improvement are better predictor of an overall opinion of the training programme. The effectiveness of the model proposed is 78.80% and the model is significant at 1% level.

The suggestions are that the Divisional Head should impress upon the employees to identify their training need by discussing with their superior, the training methodology should use modern methods like business games, role-play, discussion and practical exercises that will be interactive and involve the trainees in the training programme and if trainees do not upgrade the knowledge, skill and attitude (KSA) from the training, their increments and promotions may be delayed until they upgrade the skills.

Based on three levels of opinion collected from the employees and opinions from trainers in India Post, the researcher had evolved a new model for evaluation i.e., *AIM (Appraisal, Intervention & Measure) Model* that will help to realize the training objectives of India Post. Firstly the need for the training should be identified with the help of the superior. Secondly a set of sequential steps in training (Methods, Process) should be followed and finally the trainees should undergo evaluation at the training centre as well as by their superior.

The mantra for effective training should be, learn fast, remember often and apply with sincerity.

Chapter 1

Research Design
1.1 Introduction

1.2 Statement of the Problem

1.3 Objective of the Study

1.4 Scope of the Study

1.5 Research Methodology

1.6 Limitations of the Study

1.7 Chapter Scheme
1.1 Introduction:

The economic scenario in India has undergone a sea change in the last few years. The process has been hastened by the initiatives of the government to liberalize the economy and integrate it with the global environment. Liberalization and globalization have brought a lot of changes in different organizations, in response to the changing conditions. Organizations are faced with challenges to prepare for future development. In a dynamic environment, human resources can play an important role in adapting to new developments and making the changes work.

The greatest strength of India is its human resource. The prosperity of a nation depends on the proper development and utilization of its human resources, as all other resources can be generated by a well-motivated human resource. Organizational growth, change and success ultimately depend on the strengths of human resources.

The global economy has posed a challenge for organizations and particularly those who wish to gain a competitive advantage. The competitive advantage may be a daydream in the absence of superior quality products, which mainly depend on the capability of well-trained employees.

Employee training is one of the ways in which organization invests in its human capital. Training is the process whereby people learn the skills,
knowledge, attitude and behaviour needed in order to perform their job effectively. No industrial organization can ignore the training and development need of its employees without seriously inhibiting its performance.

Organization and individuals should develop and progress simultaneously for their survival and attainment of mutual goals. So every modern management has to develop the organization through human resource development. Training is the process of teaching the employees the basic professional skills they need to effectively perform their job. Training refers to the teaching and learning activities carried out for the primary purpose of helping members of an organization to acquire and to apply the required knowledge, skills and attitudes to perform their job effectively and making them fit for a higher job involving higher responsibilities. Management training, which was once considered as luxury by the average organization and often used to be as popular as a public relation or an ornamental exercise, is used today as a functional activity designed to improve the quality of work and the quality of life of the employees. The situation has changed so dramatically over the last decade, that there is an acute shortage of competent and trained personnel. So employee training has become a specialized function for human resource management.

Progressive organizations view training programme as an opportunity to increase productivity. Training is also viewed as the solution to a number of problems, such as sub-standard quality resulting from skill deficiency and voluntary turnover of employees seeking more rewarding jobs. It also reduces the involuntary turnover of employees whose services are terminated because of
skill deficiencies. Also it provides a means of preventing skills obsolescence. Training is a means for augmenting the shortage of qualified employees.

1.2 Statement of the Problem:

Nowadays, with innovations in science and technology, organizations, occupations and professions have changed. In the past, human resources were offered training in a certain field of science, technology or skill. But today modern organizations need those kinds of skills in order to attain organizational goals and perform the duties in the best manner possible. Training is inevitable as it develops the skills and knowledge of the employee and enables them to take up challenging jobs. Training builds up self-confidence in the minds of employees. Each trained person has the responsibility to justify the results of the programme as they contribute to the organization’s productivity and profits.

The last stage of training and development process is the evaluation of results. Evaluation is not easy. The traditional feedback sheet issued at the end of the training course assesses factor like what learners thought of the trainer. But this does not ensure whether the learners do their jobs better, the impact of training on the learners’ departments or on the organization as a whole. Quite often human resource managers justify inadequacy of evaluation of training by arguments such as that there is

1. nothing to evaluate in the training programme
2. no one really cares about the evaluation and
3. evaluation is a threat to the job

In some organizations, training is considered as a luxury and it is provided as a reward for good performance, or simply something mandated so everyone must take his turn. The argument here is that training isn’t expected to accomplish anything and there is nothing to evaluate.

The absence of effective training evaluation can be attributed to reasons such as the formal evaluation procedures are too expensive and time-consuming and no one really cares anyway. The need for assessment of training outcomes is not pursued very seriously by managers.

Fear of result is another reason. If time and money are spent on training and if evaluation mentions that no learning has occurred or worse, job performance has declined – tough questions will be asked. When the manager uses the term evaluation, everyone often thinks of a single final outcome at a particular point that represents success or failure. This will be a threat to one’s job.

However, the arguments for ignoring evaluation of training make no sense. The biggest reason for abandoning the resistance to evaluation, however, is its benefits, when more and more number of organizations is demanding
accountability at all levels. Managers are increasingly demanding of training what they demand of other department: provide evidence of the value of organization. Other factors influencing the need to evaluate training are the quality movement, focus on continuous improvement and organizational cost cutting\(^3\).

Since huge sums of money are being spent on training and development, how far the training programme has been useful must be determined. Evaluation should be a continuous process. It should begin prior to training when the training objectives are established, and a plan of evaluation should be prepared at that time. Evaluation helps to determine the effectiveness of the training and development programme. In practice, however, organizations either overlook or lack facilities for evaluation. The main objective of evaluating the training programme is to determine if they want to realize a specific training objective that is, correcting performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee capabilities are due to the training programme and not due to extraneous conditions. The evaluation is immensely useful to explain programme failure.

The evaluation should determine the trainee’s ability before training, continuously monitor the progress during the training programme and evaluate the result after the training programme. But, very few organizations do systematic evaluation of the effectiveness of training through appraisal of performance, morale and efficiency.
According to Donald L. Kricpatric, training programme can be assessed through the following steps:\footnote{4}:

- **Reaction**: A measure of satisfaction of the trainees after the training.
- **Learning**: A measure of learning intake by the trainees after the training programme.
- **Behaviour**: A measure of change in the behavioural pattern and attitude of the trainees after the training programme.
- **Result**: A measure of results may determine the level of improvement in job performance and may assess needed maintenance.

The postal organization has been one of the oldest and economical service providers to the millions of people of India since its inception, for the past two centuries. The relevance and importance of postal communication for business houses, industrial establishment, academic activities and social well being are recognized now-a-days. The department of posts is proud to have the largest postal network in the world. Postal service area continues to expand to reach people even in hilly, difficult and inaccessible terrains. At the same time there is a continuous endeavor to improve the services/operations with innovative ideas and induction of technology.
The department of posts comes under the Ministry of Communications and Information Technology and has a Minister of State for Communications to discharge various functions. The Secretary, department of posts, as the chief executive of the department, is also the Director General, India Post, and the Chairman of the postal service board.

For providing postal services, the whole country has been divided into 22 Postal circles. These circles manage the day-to-day functions of the various head post offices, sub-post offices and branch post offices, through their regional and divisional level arrangements. One of the missions of the department is total commitment to providing challenging and rewarding career for every employee.

India has the largest postal network in the world with 1,55,669 post offices of which 89% are in rural areas. At the time of Independence, there were 23,344 post offices, which were primarily in the urban areas. Thus the network has registered a seven-fold growth over the last five decades. Post Offices in the country are categorized as Head, Sub and Branch Post Office. Gramin Dak Sewa Post Offices are located in rural areas. The Sub Post Offices are departmental offices located in both rural and urban areas. Head Post Offices are graded into five categories according to their workload and staff strength, the largest being the General Post Offices at Mumbai and Kolkata, followed by GPOs at Ahmedabad, Bangalore, Chennai, Delhi, Kanpur and Lucknow.

At the circle level, the Chief Postmaster General is over all in-charge of administration and operations of the units under his jurisdiction for all purposes. The larger circles are further divided into Regions under the Postmasters General.
Prior to the establishment of Postal & Telegraph (P&T) Training Centre at Saharanpur in April 1951, there was no institution to provide training and development to the work force of Indian post offices. After the inception of Postal Training Centre, training of employee is one of the main thrust areas of the postal organization. There are six regional training Centres, which provide induction, in-service training, soft skills and computer training to operative and supervisory employees. Training for all cadres is conducted at Postal Training Centre, Saharanpur, Postal Training Centre, Darbhanga, Postal Training Centre, Mysore, Postal Training Centre, Vadodare, Postal Training Centre, Guwahati and Postal Training Centre, Madurai.

The Department believes that training is one of the effective and tested tools for performance enhancement as well as upgradation of knowledge and skills of personnel. Organizational motivation and morale as reflected in the attitudes and administrative culture are rendered relevant and sharply focused through effective training programme.

In Tamil Nadu, the Postal Training Centre was established in Madurai in 1981. The training is conducted throughout the year in the training Centre for their employees. As per the norms, the divisional head has to find the training needs of the employees and send him / her to the training programme scheduled at postal training centre, Madurai. But in many cases, employees are sent to the training programme for filling the vacancies without any need for training. So the employees attend the training programme for personal benefits. The training
programmes are not evaluated systematically. The Postal training Centre is getting some feedback about the programme, which is inadequate.

The significance of evaluation of activities is based on the fact that the worth of activity is defined as any attempt made to obtain information, or say, feedback on the effects of training programme and to adjudge the value or worth of the training in the light of that information. The time and money spent in training underlines the need for evaluation of training. But, the question is what exactly should be evaluated. Evaluation of training generally consists of an evaluation of various aspects of training immediately after the completion of training and adjudging its utility to achieve the goal of the organization. The reason is that the effect of training on organizational performance cannot be isolated from overall performance because it is a function of complex forces and distinct motives.

So it is necessary for the Department of Post to evaluate the training programme conducted in the training Centre. The department wants to ensure whether the training meets the requirements of the employee, superiors’ expectations and fulfills the needs for the job. Finally, the Department of Post tries to ensure the credibility of training and development that will tangibly enhance the performance of the employees.

So there is a need to study the evaluation methods which are widely used to assess the effectiveness of the training programme in India Post. The department can make the employees work effectively through skills and
knowledge gained from training. Hence an attempt is made to study the “Evaluation of Training Programmes in India Post”

1.3 Objective of the Study:

The following are objectives of the present study.

1. To study trainees’ opinion about awareness of training objectives and training need assessment at pre-training phase.
2. To measure the effectiveness of training programmes, training methodology and aids and to study trainees' opinion about trainers at post-training phase.
3. To study the trainee's opinion about usefulness of training and its impact on personal and organizational performance at follow-up training phase.
4. To identify the deficiencies of the present training programmes.
5. To analyze the opinion of the trainers towards training programmes.
6. To offer suggestions with a better training evaluation model for enhancing the training programmes at India Post training centres.

1.4 Scope of the Study:

The present study covers the employees of India Post, Tamil Nadu. The study relates only to the employees (Non Gazetted), whose services are regularized and who are made permanent in their department. The study covers employees drawn from the Postal divisions of Chennai City Region, Chennai, Central Region, Tiruchirappalli, Southern Region, Madurai and Western Region, Coimbatore. The study covers training programmes such as the Mail Operation Management, Marketing & Business Development, Philately, Disciplinary Proceedings, Customer Care, Investigation & Vigilance, Financial Services,
Accounts and After Sales Training. The study has been conducted during the period between January 2006 and December 2006.

1.5 Research Methodology:

1.5.1 Research Design:

In this study a descriptive research design is adopted. It includes surveys of different kinds. The major purpose of descriptive research is description of the state of affairs, as it exists at present.

1.5.2 Methodology:

The present study is an empirical study based on survey method. It is adopted to find the opinion of the trainees and trainers about the training programmes they have attended/conducted.

1.5.3 Data Sources:

The study depends mainly on the primary data. In the process, three distinct questionnaires were constructed and administrated to the employees to gather primary data in three stages, i.e., before the training programme (first day of the training), after the training programme (last day of the training) and follow-up data after the lapse of 3 months of the training. One more questionnaire was constructed and administrated to the trainers.

For this study secondary data have been collected from newspaper, books, journals, previous research reports, government publications, private circulation / publications and through web sites.
1.5.4 Tool for data collection:

The researcher has used the questionnaire as a research instrument. The researcher has studied various aspects of his research problem. The researcher has used both close ended and open-ended questions. The researcher used the simple questions and straightforward directions for the respondents so that they may not feel any difficulty in answering the questions. The researcher has improved upon the questions earlier drafted through pilot study.

Four different types of questionnaire have been used in the study. The first questionnaire ‘Pre-Training’ was given to the respondents on the first day of the training programme, the second questionnaire ‘Post-Training’ was given to the respondents on the last day of the training programme, the third questionnaire was sent to the respondents after 3 months of the training as a ‘Follow Up’ questionnaire. The fourth questionnaire was given to the trainers for collecting the opinion of the trainers. The specimen questionnaire administered for collecting data from the employee of postal department and trainers are appended to the end of the report.

1.5.5 Pilot Study:

A pilot study was undertaken by the researcher to understand the variables involved in the study. Discussions were held with the Post Master General, Madurai, Director, Assistant Director, the trainers in the Postal Training Centre, Madurai, employees of the postal department, experts in the training field and
the research guide with respect to various aspects of training and factors influencing the evaluation of training.

1.5.6 Pre-Testing of tool:

Based on the variables identified through review of literature and pilot study, a preliminary tool was structured.

The preliminary tool was sent to nine experts namely, Dr.V.Manikavasagam, Allagappa University, Karaikudi, Dr.Jayshree Suresh, SRM University, Chennai, Dr.Madhu Viswanathan, University of Illinois, Dr.Natarajan, Pondicherry University, Pondicherry, Dr.David Jawahar, Bharathidasan Institute of Management, Trichy, Mr.Reddy, Post Master General, Madurai, Mr.Rajarajan, Director, Postal Training Centre, Madurai, Mr.P.L.Rahunathan, Assistant Director, Postal Training Centre, Madurai, and Mr.M.S.Venkatesan, Senior Manager, Rane TRW Steering Systems Ltd, Chennai for obtaining their opinion. The experts were satisfied with the diagnostic value of each item of the tool in bringing out various aspects and factors for measuring the effectiveness of training programme. However, they made constructive comments. In the light of the comments and suggestions made by them the questionnaire was revised. The revised questionnaire was circulated among five fellow researchers for their critical evaluation and comments. The views of fellow researchers were incorporated and the questionnaire was once again revised.

The revised draft of the questionnaire was pre-tested with 30 trainees with the following objectives:

1. To test the wording of the questions whether it is comprehensible to the respondents
2. To ensure whether the specific questions measure the variables for which they are framed.
3. To measure the time it takes to administer.

The 30 trainees were drawn from among participants of different training programmes such as Marketing and Business Development, Customer Care, Philately and After Sales Service. On the basis of the feedback information the questionnaire was once again revised and finalized. The content of the tool was common to all the employees attending different training programmes.

1.5.7 Reliability of the Tool:

The reliability of the pre-tested tool was measured by using test-retest method. For this purpose, 30 trainees were selected at random from the sample trainees attending various training programmes such as Marketing and Business Development, Customer Care, Philately and After Sales Service. The tool was administered and their responses were received. After a period of one month, the same 30 trainees were administered with the same tool and their responses were observed. After computing the score of each respondent for the first test and retest, Cronbach Alpha Score was calculated.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Questionnaire</th>
<th>No. of items</th>
<th>No. of cases</th>
<th>Cronbach Alpha Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre Training</td>
<td>18</td>
<td>30</td>
<td>0.7398</td>
</tr>
<tr>
<td>2</td>
<td>Post Training</td>
<td>42</td>
<td>30</td>
<td>0.8045</td>
</tr>
<tr>
<td>3</td>
<td>Follow Up Training</td>
<td>9</td>
<td>30</td>
<td>0.7622</td>
</tr>
</tbody>
</table>
As the scores of the test for all the three tools were above 0.50, the tools were found to be reliable.

1.5.8 Sampling Design:

1.5.8.1 Population:

The employees of India Post in Tamil Nadu constitute the population of the study. The total number of postal employees in India is 5,37,614. In Tamil Nadu, the total number is 49,936. Among them, the eligible non-gazetted (Group C & D) employees in Tamil Nadu are 25,960.

The Postal Training Centre, Madurai uses seven trainers, all the trainers are included for the study.

1.5.8.2 Sampling:

The present study is confined to the permanent employees of postal department i.e., non-gazetted Group C & D employees. The sample was selected from the postal department employees of Tamil Nadu who attended training programme on the Mail Operation Management, Marketing & Business Development, Philately, Disciplinary Proceedings, Customer Care, Investigation & Vigilance, Financial Services, Accounts and After Sales Training programme during the period between January 2006 and December 2006. The total number of participants was 2320 employees.
### 1.5.8.3 Sampling Plan:

The following table provides the sampling plan.

**Table 1.1**

**Sampling Plan**

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Title of the Training Programme</th>
<th>No. of Batches</th>
<th>No. of employees eligible to attend training</th>
<th>No. of employees who attended training</th>
<th>No. of employees selected for the study during Stages 1 &amp; 2</th>
<th>No. of employees responded after Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing &amp; Business Development</td>
<td>9</td>
<td>360 (9 x 40)</td>
<td>350</td>
<td>140</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>Philately</td>
<td>6</td>
<td>240 (6 x 40)</td>
<td>240</td>
<td>96</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Financial Services</td>
<td>5</td>
<td>200 (5 x 40)</td>
<td>180</td>
<td>72</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Mail Operation</td>
<td>6</td>
<td>240 (6 x 40)</td>
<td>210</td>
<td>84</td>
<td>46</td>
</tr>
<tr>
<td>5</td>
<td>After Sales &amp; Service</td>
<td>6</td>
<td>240 (6 x 40)</td>
<td>210</td>
<td>84</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>Disciplinary Proceedings</td>
<td>4</td>
<td>160 (4 x 40)</td>
<td>140</td>
<td>56</td>
<td>32</td>
</tr>
</tbody>
</table>
1.5.8.4 Sample Size:

The samples were selected batch-wise. Each batch consists of 40 trainees. 2320 employees were eligible to attend training during the period between January 2006 and December 2006. But finally 2160 employees attended the training.

40% of trainees from each batch of training programme were selected randomly out of 2160 employees. 864 employees were selected randomly for the first two phases. Out of 864 selected employees, 513 trainees responded to the third phase of data collection. For the final processing of data, 513 employees’ opinions were taken into consideration.

All the seven trainers have been included for collecting the trainers’ opinion about the training programme.

The distribution of final samples is given below:

<table>
<thead>
<tr>
<th></th>
<th>Investigation &amp; Vigilance</th>
<th>4</th>
<th>160 (4 x 40)</th>
<th>140</th>
<th>56</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Customer Care</td>
<td>14</td>
<td>560 (14 x 40)</td>
<td>550</td>
<td>220</td>
<td>133</td>
</tr>
<tr>
<td>9</td>
<td>Accounts</td>
<td>4</td>
<td>160 (4 x 40)</td>
<td>140</td>
<td>56</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>58</td>
<td><strong>2320</strong></td>
<td><strong>2160</strong></td>
<td><strong>864</strong></td>
<td><strong>513</strong></td>
</tr>
</tbody>
</table>
1.5.9 Hypothesis:

In this study the following 23 hypotheses have been tested.

1. There is no relationship between experience in the present position and identification of learning objectives.

2. There is no significant difference between mean ranks with respect to the different dimensions of purpose of training programme.

3. There is no significant relationship between the genders with respect to the intention to participate in training programme.

4. There is no significant difference between male and female with respect to dimensions of post training evaluation.

5. There is no significant difference between age groups with respect to dimensions of post training evaluation.
6. There is no significant difference among trainees with different educational qualification with respect to dimensions of post training evaluation.
7. There is no significant difference between experience in the present position with respect to dimensions of post training evaluation.
8. There is no significant difference between the objective explained before the training and the objective met after the training programme.
9. There is no significant difference between performance of trainers with respect to various dimensions.
10. There is no significant difference between trainees’ opinion with respect to the trainers’ presentation.
11. There is no significant difference between sequence of presentation explained before and during the training programme.
12. There is no significant difference between the opinions of trainees with respect to the dimensions of hospitality.
13. There is no relationship between gender and the follow up variables.
14. There is no relationship between age and the follow up variables.
15. There is no relationship between educational qualification and the follow up variables.
16. There is no relationship between experience in the present position and the follow up variables.
17. There is no relationship between the extent of learning and practice in the job.
18. There is no relationship between training need assessment and the superior’s response after the training programme.
19. There is no significant relationship in the attitude of the trainee before and after learning.

20. There is no significant relationship between the quality of handout material with the usage of handout material.

21. There is no significant difference between the estimation of personal effectiveness immediately after the training and the increase of personal effectiveness after completion of 3 months from training.

22. There is no significant difference between overall opinion immediately after the training programme and after 3 months of training.

23. There is no significant relationship between need identification and the overall opinion of the training.

1.5.10 Data Processing and Measurement of Variables:

The filled-in-questionnaires were thoroughly checked up and made ready for further processing. Computer processing has been resorted to for analysis of data.

The central theme of the study is evaluating the training programme in India Post. The dependent variable in the study is overall opinion. The independent variables, which influence the depended variable in the study, are as follows:
1. General evaluation
2. Evaluation of trainer
3. Methods of presentation
4. Programme content
5. Instructional material
6. Assignments
7. Facilities
8. Planned improvement

1.5.11 Scales used in the questionnaire:

A scoring scheme was evolved to quantify the data. As the importance of the components is different, various scales such as discrete scales, five point Likert type scale, and summated scale were used and they are given below:

1. Highly Dissatisfied, Dissatisfied, No Opinion, Satisfied, Highly Satisfied
2. Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. Not at all true, A little true, Somewhat true, True to a great extent, Very true
4. Below Average, Average, Satisfactory, Better than expected, Excellent
5. Not effective, Some what effective, Better than expected, Effective, Very effective
6. Little 1 2 3 4 5 A Lot
7. Completely Failed 1 2 3 4 5 Completely Successful
1.5.12 Statistical Tool used in analysis:

The researcher has used various statistical tools in analysis. The extent to which the independent variables influence the dependent variable has been analyzed with the help of multiple regression and discriminant analysis.

The other variables were analyzed by application of tools such as simple arithmetic mean, weighted arithmetic mean, standard deviation, co-efficient of variation, multiple regression, chi-square test, t-test, Paired t test, variance analysis (Anova), Mann Whitney U Wilcoxon Rank Sum W Test, Wilcoxon Match Paired Signed Rank test, etc.

1.5.13 Operational Definition:

1. KSAs’:

In the report the acronym KSA refers to the learning outcomes knowledge, skills and attitudes. The way these three types of learning occur and the way they manifest themselves are interrelated, but quite different.

**Knowledge:** The information trainees acquire and place into memory
How information is organized for use into what trainees already know
Trainees understanding of how, when, and why information is used and is useful

**Skills:** Capacities needed to perform a set of tasks that are developed as a result of training and experience. Trainee skills are reflected by how well the trainee is able to carry out specific actions. Skills are dependent on knowledge in the sense that the trainees must know ‘what’ to do and ‘when’ to do it.
**Attitude:** Attitudes are trainee’s beliefs and opinions that support or inhibit behaviour. In a training context, the superior will be concerned about trainee’s attitudes in relation to the learning of the training material and their job performance. Attitudes are important issues for training because they affect motivation.

1.6 **Limitations of the Study:**

1. Computer related training programmes were not taken into consideration for the study as the computer related training was always need based, compared with the other training programmes. Moreover it is compulsory for all employees.

2. The lists of trainees working in the department have been undergoing continuous changes due to frequent transfer of jobs in the post offices. It is not possible to get the opinion from all the respondents selected by random sampling method.

1.7 **Chapter Scheme:**

The present research report has been structured and presented in seven chapters.
The first chapter outlines the research design of the study. The chapter identifies and states the problem of the study, objectives, scope of the study, methodology, limitation of the study and the organization of the research report.

The second chapter entitled “Review of Literature” describes the theoretical background of the training and development and the previous research studies conducted by various researchers.

The third chapter gives a detailed description of the postal department and the present method adopted for training evaluation.

The fourth chapter deals with the trainee’s opinion about the effectiveness of training programme conducted at the postal training centre.

The fifth chapter discusses the trainers’ opinion about the training programme.

The sixth chapter includes the best evaluation model for the postal department.
The seventh chapter includes summary of the findings, suggestions and conclusion about the research investigation.

Foot Notes: