies for the most part in the nature of its HR. The expanding significance of human capital as a wellspring of aggressive quality has escalated the interest for a high-gifted and prepared work power. Presently it is imperative for workers to be multi-talented keeping in mind the end goal to perform better in the worldwide business sector, which obliges advancement and fast reaction for change. At the end of the day, manageable development requires more eminent amount of training and ability improvement than the past. The significance of training and re-training of personnel in any foundation that needs to keep pace with the times can't be considered as over underlined. This gets to be irreplaceable these days as new business units develop every day and increasing the competition very hard. Likewise, effectively existing workers should be revived or reoriented every now and then.

HR constitutes the most profitable resource in the connection of advancement. Relative exhibitions of countries, of areas of economy, of parts of industry and also of corporate endeavors are discriminatingly connected to nature of human commitment.
Training is a planned learning event designed to result in a change of knowledge, skills or attitudes (KSAs) or a change in behavior (Campbell, Dunnette, Lawler, & Weick, 1970). Training has been proven to be effective in improving work performance (Grossman & Salas, 2011) but training improves productivity only if employees use or apply the newly acquired knowledge and skills.

The landing of the web and the World Wide Web (WWW) in the 1990s moved the world to a wildly focused worldwide economy and business to the internet. Access to data and items significantly expanded and basically uprooted topographical, physical, societal and national fringes that constrained rivalry. This was the move to the Information Age which brought about world's economies and social orders to change significantly. Such change has obviously had a huge impact on businesses, the nature of work and the knowledge, skills and attitudes (KSAs) a workforce needs to be competitive (Salas, Priest, Wilson, & Burke, 2006).

Training is a key human asset improvement capacity of any association. In the Indian authoritative advancement setting, the training needs, procedures, techniques and speculations on training have all experienced an ocean change following the most recent decade. Science and innovation is becoming quicker than in the past and to handle the worldwide rivalry in numerous parts, the recent conventional approach in training arrangements of associations has experienced a change to one which is more liberal, idea based, exhaustive, precise, very much arranged and innovative.

Training is a key strategic element in many organizations (de Kluyver & Pearce, 2009) and can be an important cost consideration for the leaders of all organizations. According to a study on learning and development trends in India, by the American Society for Training and Development (ASTD) Indian organizations on average spent US $331 per employee on training and development in 2011. Business associations spend billions on training because they know that training works if the employee transfers training to on-the-job performance (Grossman & Salas, 2011; O’Leonard, 2012).

With the expanding expenses for cutting edge training, numerous associations are attempting to end up more forceful in deciding the benefit of training upon
representatives’ execution, and thus the estimation of the workers’ execution upon the constant development of the association. This is by and large referred to as the return on investment (ROI) of training and development (Abernathy, 2003; Cascio, 2000; Philips, 2003a; Swanson, 2001).

Regardless of the way one takes a view at pedagogy and improvement, they help business personnel to figure out how to utilize the assets in an affirmed manner that permits the association to achieve its coveted yield. Capable individuals may develop to a point where they are prepared for obligations past their introductory task. At the point when this happens, training and improvement get to be basic. Training and improvement has become concerned not just with helping people to sufficiently fill their positions, additionally with helping entire associations and sub divisions develop and create.

Presently a-days, organizations have been asked to embrace a mixed bag of execution upgrading or dynamic human asset administration practices to enhance their aggressiveness in the worldwide commercial center. Human asset administration conducts execution administration. Execution administration frameworks comprise of the exercises and/or procedures grasped by an association in foresight of enhancing worker execution, and in this way, authoritative execution. Today execution of an association and key business choices are to a great extent connected to viable preparing and improvement of HR. In this way, training and advancement has turn into the necessary part for achievement and suitability of any association.

Inferable from extraordinary rivalry in a time of quick financial and innovative change, top managers are firmly examining their spending on workforce pedagogy. Progressively, human asset offices and training experts are being requested that legitimize whether training is a beneficial speculation. Training chiefs appear to incline toward measuring the viability of their courses and projects with information on learning additions, from paradigm referenced tests and learner responses, and gathered via polls. Be that as it may, higher administration obliges that preparation be further supported in wording that are critical to them, business (monetary) results. All projects are measured against some execution criteria that demonstrate whether the system is effective or not. There are numerous criteria, exceptionally critical, that are
routinely joined when setting up execution measurements. Time, quality, wellbeing and expense are illustrations. Expense, on the other hand, is the measure that is frequently displayed and is generally seen as a marker of how well a system is performing, is liable to have performed, or has performed.

**Cost effectiveness** refers to the relationship between monetary inputs and the desired outcome(s). Cost-effectiveness analysis is one of a number of techniques of economic evaluation, where the choice of technique depends on the nature of the benefits specified. Cost-effectiveness analysis is a decision-making assistance tool. It identifies the economically most efficient way to fulfill an objective. Cost-effectiveness analysis (CEA) is one of the main tools of economic evaluation. Cost-effectiveness analysis involves an assessment of both cost and effectiveness. A cost-effectiveness analysis determines the costs as well as the direct outcomes or results of the programme. As like other cost analyses, the costs are measured in dollars or in some other monetary unit. The effectiveness measure may include such things as reduced errors or accidents, improved customer satisfaction, and new skills. The decision maker must decide whether the costs justify the outcomes. Cost-effectiveness analysis is an approach that can be used to extend the understanding of efficacy data. Cost effectiveness analysis is a method for describing the efficiency by which any programme leads to improved results. Many other factors should be well thought-out while interpretation such decisions.

A cost-effectiveness analysis is a type of evaluation analysis that generates results where cost is in the numerator, and a measure of effectiveness is in the denominator. (Lin et al., 2013)

Cost-benefit analysis is one such technique for evaluation of programmes. Cost-effectiveness analysis and cost-benefit analysis are similar analytic techniques. (Steven, U. et al. (1992) Cost-benefit analysis is the analysis of training costs in monetary units to benefits derived from training in nonmonetary terms. (Swanson, R.A. (et al.) 1978)

The best cost/benefit ratio is not necessarily the smallest one, but it will be that maximizes the integration of human and system. As a result, this analysis can be

There are always few presumptions for cost-effectiveness analysis, as it is by and large unrealistic to gauge all things required for a far reaching examination. Moreover, notwithstanding when estimations are accessible, they may not satisfactorily speak to values fitting for the current investigation. Consequently, cost-viability investigations for the most part incorporate affectability examinations in which the information variables for surveying both expense and adequacy are changed. This does not imply that cost adequacy examination is insignificant or ought not to be utilized. It just implies that the “shoppers” of this data (i.e., rule boards of trustees, arrangement producers) ought to be legitimately taught as to its qualities and impediments. (William, S.W., 2009)

In assessment, the device can be utilized to examine the financial effectiveness of a system or an undertaking. It is a financial investigation philosophy which evaluates the viability of markers highlighting results and results. Each association endeavors to put training projects to enhance singular execution and subsequently entire organization execution. Business associations’ measures and reward performance to spur workers to accomplish hierarchical goals and objectives.

The great ROI guru Jack Phillips defines return on investment (ROI) as a measure of the financial benefits obtained by an organization over a specified period in return for a given investment in a training programme. In other words, it is the extent to which the benefits (outputs) of training exceed the costs (inputs).

Measuring the return on investment of training projects is a capable approach to show top administration the benefit of preparing interests in money related terms. Measuring the effect of training projects as far as ROI empowers training administrators to furnish line administration with hard proof about the direct money related effect they get from training speculations. Your capacity as a training director to compute and provide details regarding ROI to line administration will have a
noteworthy effect on your validity in your association.

**Meaning and types of Training programmes**

Training is an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training programme.

**Definition of Training**

The term training is concerned with imparting specific skills for particular purposes.

- Edwin B. Flippo has defined training as “the act of increasing the knowledge and skills of an employee for doing a particular job.”
- Cushway defined training as the process by which people are taught skills and given necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard.

**Objectives of training:** There could be one or more of the following objectives for a training programme:

   i. To expand the knowledge and skills of employees in doing particular jobs.

   ii. To impart new skills among the employees systematically.

   iii. To bring about change in the attitudes of the employees towards subordinates, supervisor and the organization.

   iv. To enhance the general overall performance of the business association.

   v. To get ready workers for higher occupations by creating propelled aptitudes in them.

Inside ventures, especially in vast firms, there is differing qualities of game plans as far as the measurements of training action—formal versus informal, external versus internal, on-the-job versus off-the-job, technical versus generic. Likewise, every
industry area has recognized 'key abilities' that shape the center or obligatory units of competency in the national business training bundles.

Formal or structured training

Formal training shows that the preparation substance has been foreordained by a teacher, or takes after an educational module or preparing bundle, and is checked and recorded by the preparation supplier or instructive establishment. It comprises of times of guideline, or a mix of direction and checked functional work. The direction can take the type of workshops, addresses, instructional exercises, preparing classes, varying media presentations, exhibit sessions or observed self-guided training bundles.

Informal or unstructured training

As opposed to formal training non-formal training exercises are induced by the individual or happen in a specially appointed design (as the need emerges or relying upon the circumstances).

It incorporates spontaneous training that is given as the need emerges and preparing movement that is not checked, for example, self-training through perusing manuals or utilizing self-preparing PC bundle

External training

Training substance which is given by an outside training supplier, educational module or preparing bundle and remotely observed and recorded is called as external training. Managers may decide to pay an outer preparing supplier for formal, organized preparing of their personnel.

Internal training

Where the training substance is created inside by staff or preparing pros to meet endeavor and workers needs, and the preparation does not adjust to any outer accreditation process, then the preparation is called 'internal', that is, venture given training. Such training may be conveyed utilizing the organization's own particular staff with proper ability or training advisors from outside the association.
On-the-job training

Training attempted in the working environment as a feature of the beneficial work of the learner, that is, while doing typical work errands, is depicted as on the job training.

Off-the-job training

Off-the-occupation training happens far from a man's employment, that is, it is not some piece of beneficial work or ordinary work undertakings. It is ordinarily led off the premises however may be on the premises (for instance, in a unique preparing room).

The technical skills are those particular to working in that industry segment, for example, welding (metal and designing industry) or nourishment holding up (cordiality industry). The non specific abilities or generic skills are those aptitudes which can apply to work by and large or can exchange to diverse occupations or commercial ventures, for example, critical thinking and relational abilities.

Driving forces for training

Before examining the assessment of training, it is imperative to clarify the components that serve as a driving force for workers' preparation. Merriam and Caffarella (1991) recognize three noteworthy zones of progress that impact grown-up learning:

- **Demographic** changes incorporates maturing of populace, fast development of society and ethnic differing qualities;
- **Economic** changes additionally having and will keep on having an effect on grown-up learning and training. The economies of the world are currently reliant. Thus, real organizations are permitting, empowering, and here and there financing their representatives' instruction keeping in mind the end goal to wind up more aggressive and to expand their chances for survival in a world economy;
- **Technological** changes the headways in innovation will keep on molding and characterize grown-up training needs, principally due to the coming of the PC.
PCs have changed each part of corporate training, permitting individuals to deliver, examine, and control information without breaking a sweat than some time recently.

Attributes of an effective training programme

An essential training programme displays objectives of a successful training project. That should incorporate following goals:

Planning and front-end goals:
Training objectives ought to be reliable with association general mission, objectives, and society and ought to be adjusted to key and yearly execution arranging procedures. These objectives decides the abilities and capabilities of workforce, distinguishes the fitting level of speculation to accommodate training.

Design and development goals:
Design and development objectives guarantee that preparation is joined with enhancing individual and authoritative execution in accomplishing particular results. The outline of the preparation project is coordinated with different methodologies to enhance execution and meet developing requests. Utilizes criteria as a part of figuring out if to outline preparing projects in-house or acquire from a builder or other outer source. Looks at the benefits of diverse conveyance instruments, (for example, classroom or PC based preparing) and figures out what blend to use to guarantee proficient and financially savvy conveyance.

Implementation goals:
Training pioneers convey the significance of training and creating workers, and their desires for preparing projects to accomplish results. Has a preparation and execution association that is considered responsible, alongside the line administrators, for the most extreme execution of the workforce.

Evaluation goals:
Methodically gets ready for and assesses the adequacy of its preparation endeavors. Utilizes execution information (counting subjective and quantitative measures) to evaluate the outcomes accomplished through training endeavors. Consider the preparation to be finished strictly when transference has been assessed.

Planning and controlling goals:

Consolidates assessment feedback into the arranging, configuration, and usage of its preparation endeavors. Tracks the expense and conveyance of its preparation programs. Surveys the advantages accomplished through training projects.

**Difference among some terms**

**Figure: 1.1 Effective Training versus Training Effectiveness**

Effective training is training that fulfills Kirkpatrick Level 1 and 2 expectations. Meaning, the participant reaction to the training is favorable, and desired learning has occurred. (Kirkpatrick, 1959)

Some common measures of effective training could be

- Number of training programmes held
- Number of training participants
- Reactions sheets
- Before and after test results

Training effectiveness is utilization of what is realized at work to yield quantifiable results that straightforwardly add to achievement of the organization objectives and
extreme mission. This commitment can be measured and answered to demonstrate the connection of training to achievement of office mission. This identifies with Kirkpatrick Level 3 Behavior and Level 4 Results.

Some common measures of training effectiveness could be:

- Rates of on the job applications of new skills
- Performance towards organizational basic goals
- Fulfillment of final objectives, related to specific standards of job performance

“Efficiency is doing the thing right. Effectiveness is doing the right thing.”
— Peter F. Drucker

Table 1.1

<table>
<thead>
<tr>
<th>Training</th>
<th>Development</th>
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<tbody>
<tr>
<td>Training means learning skills and knowledge for doing a particular job. It increases job skills.</td>
<td>Development means the growth of an employee in all respects. It shapes attitudes.</td>
</tr>
<tr>
<td>Training is related to non-managerial personnel.</td>
<td>Development is related to managerial personnel.</td>
</tr>
<tr>
<td>Training is technical and managerial operation.</td>
<td>Development is theoretical and conceptual ideas.</td>
</tr>
<tr>
<td>Training imparts specific skills.</td>
<td>Development associated with the overall growth.</td>
</tr>
<tr>
<td>Training is teaching new skills.</td>
<td>Development is perfecting existing skills.</td>
</tr>
<tr>
<td>Training has short-term perspective.</td>
<td>Development has long-term perspective.</td>
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</table>

Training versus Development versus Education

Training is different from Development and education. Training means learning new skills. Development means improving the old skills. Education is broader in
scope. It is concerned with increasing general knowledge and understanding of total environment. By education we generally mean formal instruction in a school or a college, whereas training is vocationally oriented and is generally imparted in the work-place.

**Table: 1.2**

**Cost-Benefit Analysis versus Return on Investment (ROI)**

<table>
<thead>
<tr>
<th>Cost-Benefit Analysis (CBA)</th>
<th>Return On Investment (ROI)</th>
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<tbody>
<tr>
<td>1. CBA is an evaluation Technique.</td>
<td>ROI is a valuation technique.</td>
</tr>
<tr>
<td>3. Systematic and unbiased analysis of plausible alternatives in order to identify the most advantageous choice.</td>
<td></td>
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<tr>
<td>4. CBA compares benefits to costs.</td>
<td>ROI presents the earnings (net benefits) as compared to the cost.</td>
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**Definitions**

An understanding of the vocabulary used in the study is much needed to support comparison of the research and for any other purpose.

- **Cost effectiveness**—compares costs and effects of an intervention to access the extent to which it can be regarded as providing value for money.
  - to allocate limited resources.
  - cost effectiveness ratios (for individuals)
  - incremental ratios (for mutually exclusive interventions)

- **Cost Effectiveness Analysis** is an economic evaluation technique, where the choice of technique depends on the nature of the benefits specified.
--in Cost-Utility Analysis benefits are expressed in quality adjusted life years (QALY).

The aim of CEA is to maximize the levels of benefits, relative to the level of resources available.

✓ **Effectiveness (n)** – 1. producing or adapted to produces

  2. that which effects; a cause

✓ **Evaluative** – 1. To find or determine the amount, worth, etc. of; appraisal

  2. To determine the numerical value (math)

  3. Accurate appraisal value

✓ **Cost** – 1. To be priced at; require as the price of possession, use or accomplishment

  2. To cause sacrifice, loss or suffering

✓ **Programme (n)** - 1. A list giving in order the items, turns, selections, etc., making up an entertainment.

  2. Any prearranged plan or course of proceedings;

  3. In electronics – A sequence of instructions set up on the control panels of an electronic computer as guides in the performance of a desired operation or group of operations.

✓ **Training (n)** – 1. Systematic instruction and drill.

  2. The condition of being physically fit for the performance of an athletic exercise or contest.

✓ **Insurance (n)** - 1. An act, business, or system by which pecuniary indemnity is guaranteed by on party (as a company) to another party in certain
contingencies, as of death, accident, damage, disaster, injury, loss, old age, risk, sickness, unemployment, etc. upon specified terms.


Training Evaluation: Meaning, Purpose and Need
According to the American Evaluation Association evaluation involves assessing the strengths and weaknesses of programmes, policies, personnel, products and organizations to improve their effectiveness.

Training evaluation has been defined as “the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities” (Goldstein, 1993, p. 147).

Training evaluation- a systematic process to determine the worth, value, or meaning of a training programme or process and how it has affected the organization (J.J. Phillips, 1997).

Performance may be defined as the accomplishment of a given task measured against preset known standards of accuracy, cost, speed, completeness.

Job- satisfaction may be defined as the level of contentment a person feels regarding his job.

Training evaluation is a measurement technique used to examine the extent to which programme goals have been met. It is important to evaluate the outcomes of training activities in order to ensure that the purpose of training is not defeated. This can be ascertained in terms of:

a) The objectives achieved (should be similar to the targeted ones)
b) The cost-effectiveness achieved

Gilley, Eggland, and Gilley (2002) indicate “evaluation is a process, not an event that involves all key decision-makers, stakeholders, and influencers, and should be influenced by a clear understanding of the organization’s performance and business
needs, as well as its strategic goals and objectives”. According to Caffarella (1988), training programme evaluation is “the process used to determine the effectiveness of the training activities and the results of those activities.” Brinkerhoff (1981) defined training programme evaluation as “systematic inquiry into training contexts, needs, plans, operations, and effects.” And must be linked to three stages of HR programming: planning, delivering, and recycling. Evaluation should collect information to decide what is needed, what is working, how to improve programme, what has happened as a result. Evaluating the HRD efforts means collecting and using information to make effective decisions about the choice, implementation, and follow-up of all development, education, and training efforts of an organization (Werner & DeSimone, 2005; Phillips, 1999; Phillips, 2003). With such diverse definitions of what evaluation is, Kirkpatrick and Kirkpatrick (Kirkpatrick & Kirkpatrick, 2006) concluded that there are three general goals or reasons to evaluate training: “(1) to justify the presence and spending plan of the preparation office by indicating how it adds to the association's targets and objectives,

(2) to choose whether to proceed with or stop training projects, and

(3) to get data on the most proficient method to enhance future training projects.”

We comprehend the assessment of training in associations to mean the investigation of the aggregate estimation of a preparation framework or activity in both social and money related terms. Evaluation includes gathering data on the outcomes got keeping in mind the end goal to break down and assess them and encourage the enhancement of preparing later on. This upgrading capacity is decisively what joins assessment to quality. Therefore, assessment concentrates on deciding the degree to which preparing has reacted to the needs of the association and its interpretation as far as effect and gainfulness. Subsequently, assessing training includes distinguishing and investigating the outcomes got from a particular point of view: the viewpoint of the commitment of training for business goals and the return on the investment made (Holton, 1996; Kirkpatrick, 1998).

Using Kirkpatrick's classic model, any training can be evaluated at four progressive levels (Kirkpatrick 1979). Level I: Reaction is a measure of learners' reactions to the course. Level II: Learning is a measure of what they learned. Level III: Transfer is a
measure of changes in their behavior when they return to the job after the training programme. Level IV: Results is a measure of the business outcomes that occur because they are doing their jobs differently. Phillips (1996) recommends the addition of a fifth level to Kirkpatrick's model where appropriate. The new Level V is a measure of the Return on Investment (ROI), the cost-benefit ratio of training. In this level, the Level IV data are converted to monetary values and then compared with the cost of the training programme.

This estimation help to coordinate the expense caused in the outline and usage of training with the related advantages. In this way, it shows whether the project has possessed the capacity to convey its expected objectives and targets.

**Training Evaluation: A Paradigm shift**

According to Phillips (1997), now there is a change in the training evaluation needs and pattern. Earlier, it was characterized by no evaluation of employees’ performance, no specific measureable goals, and no efforts to make coordination with top managers. But now, training evaluation is characterized by evaluation of employees’ performance, clear and specific goals for impact, business environment created to support transfer, coordination with top management etc.

**Training programmes: Should evaluate or not?**

Envision a business that chose it would not take a glimpse at its gainfulness, rate of profitability, or efficiency. You are a boss with this organization, however you never take a glimpse at how well or ineffectively your subordinates are performing their occupations. This is the thing that training is similar to when no assessment is directed. Great administration practice manages that organizational exercises are routinely inspected to guarantee that they are happening as arranged and are delivering the expected results. Something else, individuals, procedures, and items or administrations that stray "off track" are made without any method for getting back on.

The assessment of training projects is critical for various reasons, not the minimum of which is to discover whether the association's venture pays off as far as execution
enhancements (Goldstein, 1993). From money saving advantage viewpoint, if execution does not enhance with respect to the expense of usage, then the preparation system ought to be ceased or adjusted. In numerous spaces, be that as it may, performance changes are hard to gauge in light of wild components that exist inside of the bigger authoritative setting. In this manner, it is basic to add to a rundown of focused on changes in learning, aptitudes, and/or dispositions that are relied upon to happen in the wake of training, and to research these efficiently keeping in mind the end goal to measure the expenses and advantages of training (Kraiger, Ford, & Salas, 1993).

In spite of the fact that for a long time training experts have endeavored to assess their projects, until as of late, there has not been a true blue push to utilize legitimate and solid strategies to direct such assessments. Moreover, a few mentors assemble information for assessment however doesn’t break down that information for patterns or utilization them to enhance existing preparing projects. Such an oversight can be unreasonable, particularly in light of the billions of rupees that have been spent and will keep on being spent every year on preparing endeavors as an aftereffect of the demographic, financial, and mechanical changes simply talked about. On the off chance that preparation supervisors don’t see an arrival on their venture, whether measured as far as time or cash, they may not be willing to keep on putting resources into training. Assessment of training programmes at all levels is turning out to be more ordinary. By the by, there are still a few reasons why some still oppose assessing training.

Resistance to training programmes assessment:

Training administrators can come up with an amazing number of reasons behind not evaluating training, including:

- There’s nothing to evaluate.
- No one truly thinks about it.
- Evaluation is a danger to my occupation.
There is nothing to evaluate: For a few organizations, preparing is an extravagance gave as a prize to great execution. The conflict here is that preparation is not anticipated that would achieve anything, so there is nothing to assess.

The counterargument: Even in situations where training is a prize, it is planned considering a few objectives or targets. When this objective or target is distinguished, it can be measured. Assessment is basically measuring the extent to which goals are accomplished.

No one truly thinks about assessing training: The most widely recognized method of reasoning for not directing preparing assessments is that “formal assessment strategies are excessively extravagant and drawn out and nobody truly minds at any rate.” This clarification normally implies that nobody particularly requested, requested, or generally showed a requirement for appraisal of training results.

The counterargument: If an assessment is not particularly obliged, this does not mean training ought not to assess. Imperative authoritative decisions like spending plan, staffing, execution assessments are made with or without formal information on the viability of training or its commitment toward hierarchical goals. On the off chance that no formal assessments of preparing have occurred, choices will be based upon the leaders’ impressions of training. Offices that can archive their commitments to the association and the arrival that can be normal on the venture of the new spending plan dollars are more inclined to be conceded their financial plan demands. The inquiry, then, is not whether training ought to be assessed, yet rather who will do it, how it will be done, and what information will be utilized.

Evaluation is a danger to my occupation: In the event that time and cash are spent on preparing and an assessment discovers that no learning happened or more awful, occupation execution declined, intense inquiries will be inquired. Albeit most directors are not prone to concede this worry freely, it is maybe the genuine issue.

When we utilize the term assessment, we time and again think about a solitary last result at a specific point that speaks to achievement or disappointment like a report card. This sort of assessment is called a result assessment. At the point when the
attention is on this kind of assessment, troughs normally are worried about how recording the disappointment of their projects will influence their professions.

The counterargument: The fundamental motivation behind assessment ought not to be a sometime later measure of the responsibility, however a criticism system to guide endeavors toward achievement. Rather than term "assessment" utilizes the term 'information following'. Following of skills and practices after some time and supplying input in light of the discoveries to the training creators and moderators. This input could then be utilized to change preparing and organizational frameworks and procedures to encourage the preparation's prosperity. The term information following did not infer the same implication of at long last as assessment. Thus, managers saw it as device for enhancing the probability of an effective intercession as opposed to as a pass/fizzle grade.

So we must evaluate: at first glance, the contentions for overlooking assessment of training divine well. In any case, they are effortlessly countered when all the more painstakingly examined. In any case, maybe the most compelling motivation for assessment is its advantage, particularly today, when more associations are requesting responsibility at all levels. Supervisors progressively are requesting from preparing what they request from different divisions. Give proof of the quality to the association. Different elements that impact the need to assess preparing are the quality development, an emphasis on ceaseless change, and hierarchical expense cutting.

To put it in short, we can say that complete assessment is helpful and vital yet not generally necessary. Understanding what to consider before assessment settles on such choices more intelligent and helpful.

An Introduction to sampled companies taken for the present study

Life Insurance Corporation of India (LIC) is an Indian public insurance group and investment company headquartered in Mumbai. It is the largest insurance company in India with an estimated asset value of 1560482 crore. As of 2013 it had total life fund of Rs.1433103.14 crore with total value of policies sold of 367.82 lakh that year. The company was founded in 1956 when the Parliament of India passed the Life Insurance of India Act that nationalized the private insurance industry in India. Over 245
insurance companies and provident societies were merged to create the state owned Life Insurance Corporation.

**ICICI Prudential Life Insurance Company Ltd.** is a joint venture between ICICI Bank, India's largest private sector bank, and Prudential plc, a leading international financial services group headquartered in the United Kingdom. ICICI Prudential was amongst the first private sector insurance companies to begin operations in December 2000 after receiving approval from Insurance Regulatory Development Authority (IRDA). ICICI Prudential Life's capital stands at Rs 4,796 crores (as of March 31, 2014) with ICICI Bank and Prudential plc holding 74% and 26% stake respectively. For the financial year 2014, the company has garnered total premium of Rs 12,429 crores. The company has assets under management of over Rs 80,000 crores as on March 31, 2014.

**The New India Assurance Co. Ltd.**, based in Mumbai, is one of the five Wholly Government of India owned assurance companies of India. It is the “largest general insurance company of India on the basis of gross premium collection inclusive of foreign operations”. It was founded by Sir Dorabji Tata in 1919, and was nationalized in 1973. The domestic gross premium procured for the period from April 2013 to March 2014 was Rs.11,540 crore with a growth of 15.00%, when compared to the same corresponding period pertaining to previous financial year and the global gross premium stood at Rs.14,304 crores with a growth of 14.40% over previous year. The company posted PAT (Profit after Tax) of Rs.1089 crores.

**ICICI Lombard General Insurance Co. Ltd.** is a joint venture between ICICI Bank Limited, India's second largest bank with total assets of over USD 99 billion at March 31, 2014 and Fairfax Financial Holdings Limited, a Canada based USD 37 billion diversified financial services company engaged in general insurance, reinsurance, insurance claims management and investment management. ICICI Lombard General Insurance Co. Ltd. is one of the largest private sector general insurance companies in India. The company issued over 11.22 million policies and settled over 6.44 million claims as on March 31, 2014.
Training practices going on in the sampled companies

Life Insurance Corporation of India (LIC)

Various types of training practices are currently going on in LIC according to the needs of the employees and business.

a) Field personnel training (FPT)

The focus of FPT is to enhance professionalism in the employees. For this purpose training sessions were conducted in a big way across all zones using in-house as well as National / International Training Institutions of repute.

b) Administrative Personnel Training

1. Customized Training Programme on “Business Leadership” was held by Indian School of Business, Hyderabad for Officers in the cadre of Senior Divisional Manager.

2. Post Graduate Executive Programme (PGEP) is a unique one year in-house MBA (Master of Business Administration) programme initiated in collaboration with Indian Institute of Management, Ahmedabad.

3. “Leadership Excellence Programme” has been conceptualized as a long term strategic training initiative which aims at expanding leadership skills, behaviors and competencies.

4. OD-HRD intervention is a platform through which the organization reaches out to its people and is pivotal to bringing the people of the organization together as a team.

5. There were other major programmes where training inputs were given both on technical subjects and general management in various institutions of repute in India.

ICICI Prudential Life Insurance Co. Ltd.’s sales force has been groomed to use a solution-based approach while interacting with customers on a sales call. They are trained to handhold customers at various stages of their relationship with the organization. ICICI Prudential Life also implemented a segmented training architecture across its sales teams to improve the quality of sales. It used the
opportunity to bring about a culture of self-learning within the organization through the widespread use of e-learning platforms, which have also minimized the cost of such trainings. The organization launched 21 new programmes including product courses using this platform. Employees drew immense value from this flexible and interactive self-learning exercise. An average of six courses per employee was completed on this module during the year.

**The New India Assurance Co. Ltd.**

The company provides ample opportunities to its employees for knowledge and skills updation through regular training programmes. The company’s training set-up is as under:-

1. One Corporate Training College in Mumbai,

2. Two Zonal Training Centres at Kolkata and Chennai and

3. Twenty one Regional Training Centres.

Besides, thirty three Agents Training Centres are operating throughout the country for training of agents.

**ICICI Lombard General Insurance Co. Ltd.**

The Company organized structured training modules for the employees in its continued emphasis on knowledge. The organization is structured to help build underwriting expertise, which is regularly reinforced through formal trainings within and outside the organization. The learning objectives aligned to the Vision augments critical capability pockets like customer centricity, risk management, operational excellence, nurturing talent and managing change. Organization capabilities across organization are built by addressing job related competencies and providing learning through progressive certification, linked with career progression. 40 training interventions across both e-learning and face to face interactions focus on building skill and increasing knowledge.
Training practices presently going ahead in Indian organizations

➢ In the most recent couple of years Indian associations have gained uncommon ground as far as their training activities. This is principally because of the increment in rivalry and in light of the passage of multinational organizations in India, which has constrained them to search for different distinct options for create authoritative viability.

➢ Training is considered as to a greater degree a maintenance device than as an expense to the association.

➢ Not just have associations expanded their interest in training and advancement rehearses, yet they have likewise systematized preparing strategies and practices right from the preparation need investigation to preparing assessment and input.

➢ The training framework in the Indian business has been mutilated to make a more astute workforce and yield the best results.

➢ The ideal use of human asset is the objective of any organization and training is an instrument to build business results.

➢ In the year 2008, four associations from India had the capacity get section in the champ rundown of 40 best associations. These associations were: Reliance commercial ventures Limited, Nagothane producing division having quality of 2,157 workers, Infosys Technologies Limited having 79,016 representatives, Wipro Limited having 60,000 representative quality and ICICI Bank Limited with worker quality of 40,880.

This is a hopeful sign which certainly demonstrates that associations working in India are additionally intense about their learning and advancement.
Source: Annual report IRDA 2010-11. Data is in USD.

The measure of insurance density reflects the level of development of insurance sector in a country. Insurance density is calculated as the ratio of premium to population (per capitia premium). Graph 1.2 shows that still India is far lag behind for insurance business as compare to many developed countries.

**Global Training Scenario**

- 2011 Corporate and government consumption for preparing exercises in North America was nearly $130B. The normal consumption for all corporate training exercises spoke the truth 7% of yearly incomes. At the end of the day the bigger the organization is, the more they spend on preparing as a percent of income. Organizations that are more innovation arranged has a tendency to spend more, while organizations who are more administration situated has a tendency to spend significantly less.

- The worldwide business for preparing consumptions in 2011 spoke the truth $287B.
• Approximately 75% of the worldwide training investment is in North America and Europe, Asia and India.

• Companies in North America spend roughly 58% of their preparation spending plan on in sourced exercises (individuals, offices, and so forth.), and around 42% of their financial plan on outsourced administrations.

• Companies spend about 43% of their training related dollars on employees, compared to 50% on customers, and 7% on suppliers and channel partners.

• The main 5 non-BPO business sector portions for outsourced preparing are IT ($2.9B; 5.2%), Leadership ($1.7B; 3.1%), Learning Technologies ($1.2B; 2.2%), Sales Training ($1.1B; 2%), and Content Development ($0.9B; 1.6%). Every single other section represent about $47B. The business sector is so much divided that the main 5 portions speaks to only 14% of the aggregate business consumption.

• The Nissan auto plant in Sunderland, UK had the most abnormal amounts of profitability in Europe, a key component being the way that they had one of the best training records in the nation as they were in the main 10 of 850 UK building and assembling firms for their dedication to preparing. Along these lines, the significance of assessing training effect is progressively being recognized.

Current Global Trends in Training

□ Strategic centered: Business associations are adjusting their practices towards the association's general business technique.

□ Personnel Training & Development administration: Organizations are concentrating on the correct administration of the Employee Training & Development capacity, in accordance with corporate administration standards.

□ Proactive needs examination: Business families are running preparing needs investigations proactively, with an immediate connection to business objectives and future needs.

□ Collaborative learning: Organizations are utilizing a mix of distinctive techniques to encourage learning, with a specific accentuation on electronic learning.
Performance change: Organizations are no more doing training only for the sole purpose of preparing; yet there is a movement towards conveying just training that enhances the business performance.

Outcomes-based adapting: There is a worldwide movement towards results based adapting, in which the emphasis is on clear results and connected skills instead of a lot of fascinating yet unseemly data.

Learner boost: Training offices are creating centered learner-bolster systems to boost learning and uproot impediments to learning and development.

Mentoring and drilling: Training alone is insufficient; strong tutors and mentors are required in the work environment to quicken learning and development.

Training estimation: Organizations are measuring the effect of training in view of clear tangibles as far as the money related benefit of training.

Talent administration: Employee Training & Development is being incorporated into ability administration procedures, in which capable representatives are offered chances to add to their skills advance so that their potential can be upgraded in the work environment.

Rationale and Importance of the study

With 36 Cr. policies, India's life insurance sector is the greatest on the planet. The area comprises of 52 insurance companies, of which 24 are in life insurance business and 28 in non-life. The aggregate business size of the insurance sector in India was US$ 66.4 billion in FY 13. It is anticipated to touch US$ 350-400 billion by 2020.

India was positioned tenth among 147 nations in the life insurance business in FY 13, with a share of 2.03 per cent. Digital@Insurance-20X By 2020, by Boston Consulting Group (BCG) and Google India gauges that insurance sales deals from online channels will grow twenty times from present day sales deals by 2020.

The hopeful standpoint is served to an expansive degree by the Government of India's endeavors to reinforce the division. The Union Cabinet in July endorsed a proposition to unwind foreign direct investment (FDI) restrain in the household protection
segment to 49 for every penny from 26 for every penny, flagging the administration's plan to draw capital and venture into the part.

The eventual fate of India's insurance segment looks great, driven by the nation's ideal demographics, more prominent mindfulness, strong government which establishes approaches that enhance business, client driven items, and practices that give organizations the best environment to develop. India's insurable populace is foreseen to touch 75 Cr. in 2020, with future coming to 74 years. Extra security is anticipated to involve 35 for each penny of aggregate funds before this current decade's over, contrasted with 26 for every penny in 2009-10. (October, 2014, IRDA Journal)

Such a blasting industry putting parcel of accentuation on its human asset advancement projects, training is the one most essential among them and off kilter obliges colossal measures of speculations for that. Consumptions of such size require an occasional sharp look. Gone those days, when enterprises used to feel that preparation is consumption. In the evolving situation, companies are taking training as a venture as opposed to consumption. Henceforth, they have to evaluate training projects.

The vast majority of the examination on the relationship between training exercises and their advantages for society has been directed by financial specialists; the central ward variable is national monetary execution. Generally, this assemblage of writing prompts the conclusion that preparation endeavors produce upgrades in the nature of the work power, which thusly is a standout amongst the most essential givers to national economic development (e.g., Becker 1962, 1964). Market analysts authored the expressions "human capital" and "capital formation in individuals" in alluding for the most part to educating and at work training (Wang et al. 2002).

The evaluation of a training programme is important for a number of reasons, not the least of which is to ascertain whether the organization’s investment pays off in terms of performance improvements (Goldstein, 1993). From a cost-benefit perspective, if performance does not improve relative to the cost of implementation, then the training programme should be discontinued or modified. It is important to determine whether a training programme is accomplishing its objectives, cost-benefit ratio, clarity and
validity of the content to determine training effectiveness. Thus rigorous evaluations of such training programmes become call of the new era. Hence this study could provide some fruitful grounds for the future researches in the same field.

Training evaluation is so important, still very less research has been undertaken on this topic so far, especially, in India. Even very few research studies have been done in the insurance sector yet.

**Organization of the study**

**Chapter 1** introduce about the topic of the study. It explains background of the study, meaning and types of training, importance of training, and present training practices in India, global scenario of training, need and importance of evaluation of training and importance of the present study.

**Chapter 2** is review of related literature, which explores existing literature available related to the study. This chapter helps to make a deep and clear understanding of the study. Review of related literature helps to find out the research gaps and to develop the objectives for the present study.

**Chapter 3** explains the research methodology adopted for the study. It focuses on the research design, the study population, and the sample, sampling techniques, research instrument, method of data collection and method of data analysis.

**Chapter 4** is the Data analysis and interpretation. This chapter presents the results and discussion of the study in relation to the specific objectives.

**Chapter 5** is Findings, summery and conclusion, suggestions. This chapter gives the summery, major findings, conclusions and suggestions for the further researches.