CHAPTER - 1 - INTRODUCTION

There is an old saying ‘If you think training is expensive... try ignorance’. A more recent version has a sharper message - ‘What if I train my staff and they leave?’ to which the answer is ‘What if you don’t train them... and they stay!’ In today’s competitive world, no employer can afford to carry staff who are not efficient. Yet, many organizations still appear reluctant to invest in training the members to be efficient ones.

“The primary interest in a study about the future is in looking for a group of characteristics shared by the better banks that might serve to predict the future success for others. That common trait is an emphasis on training”.

Competent employees do not remain competent forever. Skills deteriorate and can become obsolete. That is why modern organizations spend crores each year on formal training. Intensified competition, technological changes and the search for improved productivity are motivating managements to increase expenditures for training. Today, people at all levels in organizations are involved in formal training.

Training is being recognized increasingly as the key to labour markets competing internationally and performing successfully. “As firms and labour markets change, some jobs become obsolete and new ones are created. The new jobs require literate workers. In a flexible economy that is well positioned to take advantage of

change, people will need to change jobs - perhaps many times. Hence workers need to continuously acquire new skills and qualifications”\(^3\)

Ongoing development is today’s new form of job security. People need to learn continuously. By developing, stretching and continually challenging themselves, employees can build a skill base; reputation and a network of contacts which will make them fit to be always ‘employAble’

**The Emerging Scenario in the Indian Banking Sector** - There have come about many changes in India, especially in the banking sector as a result of the new economic policy that was introduced during the early nineties. Since then banks in India have been jerked and jolted, pushed and shoved, shaken and shattered. Effects of these changes are willy-nilly becoming more and more visible.

The Indian banking sector is dominated by scheduled commercial banks operating in India. There are 283 commercial banks in India. This included 27 Public Sector Banks, 29 private, 31 foreign and 196 regional rural banks\(^4\). There are 67 scheduled co-operative banks also, consisting of 51 scheduled urban co-operative banks and 29-scheduled state co-operative banks. State Bank of India is still the largest bank in India with a major market share. ICICI was merged into ICICI Bank and became the second largest bank in India.

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\(^3\) “Organization for Economic Co-operation and Development and Statistics Canada. Literacy, Economy and Society.” [Catalogue no. 89-545-XPE, 1995]

\(^4\) “Statistics Relating To Scheduled Commercial Banks at a Glance as on 31-05-2005.” [Reserve Bank of India]
The Eight new banks, which appeared on the Indian banking horizon within a short period after liberalization of the licensing policy by the Reserve Bank of India, have blazed a new trail. Their arrival was announced with thunderous publicity; with lightning speed they introduced IT in banking operations. Instead of the brick and mortar branches, they have set up the virtual branches. ATMs [Automatic Teller Machines] are installed in good number, stealing a march on the omni-present public sector banks. They could popularize the credit cards and ATM cards much faster than the old banks. Since they do not have the historical baggage, they could plunge in to innovative banking business from the very beginning.

The productivity and profitability of the new Generation banks are found to be much higher compared to the other banks. It was reported, “IndusInd Bank, the first of the new generation private sector banks, set up during 1994-'95, has been focusing on technology and efficiency. At the end of March 2002, total size of business was Rs.14,000 crore with just 710 managing it! Its business over Rs.16 crore per employee, is by far the highest for an Indian bank: industry average is Rs.1.5 crore and the second highest accounts for just Rs.11 crore”^5.

In the coming years the Public Sector banks will have to become more conscious of economy and productivity. They will have to pay more attention to rationalizing their operational costs. They will have to use technology more effectively, manage human resources better, and provide adequate training and

motivation to their human assets. This awareness about productivity is bound to catch on faster.

"The coming years are going to be very crucial for Indian banking. For, they are expected to be upheaval- ushering. During the next four or five years, most bank customers are expected to be dealing with their banks sitting within the comforts of their homes. Consider these findings. One, most cash transactions are already handled by ATM’s. In the case of new private sector banks, as much as 75 per cent of all cash withdrawals are through ATM’s. And Two, various bank marketing surveys show that customers have begun to realize that telephone banking is cost-effective and internet banking is more cost effective."\(^6\)

1.2 Significance of the Study - One of the important subsystems within the comprehensive human resource management is training and development. Through this activity the employees who have entered organizational domains with diverse backgrounds and orientations are brought in line with the requirements of the organization so that organizational tasks get accomplished which in turn will assist organizations to move in the desired direction. Besides catering to organizational requirements, training and development would also facilitate career advancement of individuals.

If training function is to be considered an integral part of organizational management, it certainly has to move with the changes taking place in the

organizational activities and the training profile of the employees. Both these aspects are continuously influenced by various forces of the environment.

After nationalization, banks were directed to open branches in areas unbanked areas so that banking facilities would be available even to the poorest sections of the society. This has led to rapid expansion of branches. The increase in the number of branches after nationalization has also resulted in corresponding increase in deposit, credit, and employee strength. "The number of employees in the public sector banks alone grew from 186,041 in 1969 to 8,81,722 as on 31-3-04 even after VRS was implemented in 26 out of 27 Public Sector Banks and more than one lakh staff were relieved entailing an expenditure of Rs. 11,885 crore". When such massive changes take place in business activities and manpower, the training system will find it extremely difficult to cope with the increasing demands. The Indian banking industry had, no doubt, an uphill task.

The banking system in India is currently poised for far reaching changes. The emerging business profile of banks would include non-traditional areas like merchant banking, mutual funds, newer financial services, personal investment counselling, factoring, venture capital and possibly consultancy and research services. Besides this, to be on the top, banks will have to make innovations in their operational fields. If Indian banks have to launch new activities, they necessarily have to be innovative. Several changes will make Indian banking very complex as the profile of these banks

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will undergo major transformations. Along with conventional banking the banks will also enter areas of modern business ventures. These changes will call for new knowledge, skills and attitudes and training systems will have to stand up to these challenges. The technological changes adopted by the corporate world pressurize Indian banks to be up to date with the latest developments. Indications to this effect are visible. If the banks go in for enhanced micro electronic assistance for its multifarious operations, it will definitely call for changes in approaches to training. The enhanced technological adoption can reduce the number of routine workers at the bottom levels and increase the number of knowledge workers. The new technology will transform the skill structure in banks.

In a recent study⁸ it was found that the New Generation Banks and foreign banks are ahead of Public Sector Banks and old private banks in preparing the 'customer profile', 'in providing personalized services to the customers' [so that the customers will be more satisfied], 'in having better knowledge of the customers' through conducting regular customer surveys, 'for the employees in having positive attitude in dealing with the customers', 'in using modern techniques of banking', 'regarding the importance given to Customer Relationship Management', 'in motivating and training the staff for maintaining personal relationship with the customers', 'regarding the knowledge about their own new products' and 'in providing customer friendly environment'.

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An OECD study compared the old competencies with the emerging new competencies in banking and insurance companies. This comparison shows that an entirely new skill structure is emerging as a result of technological advancement. These new skills will require new knowledge and behavioural modifications and in this context, the training system will emerge as an important intervention. As a result of globalization, the Indian banking system has already felt the need for new competencies and coupled with this, the new profile of the bank employees would be a major reason for reorientation in training.

The new generation employees are brought up in the context of changing social values and with different value orientations. There is greater quest for autonomy and discretion and they have their own democratic and individual values. Orienting this new breed of employees to organizational requirements would be a major task for banks’ training systems. It will necessitate the training system in banks to reorientate its approaches and priorities so that training activities will become essential for a strategic human resource management in banks, otherwise, training activities will further degenerate in to mere routine rituals.

“There is tremendous importance of human Resource management which treats humans as assets, and not mere factors of production. A key bottleneck to higher economic growth was how to increase the productivity of human capital. This is an economy wide issue but relevant to banking too. It involves training, skill

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upgrades, incentives, promotion policies and all those soft management skills that go to build an institutional culture. It's no surprise that the HR managers' role occupies centre stage today"¹⁰. The above statement by Dr. Bimal Jalan, the Governor, Reserve Bank of India along with the comment that “there will be a redundancy of 30 to 40 per cent of the staff with the implementation of new technology plans”¹¹ by Mr. Y. Radhakrishnan, Managing Director, State Bank of India [SBI], shows the grave need for increased attention on employee training in banks.

Training system in the banks in India has got a strong structural base, and capabilities to handle training in large numbers. The training systems of the nationalized banks alone have the capacity “to train about 7000 employees at a time”¹². The system has also developed several innovative activities in the training area. But the training function to be effective, clear policy background and sufficient top management attention and support are needed. With this, training activity in banks can emerge as a powerful medium in evolving a positive culture. Only when training becomes vibrant, the organization will be able to meet the challenges emerging from the environment.

This study is significant and timely in the context that tremendous changes are taking place in the banking field especially in the area of competencies needed in the


new work environment. This study is the foremost of its kind in the field of training and development in banks in India. There is a real gap in the literature in relation to practical studies related to training in India. The prime aim of the present study is to focus attention on the broader aspects of training and development of employees in banks in India. It is hoped that the present study would provide the base for formulating propositions for further research.

While reviewing the training strategy, banks should critically study the adequacy and impact of training on qualitative change in the banking operations. “Training should be devised in an integrated manner for the development of the individual as well as of the organization. Banks should revamp their training system with reference to the following aspects. Training philosophy, identification of training needs, institutional structure (in-house capacity and capabilities), channels (on site, offsite, online, correspondence etc.), outsourcing, faculty, training methodology, curriculum/ syllabus, training material, periodicity, research, post training placement, evaluation of training.” In this study an examination is made regarding the training in Public Sector Banks and New Generation Banks based basically on the above suggestions.

1.3 Statement of the Problem - The Reserve Bank of India has on 22nd January 1993 issued specific guidelines for the establishment of new private banks in the country. This is in recognition of the need to introduce greater competition which

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can lead to higher productivity and efficiency in the banking system. These banks came in to existence after March, 1995, and are called New Private Sector Banks [NPSB] or popularly New Generation Banks [NGB].

It is found that the productivity and profitability of the New Generation Banks are better compared to the traditional Public Sector Banks. The question is how far this can be attributed to the training and development activities in banks. Are there significant differences between the two categories of banks regarding the training approaches? If there seems to be differences what are the different specific aspects in which the two categories of banks differ. The present study is an attempt to look in to these aspects for the purpose of gathering more information for improving the training and development deeds in banks.

1.4 The Objectives of the Study - The following seven objectives are being developed for a better understanding about the training and development initiatives undertaken in the Public Sector Banks and New Generation Banks.

1. To identify and compare the training policy, philosophy and objectives followed by the Public Sector Banks and New Generation Banks,

2. To evaluate the training needs identification methods practiced by the Public Sector Banks and New Generation Banks,

3. To ascertain and compare the training areas and the adequacy of the training infrastructural facilities in the Public Sector Banks and New Generation Banks,
4. To identify and compare the training evaluation practices in banks and the
employee attitudes to training in the Public Sector Banks and New Generation
Banks,

5. To evaluate and compare the adequacy of training and the training practices
followed in the Public Sector Banks and New Generation Banks,

6. To evaluate and compare the post training follow up steps taken and the effects
and benefits of training provided to the employees by the Public Sector Banks and
New Generation Banks, and

7. To suggest measures for improving the training and development practices of the
Public Sector Banks and New Generation Banks.

To test the above objectives the following hypotheses were developed

1.5 Hypothesis - Hypothesis testing begins with an assumption, called
hypothesis that we make about a population parameter. Then we collect sample data,
produce sample statistics, and use this information to decide how likely it is that our
hypothesized population parameter is correct\textsuperscript{14}. In this study the following
hypotheses were developed.

\( H_0 \) - There exists no significant difference between the Public Sector Banks
and New Generation Banks regarding the training provided for the employees and its
effectiveness.

\textsuperscript{14} Richard I. Levin. Statistics for Management Prentice Hall of India (Pvt. Ltd.) New Delhi p.368
**H1** - There exists significant difference between the Public Sector Banks and New Generation Banks regarding the training provided for the employees and in its effectiveness.

In order to gain more clarity in the above aspects, the following six hypotheses were developed.

1. Public Sector Banks and New Generation Banks do not differ significantly as far as the training, policy, philosophy and objectives are concerned,

2. Public Sector Banks and New Generation Banks do not have significantly different views as far as the training needs identification methods are concerned

3. Public Sector Banks and New Generation Banks do not have significant difference in relation to the training areas and as far as the availability of training infrastructural facilities are concerned,

4. Public Sector Banks and New Generation Banks do not vary significantly regarding training evaluation practices and employee attitude to training

5. Public Sector Banks and New Generation Banks do not disagree significantly regarding adequacy of training and in the area of training practices

6. There are no significant differences between the employees of Public Sector Banks and New Generation Banks regarding the post training follow up measures and regarding the effects and benefits of training.
1.6 Scope of the Study - Training and Development of employees in the banking sector is the subject matter of this study. The samples selected for this comparative study are the employees of the Public Sector Banks and New Generation Banks. Several variables affecting training and development related to these employees are examined.

Training and Development of employees are areas, which have got lot of attention from experts and researchers all over the world because of their importance in direct increase in the profitability of organizations and the development of countries. As far as India is concerned, the liberalization of the economy and the resultant upheavals have created unprecedented situations and they call for creative responses especially to training and development of employees in the banking sector. The examination of the existing literature does not throw sufficient light into this area. No research studies are conducted in this area either in Kerala or in the neighbouring states. The present study will therefore help to bridge the gap in the above area and contribute significantly to the existing literature.

1.7 Methodology - The following section discusses the methodology adopted for the study. The different areas included are the population of the study, the sample, the sample area, the data collection, a report about the methodology for analysis and a note about the period of the study.

1.7.1 Population of Study - The population of study is the full time employees of the Public Sector Banks and the New Generation Banks in India. It includes the different types of employees in these organizations including clerks and
officers but does not include sub staff. Table 1 presents the position of the different categories of employees in the banks in India and in Kerala state.

Table 1 - Table Regarding the Total Number of Bank Employees in India and in Kerala

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Officers</th>
<th>Clerical Staff</th>
<th>Sub staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>*Total no. of bank Employees in India</td>
<td>2,89,356</td>
<td>32.82</td>
<td>4,01,087</td>
<td>45.49</td>
</tr>
<tr>
<td>*Total no. of Bank Employees in Kerala</td>
<td>13,336</td>
<td>30.13</td>
<td>22,335</td>
<td>50.46</td>
</tr>
</tbody>
</table>

*Source: Basic Statistical Returns of Scheduled Commercial Banks in India, Volume 33, Reserve Bank of India, March 2004.

1.7.2 Sample Area - The state of Kerala is decided as the sample area for the study. The reason for selecting Kerala as the sample area is in consideration of the existence of a well-organized and large network of banks. The New Generation banks also have a very good presence in the state with a number of branches in all prime centres/cities. Details regarding the banks operating in Kerala including the number of branches are presented in Appendix 8. Even though the respondents include people who are working in Kerala only, the implications of the findings of the study are not limited to Kerala alone on account of different reasons. All these banks are operating in the national level and all the employees of the respective banks are having the same type of orientation and training all over the country. Moreover, the banks in India have only very few of state specific characteristics.
1.7.3 Sample - The total number of bank employees in India as is clear from Table 1 is 8,81,722 as on 31st March 2004. Not only that the population is too big but also it is scattered all over the country. It is needless to say that a census study is practically impossible and that is not necessary too to arrive at some reliable conclusions. In such a situation, the researchers decided to go for a sample study making sure that the quality and accuracy of the data are not affected.

The three major categories of employees in the case of a Public Sector Banks are [1] the Officers [2] the Clerical Staff and [3] the Sub staff. After conducting extensive discussions with the bank training professionals and experts the sub staff category was excluded from the sample for two major reasons [1] this is one category which gets the least training exposure in banks and [2] the complications in connection with data collection. As the study is basically in relation to the comparison of training in the Public Sector Banks and New Generation Banks, it would be only appropriate to focus on those groups for which training is usually provided. As far as the New Generation Banks are concerned, the only one category of employees are the Officers. Thus it was decided to focus the study on three strata or three groups of employees viz. the officers, clerical staff of the Public Sector Banks and officers of the New Generation Banks and it was decided to give equal importance in the sample for these three strata. The sample includes only full time employees as exploratory analysis showed that the training experience of part time workers differ from the fulltime workers.
The second stage in deciding the sample related to is from which banks the sample should be selected. The number of Public Sector Banks is 27 and that of New Generation Banks is eight. Due to the inappropriateness in collecting data from 27 different institutions and as the Public Sector Banks are having some homogeneity in the work culture and training approaches, it was decided to collect the sample from four leading banks based on the number of branches in Kerala. In the case of New Generation Banks also, four leading banks based on the number of branches in Kerala are decided to collect the sample.

The third stage in the sampling process is deciding the specific branches from which the samples are to be selected. Random sampling method is adopted at this stage. Table 2 presents the name of the banks, the number branches in Kerala and the number of branches from which the samples are collected.

But, how large the sample should be? If it is too small, we may fail to achieve the focus of our analysis. But if it is too large, we waste resources when we gather the sample. Some sampling error will occur because we have not studied the whole population. Whenever we sample, we always miss some helpful information about the population. Sampling error is controlled by selecting a sample that is adequate in size.

The total number of officers and clerical staff in banks in Kerala is 35,671 as per Table 1. The sample is decided to be roughly one per cent of that which comes to 360. Equal number of sample is decided to be taken from each strata.
Table 2 - Table Showing the Details Regarding the Banks and Branches From Which Data is Collected

<table>
<thead>
<tr>
<th>Bank Name</th>
<th>Branches in Kerala</th>
<th>'Sample' Branches</th>
<th>Name</th>
<th>Branches in Kerala</th>
<th>'Sample' Branches</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBT</td>
<td>562</td>
<td>12</td>
<td>ICICI</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>SBI</td>
<td>246</td>
<td>12</td>
<td>HDFC</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Canara Bank</td>
<td>248</td>
<td>12</td>
<td>Indus Ind</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Union Bank</td>
<td>135</td>
<td>12</td>
<td>UTI</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

The fourth stage comprised of identifying the exact respondents for the study. It was decided to divide the respondents into three strata i.e. officers, clerical staff from the Public Sector Banks and officers from the New Generation Banks. Based on the number of branches, four leading banks, each from the two categories is identified. Using random sampling method, the branches from where the respondents are to be selected also are decided. The final selection of the respondents is made on the basis of convenience sampling method from the branches selected at random.

This method is used with much care to avoid any bias in the selection of the sample.

A total of 312 respondents comprised the total samples of the study; 196 are from Public Sector Banks and 116 from New Generation Banks.

Table 3 presents the response rate of the employees to the sample study conducted. The samples were decided on the basis of multistage stratified random sampling method.
Table 3 - Response Rate Table regarding Sample Collection

<table>
<thead>
<tr>
<th>Sample Decided and Interview</th>
<th>Clerical PSB</th>
<th>Officers PSB</th>
<th>Officers NGB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Administered</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>360</td>
</tr>
<tr>
<td>Useful Interview Schedule</td>
<td>93</td>
<td>103</td>
<td>116</td>
<td>312</td>
</tr>
<tr>
<td>Response Rate</td>
<td>77.5%</td>
<td>85.83%</td>
<td>96.66%</td>
<td>86.67%</td>
</tr>
</tbody>
</table>

1.7.4 Data Collection - Detailed Interview Schedule was prepared to collect information/primary data from different categories of employees. Depth interviews were conducted to collect supplementary information from training managers and faculty and with top management people for the purpose of collecting additional information. External trainers and experts were consulted for the purpose of verifying the information collected and to draw appropriate conclusions. Some of the major bank training institutions in the country are visited and detailed discussions were conducted to identify the study variables.

Extensive pre-tests are conducted through personal interview to check whether the issue in each question is clear to the respondents. The request for explanation, comments and other reactions from the respondents were used to develop the final interview schedule.

Effect and Benefits of training and Factors Favourable for Effective Training. The content of the interview schedule has been developed primarily from literature sources and discussions with training faculty; however, due to the lack of specific empirical work in the area, it is largely original.

Most of the questions used rating scales to record the responses. "It is important to note that the more limited the response required, the easier it is to mark the response - and the more difficult it is to 'set' the questions. The more open and free the responses, the easier it is to set the questions - but the more difficult it is to mark". Extensive pilot testing was undertaken to ensure that the questions were both comprehensible and possible to complete. Both Public Sector Banks and New Generation Banks were included in the pilot study.

Secondary data were also collected from the available Books, Journals, and Study Reports for supplementing the theoretical framework of the study.

"Design of the questionnaire is another important factor. Design refers both to the presence of an introductory statement, directions, and a closing statement and to the layout and appearance of the instrument." In fact, "the layout and appearance of questionnaires are often overlooked even though they play a critical role in influencing both response rates and the quality of data obtained." All possible steps

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were taken for improving the design, layout and appearance aspect of the interview schedule for improving the quality of the responses.

"While preparing the interview schedule, it is important to write simple, straightforward, and short items that are free of unnecessary jargon". "Lengthy or complex items are difficult to answer. Respondents will not take the time or make the effort to study a long or complex question carefully. They may not respond to the item or may read it quickly and provide ill thought out answers". The above suggestions are seriously considered while preparing the interview schedule.

"Questions that ask the respondent to select an answer from a list of options are called closed-ended questions. They provide a uniformity of response and are relatively easy to analyze". Popular closed-ended response formats are multiple choice, yes-no or true-false, and rating scales. The most widely used rating scale is the Likert scale. Likert scale questions ask respondents whether they strongly agree, agree, disagree, or strongly disagree with or whether they are undecided about a statement. For this study, only closed ended questions are used. Along with Likert type questions which followed the principle of "balance in scale," ranking questions

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19 Ibid.


22 Fowler F. J. 343-374.
also are included which usually provide more freedom to the respondents to express their views.

**1.7.5 Analysis** - The data collected from various sources were analyzed by applying appropriate mathematical and statistical techniques. Along with mean and standard error analysis, percentage analysis was extensively used. Some of the statistical tests used with the help of SPSS 13.0 were rank correlation, chi-square, reliability testing, proportion testing, Student's t test, F test, one sample t test, independent sample t test, correspondence analysis, multidimensional scaling, analysis of variance [ANOVA], multivariate analysis of variance [MANOVA] and factor analysis. Interpretation of the data based on the results of the tests formed the basis for formulating the suggestions of the study.

**Reliability Analysis** - Reliability analysis allows you to study the properties of measurement scales and the items that make them up. Using reliability analysis, you can determine the extent to which the items in your questionnaire are related to each other, you can get an overall index of the repeatability or internal consistency of the scale as a whole, and you can identify problem items that should be excluded from the scale.

Using Split Half Alpha the reliability of the pilot study was measured and based on the findings; changes were made in the questionnaire. This model splits the scale into two parts and examines the correlation between the parts. The changes helped for significant improvements in the reliability of the data as found in the reliability statistics of the final sample.
1.8 Terms

Training, Education and Development - The terms Training, Education and Development are closely related but their meanings have important distinctions.

“Training is the art of increasing the knowledge and skill of an employee for doing a particular job. It is concerned with imparting specific skills for particular purposes. On the other hand, education is concerned with increasing general knowledge and understanding of the employee’s total environment. The term development is a broad one. It includes both training and education. Its aim is to improve the overall personality of an individual”\textsuperscript{23}.


Public Sector Banks - There are three types of banks which fall under the category of Public Sector Banks viz.,

a. State Bank of India and its associate banks called the State Bank group

b. Nineteen nationalized banks

c. Regional Rural Banks mainly sponsored by Public Sector Banks. The lists of the Public Sector Banks except Regional Rural Banks are given in Appendix 2.

Bank Employees - For the purpose of this study the term employees includes both the clerical staff and the officers but does not include sub staff.

1.9 Period of the Study - The study was conducted in the period from 2004 to 2007. The primary data for the study were collected in the second half of the year 2005.

1.10 Chapterisation - Chapter one of the thesis presents an introduction to the whole study. It contains a general introduction, a discussion about the emerging scenario in the banking sector, an examination about the significance of the study, a listing of the objectives and hypotheses of the study and a discussion about the methodology of the study.

Chapter two deals with an overview of the Indian banking system. The history and development of the Indian banking system is presented, the present position and emerging challenges faced by the Indian Public Sector Banks in the context of the liberalisation, privatisation and globalisation from foreign banks and new generation banks are examined. A note about the recent innovations and developments in the banking sector and a note about the bank regulatory mechanism also are included.
The third chapter deals with the concept of training and development, the history and evaluation of training in Indian banks and the emerging training scenario in the Indian banking system. This section also contains a brief profile of the apex bank training institutions in the country.


Chapter five presents the study in retrospect and the findings of the study in a summarised manner. The recommendations emerging from the study also are presented for application by the user system.