CHAPTER VI

FINDINGS AND SUGGESTIONS
Findings, Suggestions and Conclusion

Introduction

The present study, "A Study on Training and Employee Development in Commercial Banks" was carried out in Dakshina Kannada District. It concentrates on the training patterns of commercial banks and their implications on the employees in enhancing the performance, updating the knowledge and reforming their attitudes, values and beliefs. The study covers the following specific objectives:

a. To understand the present training methodology of the commercial banks for their employees at various grades, by validating the existing training practices.

b. To analyse whether the training needs of the employees at different levels have been properly identified.

c. To configure the important banking skills of the employees before and after undergoing the training programmes.

d. To understand the behaviour of the trainers, trainees and higher-level functionaries of the commercial banks towards training of employees in bank, in general and employee development in particular.

e. To find out the lacunae in the existing practices of commercial banks and to suggest remedial measures to overcome the deficiency existing in training practices.

The study mainly concentrates on the training practices of the Corporation Bank in the Public Sector and the Karnataka Bank Ltd in the Private Sector. The training practices of the Industrial Credit and Investment Corporation of India Limited (ICICI), in the new generation private sector has also been covered briefly. The training effectiveness of these banks in Dakshina Kannada (D K) District on the employees of head office and branches of these banks has been analysed. The number of employees working from chief managers to clerks in Karnataka Bank Ltd is 215 officers and 322 clerks and 473 officers and 438 clerks in the Corporation Bank, in all the taluks of D K District. Thus, totally 1,460 employees were working in these categories in the year 2001-2002, excluding the staff of STCs of both the banks. Twenty per cent each of the employees from all layers of clerks, officers (scale I) and managers (till scale IV), 64 clerks and special assistants + 23 officers + 22 managers in Karnataka Bank Ltd, and 88 clerks and special assistants + 37 officers + 58 managers in the Corporation Bank, were selected so as to form the sample size 292. These employees were selected from branches of both Corporation Bank and Karnataka Bank Ltd, situated in all the
five taluks of D K District, by following convenience sampling method 15 employees of the ICICI Bank Ltd (whole population in 2002-2003) in Mangalore. Taluk of D K district were also selected as sample.

II Training is the need of the day of all types of organizations. Organizational problems and requirements of each bank are different. The training in all situations should result in some improvement in the behaviour and skills of employees who are trained so as to make it a successful exercise. The significance of training as an important sub-system of Human Resource Development (HRD) has to be well recognized by the top management through planning and budgeting systematically for training. Trainers and coaches have to be rewarded in consonance with their contributions, at the same time be made accountable for the results. The organizations should analyse the training needs of the employees so as to bring in a perfect correlation between the work performed and the future challenges to be handled.

III Once the necessity of training is established, it will not be difficult to realize its effectiveness. The qualitative analysis can be definitely done for all forms of training at different levels in institutions. Evaluation of training is a major tool to get a feedback on training. Unless an organization opts for proper evaluation practices in training, with the changing training needs, there may not be corresponding changes in the training objectives or the course content, and ultimately the training function may become weak. At one angle, training may be perceived as a drain on organization’s resources and without systematic evaluation, it is difficult to judge the net worth gained or the value added by training inputs. In spite of the fact that there are differing viewpoints regarding evaluation, it is imperative to determine whether the objectives of training are met, whether those objectives of training are the right ones to improve current and future programmes, to improve trainers, to establish the cost-benefit of the programmes or to establish the contribution of the training function and to determine the unmet training needs.

IV The important observations and findings of the study have been given in the following paragraphs. The banks under study are considered individually so as to give a clear picture of the findings.

**Training Practices at the Corporation Bank**

1) The Corporation Bank endeavours to keep track of the changes taking place and challenges ahead for which the bank considers training as the most important...
strategic tool to bring about effective changes in the management, in particular and organization, in general

2) The Corporation Bank has its own STC at Mangalore, as in the case of Karnataka Bank Ltd. CB also has got a Training Centre at Bangalore. As per the policy of the bank, the training at STC covers the employees from sub-staff to officers up to scale III (senior managers). But, mostly clerical and scale I officers from Southern States and scale II and scale III Branch Managers of CB are trained in STC Mangalore. Normally, the clerks and scale I officers of the particular areas are trained in nearby zonal offices like Mumbai, Delhi, Kolkata, and Bangalore to derive operational convenience and advantage of low cost of training. Officers and clerical staff of Mumbai and Gujarat zones are trained at Mumbai only. Officers and clerks of Delhi, Lucknow, Kolkata, and Chandigarh zones are all called to Delhi for training. Faculty members from STC, Mangalore and Training Centre, Bangalore are deputed for the purpose of training the employees of these zones.

3) The location of STC of Corporation bank is situated right in an extremely busy area, by the side of the road. Location of STC in a central place has got an advantage of easy reach in terms of distance and transportation. But its negativities override the positive aspects. The trainees who come from different parts of the nation prefer the locality of the STC to be serene, away from the huzzle-buzzle of the city. When the trainees actually see the campus located in a congested place, they feel demotivated and disenthused to participate. This might derogate the effectiveness of training and transfer of training in the form of learning and development.

4) Arrangement of external training programmes for officers of the Corporation Bank in various training institutes like BTC-Mumbai, CAB-Pune, NIBM-Pune, SIBSTC-Bangalore, IDRBT, IIM, BOBSTC, UBISTC, BIRD, CII, and FICCI, shows that the bank gives exposure to its employees to attend the programmes at various strategic locations so as to learn and master the required banking discipline.

Average percentage of officers trained externally by CB over the last 10 years from 1994-1995 to 2003-2004 was 4.38 per cent, which means an officer in the CB gets external training once in 20 years only which is about four times less than the external training arrangement of the Karnataka Bank Ltd., for its officers. However, the average percentage of officers trained by In-Company programmes over the last 10 years from 1994-1995 to 2003-2004 is 6.78 per cent of total number of 2,269 officers. Interestingly, the percentage of officers trained rose to 16.16 per cent in 2003-2004. In the process, there has been a reduction in the training gap period from 6 to 7 years in in-company training.
The percentage of officers of the Corporation Bank under study in D K district, sent for external training programmes is dismal. This constitutes 0.37 per cent of the total number of officers of the same bank in the D K District, for the last 10 years from 1994-1995 to 2003-2004, i.e., 5,350. Total number of officers of the CB who were trained externally from 1994-1995 to 2003-2004 were 1,467. Out of these, only 1.36 per cent of the officers of D K District were deputed for external training, which is very less.

From a discussion with resource persons, the reason for this was understood as under:

a. The Corporation Bank is basically a south-based bank.

b. Since the bank was started in erstwhile South Kanara District, most of the people were recruited from around their area. Even when the expansion of the bank was taking place, people from this area were either transferred or recruited newly. As a policy of the bank, the Officers should be given posting in their home state and even in their respective home districts, if possible three years before their retirement. Thus, in the process, when the age of retirement approach most of the staff members would be opting to settle in their home district. Thus, more number of officers who are nearer to the retirement age is in the Corporation Bank of D.K District. Since management also does not expect much from these outgoing employees, the emphasis is given for youngsters in the age group of 35-50 years.

5. It is the policy matter of the Corporation Bank also to depute only officers for external training programmes as in the case of Karnataka Bank Ltd. Even though the clerks are excluded from deputation to the external training programmes, they are deputed to In-Company programmes provided by some of the external training institutes like NIBM, BTC and BIRD exclusively for the employees of Corporation Bank, depending upon the requirement of the bank. The number of clerks deputed for In-Company programmes is very much negligible since the requirement of the bank in this sphere is met by the officers who are deputed for In-Company programmes.

6. Average percentage of clerks trained in CB through In-house programmes is 15.25 per cent, which is roughly about 33.33 per cent of the average percentage of officers trained through In-house programmes (46.04%), which clearly indicates that the Corporation Bank’s concentration is more on the training and development of the officers than clerks.

But this trend is changed when we consider the number of clerks of the bank trained in the D K District compared with the number of officers trained in the
same area under In-house training programmes. The average percentage of clerks of the Corporation Bank of D K district trained by the bank through In-house programmes is 55.03 per cent, whereas the average percentage of officers trained through the same mode in CB is 35.48 per cent.

7 Clerical Cadre is given the limited number of training programmes compared to officers’ cadre in the Corporation Bank. A majority of the clerks do not have a great opinion towards their training system as the importance they receive from the management for their training is minimal.

Of course, the role played by the clerks are of less crucial nature compared to the officers and thus, certain programmes like Credit, Recovery, Agriculture, Branch-Management are meant for officers’ cadre only. The Branch management training for officers is given in the form of “Branch banking” training for clerks. The knowledge of recovery, credit and marketing are explained in brief as per their need and requirement for performing their job, in other programmes like special induction and branch banking. The number of induction programmes depends upon new recruitment or promotions.

In the case of training for clerical and sub-staff category, the bank seems to believe that the standard programmes are more than sufficient. However, care is taken to ensure that inputs match the latest trends and the current concerns of the organization.

There are some programmes for the clerical staff, wherein the participants are encouraged to visit branches of other banks and study the services provided by those banks, response of the staff, the good and bad aspects of the ambience, customer service and they are required to submit a report based on their study. This is the best way of sensitizing the staff regarding customer service and banking.

8 As far as the training programmes of H R Skills are concerned, both CB and KBL have got the same mentality. This training programme is also confined to the officers’ cadre, debarring the clerical cadre from learning the soft skills essential for all the professions. Not providing enough insight into the behavioural aspects of the management to all the employees of the bank depicts the mentality of the commercial banks.

9 Training of the subordinate staff has been excluded in the present study. From the perspective of HRD, each and every individual in an organization is important because of the distinct resources innate in him/her. Thus, training to the sub-staff should never be viewed as secondary. Sub-staff trained by the STC of CB is...
19 33 per cent of the total number of sub-staff (16,119) from 1994-1995 to 2003-2004 and it is a real high of average of 61.95 per cent of the total number of 1,924 sub-staff of D K district, which is a formidable figure.

On the whole, the average percentage of employees trained by the Corporation Bank STC and external training institutes is fairly good, i.e. 33.94 per cent whereby an employee in CB, on an average, gets trained once in three years. The average percentage of employees trained by the STC of CB in D K District and external training institutes is 49.88 per cent of the total number of 12,175 employees in CB in D K District, which is extraordinary.

Formulation of Training Policy in CB is the responsibility of the top management with the active participation of all the functional heads of the division. Training manual is prepared by the HRD and Training Division with the support of faculty members of STC. This is circulated to all the functional heads of various divisions in the H O. There is a ‘Governing Council’ for training in CB, which was set up in the year 2003-2004, as per the guidelines and directions of the RBI. The Governing Council, headed by the Chairman and Managing Director (CMD), Executive Director (ED) and all the General Managers (GMs), in a meeting go through the training manual and approve it after considering the suggestions of the functional heads. Once the training manual gets approved, this will be used for one academic year. Various programmes are conducted based on this manual as the coverage of the topics also will be as per the manual. However, the training manual will have its own limitations. The coverage that has been given in the manual may become rudimentary after a few months, which can not be deleted at the level of STC. For instance, the topic “Vision 2006” which was proposed by the old committee still continues since it is inserted as one of the topics in the training programmes. Since there is a wide gap between the expectations of the bank and its real performance, it is known to everybody that ‘Vision 2006’ would remain in books. Thus, there is no point in wasting time in covering such topics which might be a burden for the faculty as well as for the trainees. In this respect, the flexibility to change the topics and freedom to alter the topics as per the requirement is very much lacking, especially for the faculty members.

Training systems of Corporation Bank are distinct, because of the permanent structure of Training Review Committee, chaired by General Manager (GM) of Personal Administration Division (PAD), convened by the Assistant General Manager (AGM), the principal of the STC and represented by executive representatives of various divisions like credit, recovery, marketing, financial and
risk management, planning and development, Information Technology (IT). In the process, some of the functionaries may not go through the training manual either because of the tendency to neglect the training function or because of the paucity of time. The personal assistants of these functionaries also may not take interest in going through the manual and bringing it to the notice of the functional heads. The resultant factor will be no constructive suggestions or schemes from these executives. Thus, it is as good as having partial or no participation by members of Training Review Committee. This shows the reluctance of the Top management in making it mandatory, the participation and involvement of the functionaries of various divisions in giving valuable insight to restructure and improve the training programmes on a regular basis.

13 Training plan of the Corporation Bank aims at certain important aspects like Corporate objectives, updating of knowledge and skills, job enrichment, ethics, motivation, etiquettes and greater awareness in terms of latest technology by keeping in tune with the changing corporate banking priorities. Keeping in mind all these objectives, the CB has come out with a detailed training manual which has been brought out by a separate committee formed for this purpose, consisting of representatives from HRD and Training Division, along with the faculty members. ‘HRD and Training Division’ prepares the training plan which is monitored by the Governing Council. The training plan contains the details of number of employees to be trained and the schedule and timings of different training programmes to be delivered. Once in every three months, the Governing Council conducts the performance review of training to understand the gap existing in the system. This, however, does not act like an evaluation cell but acts like a training monitoring mechanism. It is learnt from the discussion that HRD and Training Division does not take keen interest in rescheduling or changing the topics that are not practical for the present day banking which will pass the heavy buck on the faculty of STC since they are supposed to cover topics that are mentioned in the Training manual. This shows that ‘HRD and Training Division’ is less adaptable to the changes by depicting their rigid mentality.

14 Budget for Training Budget for Training in CB is not taken seriously at all. At present, there is no system to assess exactly the amount spent on training. The HRD and Training Division makes only a rough estimate of training expenses, which might synchronize with the business goals of the bank, since it is only an estimate. The actual expenditure on training might be more than the budgeted expenditure. Even though it is difficult to assess the exact expenditure on
training, the bank feels that the Training expenditure, compared to other expenses like rent on premises, telephone expenses, stationery and other operating expenses is far less which can be very well met by the bank.

15. The STC of the Corporation Bank is supposed to comprise of five teaching staff, who are well experienced and well qualified with post graduation and Certified Associate of the Indian Institute of Bankers (CAIIB) qualification. Faculty are drawn from various functional (generalized) and specialized fields for a temporary period of five years. The faculty selection process in CB is not streamlined. Faculty are identified for their respective positions, based on the feedback from the zonal office. The selected personnel for the faculty may be truly interested in teaching or may be interested to avail of the city posting for a few years because of personal reasons.

16. When a person is inducted into the faculty, he is sent for 2 weeks programme in faculty development and orientation to BTC, Mumbai or NIBM, Pune exclusively to improve faculty skills. On an average, every faculty will undergo about two training programmes in a year, in the area of their specializations like credit, recovery, HR skills, IT and the like, when the training programmes in STC are not tightly scheduled. This shows that development of the faculty is taken care of.

17. The work load for the faculty is too heavy and strenuous that they hardly have any breathing time. The STC, Mangalore, usually has only three faculty instead of five and these three have to work so heavily that they are always busy in conducting training programmes, either in the STC or at out-stations. The arrangement of overburdening the existing faculty is not only demotivating on the part of them, but also a toll on the quality. Teachers should be always given enough reading time and scope for research, which is totally absent in the STC. Updating of knowledge of the faculty is heavily at stake since there is no scope for research and experimenting. Managing the teaching and non-teaching work in STC with very few faculty shows the careless tendency of the bank towards its training system. Apart from teaching, the faculty is burdened with infrastructure problems and also with routine administrative and clerical works like payment of bills, maintenance of petty cash, sending expenditure ratification and weekly cash balance position to the HO, which consume lot of faculty’s time and energy.

18. The process of identifying the training needs in the CB is carried on at different levels, such as at Head Office level, Zonal Office level and at Branch level. Need analysis undertaken by both the Corporation Bank as well as the Karnataka
The Corporate Office of the Corporation Bank identifies the thrust areas and the training programme will be oriented towards these thrust areas like credit, recovery, clientele expansion, improving non-interest income and HR Skills. The bank then identifies officers/clerks required to be trained under these thrust areas. Since the need analysis is not being done, depending upon individual's aptitude and expertise in a particular area, it can be expressed firmly that training needs are not properly identified.

Zonal Heads not only identify the training needs of the Zonal Office Staff but also of the staff of branches under the respective zone. Training needs of the Head Office Staff is identified by the Divisional Heads (DHs). HRD and Training Division takes care of the training needs of Zonal Heads and Branch Heads. Thus, there is an involvement of functionaries at all the levels that furnish the details to the HRD and Training Division. The final compilation of the details to the Staff Training College by the HRD and Training Division itself acts as an ultimate facilitator in arranging for staff training. Along with the co-operation and co-ordination of the functionaries at different levels, there are certain supplementary documents like job rotation cards, performance progress cards, performance appraisal report that aid the process of training needs identification at specific levels in the bank.

19. Most laudable aspect in the training system of the CB is that the workshops are not restricted only to the officers' category, but clerks and sub-staff are also included in some of the workshops where they could be accommodated and facilitated. E.g. In the year 2003-2004 there were 40 workshops on the 'Role of Sub-Staff - A New Perspective' which were conducted exclusively for the sub-staff. This shows that the bank is liberal in providing sufficient learning and development modes even for the lower cadre employees.

20. Evaluation function of training in the Corporation Bank has to develop still. This is because the bank's training evaluation comprises of only reaction and learning of the trainees as soon as they finish the particular training sessions, which they are supposed to attend. Pre and post training evaluation is not well developed and evaluation of the behaviour of the employees and results produced by them after training are not attempted by the bank. The bank also does not ensure that the person who has undergone training will continue in the same department. This defeats the purpose of training as the bank is denied encashment of the trained personnel for the benefit of the bank. This also affects the areas of training evaluation system, the revamping the training programmes, plans and
policies on a regular basis which would have made the system full-fledged and flawless

21 Another common finding from both CB and KBL is that the urban employees are more favourable towards training than the rural employees. This is because of the locational background (rural/urban). The difference in the attitudes of urban and rural employees is due to the differing challenges faced by them. For instance, the training in ‘Retail Lending’ is arranged for the participants from all areas including, rural branches. This training may have less practical utility and applicability at the rural branch level, since retail lending has got more scope in urban areas. Unless and until the training is provided at the requirement of the branch in a specific area, the mentality of the rural branch employees to rate training as poor continues.

Training Practices at the Karnataka Bank Ltd.

1 Karnataka Bank Ltd (KBL) considers training as a centre-piece that closes the distance between the Corporate Goals and successful execution of plans. The bank thrives on novel training programmes which has received the applause of Reserve Bank of India (RBI).

2 Karnataka Bank Ltd has got a Staff Training College (STC) of its own with well-furnished class-rooms, computer learning facilities and a library which is situated in the first floor of the erstwhile Head Office at Kodialbail, Mangalore. College has got excellent furnishing and wooden planks since it happens to be the Chairman’s office.

However, the need for a separate campus exclusively for the training of the employees of KBL cannot be ruled out as KBL’s STC is situated in a busy area in Mangalore city, which is not very much ideal for the location of training centres.

3 The employees from attenders to scale III senior managers are usually trained in the STC in selective areas. In the case of training the officers of scale IV, the guest speakers and experts especially from NIBM and BTC are invited to the STC.

4 The officers of the bank are sent for external training programmes conducted by NIBM, BTC of RBI, SIBSTC – Bangalore and CAB – Pune. Officers are even deputed to seminars and workshops conducted by reputed organizations like Foreign Exchange Dealer’s Association of India (FEDAI). This shows that the bank understands the vitality of external training and the role played by it in
helping the employees to face future challenges and perform the functions effectively

The average percentage of officers trained externally by KBL over the last 10 years from 1994-1995 to 2003-2004 is 18.68 per cent, which means an officer gets trained externally once in 5 or 6 years. But, the percentage of Karnataka Bank Ltd. officers of D K District deputed for external training programmes is just 2.36 per cent of the total number of bank officers of D K District for the last 10 years from 1994-1995 to 2003-2004, i.e., 2,076 and 2.29 per cent of total officers of KBL of D K district out of the total number of officers deputed for external training from the same bank (2,143) which is very less.

External training programmes are restricted only for officers' category and clerks are out of the preview of these programmes. This is the case usually in all the commercial banks.

The average percentage of Clerks trained in KBL internally is (25.82%) less than half the average percentage of officers trained (56.13%) internally which shows that the bank gives priority for officers' training than clerical staff training as in the case of CB. The average percentage of clerks of D K District trained by the bank internally is again half of the average percentage of officers of D K District trained internally i.e. 20.86 per cent, which is again a low number.

Number of clerks trained at the KBL at the national level in general and the clerks of D K district, in particular, is far less, if we consider the total officers trained both internally and externally at the national and D K district levels in proportion to the total number of clerks and total number of officers at the respective levels from 1994-1995 to 2003-2004.

The bank provides only the required training programmes for the clerical category since the role played by the clerks in day to day work is limited. Certain functional training programmes like Branch Management, Business Development, Agriculture and Rural Banking, Asset, Liability and Risk Management, Inspection and Retail Banking are restricted only to the Officer's category. This shows that clerks are least empowered and a majority of them will have less job satisfaction, poor morale and low motivation since these factors are associated with an importance attached to the employee in the workplace.

Not providing any insight into HR skills for the clerical category shows the biased attitude of the bank. Workshops and seminars are also restricted to the officers' cadre. Even though the individuals in the clerical cadre are interested to attend any such, the cadre demarcates individuals learning interests and
obstructs accessibility to information on the latest complex aspects of banking, which is against the principle and philosophy of Human Resource Development (HRD)

9 Even though, the training of subordinate staff are not included in the ambit of the present study, a bird's eye-view on their training is essential since the services of sub-staff are very crucial in the banking sector. From the data it indicates that only 10.13 per cent of 6,850 sub-staff are trained at the national level and 2.02 per cent of sub staff of 1,338 are trained in D K district which can be rated as poor.

10 The average percentage of employees trained in D K district since 1994-1995 to 2003-2004 was only 12.33 per cent whereby an employee of KBL in D K district, on an average, got trained only once in 8 years which was a real setback for the individuals with an interest in training and learning.

The average percentage of employees trained in KBL at the national level was 37.40 per cent of 39,540 employees since 1994-1995 to 2003-2004, which is a good score comparatively.

11 Unit Based training, wherein the faculty of STC of KBL visited the branches at a short prior notice, was discontinued since 2003-2004 since its effectiveness was very minimal and the branches covered were also just 25 during the period 1994-1995 to 2003-2004.

12 Self-Nomination Scheme for training programmes introduced by the KBL is an excellent form of motivating and consulting exercise. But the success of self-nomination scheme depends upon the mentality of the bank staff. Because there are instances where they show least response for this scheme and some people just mark the programmes, because their counterparts have marked the same, rather than going as per their own interest, need and requirement, thus, reducing the significance of such a scheme and giving a false data of the training needs.

13 There is absence of "Training Review Committee", in the case of KBL unlike in the case of Corporation Bank, which leads to literally no meetings on issues related to training matters and since it does not consider the viewpoints of the functional executives in the formation of training calendar. Restructuring the training system for the betterment of learning and development is far too complicated in the bank. This, however, does not mean that training practices in KBL are at a mediocre level. Even though it's training systems are on par with the training practices of other commercial banks, the whole system of
training in KBL gives an impression that there is less participation of the departmental and functional executives with regard to training related aspects such as training needs analysis, selecting the employees for training and relieving them during that period, proper placement after training and encouraging the freshly trained people to apply training inputs on the job.

14 The training practice of KBL does not involve the active participation of Departmental, Regional and Branch heads since the HR and IR department takes unilateral decision regarding the matters concerning the training and naturally these functionaries also perceive that participating and providing information and feedback of the people regarding training is not their responsibility at all. The whole system of training does not make the banking functionaries accountable and thus, many a times the branch heads are reluctant to include the training related information which should have been included in the manpower budget that is presented by every branch and thus giving a false idea about the training expenses and requirements. KBL does not actually maintain the training budget which should have been maintained to understand the total cost of training to the bank.

15 The STC of KBL submits an annual expense budget to the management of the bank for their approval. It includes the salaries to the staff of STC, expense of libraries in the form of purchase of books, subscription to journals and magazines and other operating expenses of training. However, this yearly budget is not comprehensive and full-fledged since it does not include some of the major training costs like travelling, lodging and boarding expenses of the trainees.

16 As in the case of Corporation Bank Staff Training College, Karnataka Bank Ltd does not have permanent faculties of its own. The faculty are posted in the STC usually for a period of five or more years. The officers of the bank who are posted as faculty should have vast operational experience with good track record in the concerned field. This system of making the personnel of the bank as faculty temporarily does not make the faculty committed and take interest in research and development programmes.

17 Some of the trainers in staff training college feel that they were compulsorily pushed into the system of training the employees of the bank even though they were not interested in it. This shows that there is lack of well developed, regular and permanent selection process as far as the faculty of STC are concerned.

18 The motivation to the faculty members is usually very less and they have hardly any scope to pursue their academic interest since they are engaged in
operational tasks of training and they will be hardly left with any time for spiritual work in HRD, such as learning, upgrading and acquiring knowledge of the latest banking trends and techniques.

19 Training of Karnataka Bank Ltd is need-based too, as in the case of Corporation Bank. The training needs of the bank are identified from different angles such as self-nomination scheme and performance appraisal practices. But it is a known fact that in commercial banks the training is not directly correlated to the job performed by the employees especially at the clerical level. This also happens because of the job rotation practices followed by the bank religiously. Thus, the practices like self-nomination scheme and performance appraisal are not utilized in real terms for the purpose of identification of training needs. There is no correlation between the training provided by the bank and post-training placement of the employees.

20 Evaluation of training effectiveness is the most neglected area of KBL’s training system. KBL’s training involves only the reaction evaluation of the trainees which may be highly biased as they have to fill up the forms at the end of the programme in STC within a short time. Another easier form of evaluation, namely, learning evaluation is not followed by the Karnataka Bank Ltd as in the case of Corporation Bank. This shows that HR and IR department gives trivial importance to the effectiveness and benefits derived by training, by neglecting its drawbacks, and paving little scope for continuous improvement in the training practices of the bank.

A Few Observations on Training Practices of ICICI Bank Ltd.

The new generation private sector bank, ICICI Bank Ltd had only 15 employees in D K District at the time of the study during 2002-2003. Two extension counters with ATM outlets and one main branch comprise of its network in D K District. The designations of the employees are, officers (8), Senior Officers (1), Assistant Managers (2), Managers (3), Branch Manager (1). The age of these employees range from 26 years to 41 years which shows that the bank has a young blood who are energetic, enthusiastic to perform more and achieve results. Since the number of employees is very few, some findings resulting from the survey are mentioned.

The ICICI Bank Ltd focuses on on-line-training (learning) with the help of e-Learning solution which is provided by Brain-visa, Software Company. The Bank has a training institute at Pune that provides training in functional areas of banking. A person, on an average, goes through, about 62 man hours of training in ICICI Bank Ltd every year.
All employees of the ICICI Bank Ltd will have to clear 'Certification Test' through 'Learning Matrix', based on the area of their operation within a stipulated schedule. The Software 'Learning-Matrix' provides knowledge and solution to all the products of the bank such as Credit Card, Debit Card, D-MAT, house loan, car loan, NRI Account and ATM functioning. Thus, employees get trained on-line on various products of the bank and acquire mastery over it. ICICI Bank Ltd also concentrates on soft skills training for its employees because it feels that soft skills can do hard sell. ICICI Bank Ltd has a tie up with institutes like Entrepreneurship Development Institute of India (EDI) and Invest India Economic Foundation (IIEF) for Leadership Programmes, Intrapreneurship and Entrepreneurship Programmes, Executive Training and Knowledge Enhancement Workshops and courses in Financial Investment and Analysis.

Employees of the ICICI Bank Ltd in D K District feel very much excited about their training system since they enjoy being trained and they feel training is a change from the routine banking work, resulting in learning and development. A commendable aspect of Training in the ICICI Bank Ltd is that there is a correlation between the type of training imparted for the employee and the job handled by him/her. Thus, the training inputs are properly utilized by the employees at work. The training needs of the employees are properly identified and they are trained through on-line as well as by the training institutes (both internal and external) depending upon the functions handled by them. The young generation in ICICI Bank Ltd is very much receptive and they have the aptitude to learn new things and apply it on their job to show higher performance. Twelve out of the fifteen employees of the ICICI Bank Ltd in D K District opine that the present model of training is well focused on vital areas of banking and are very much relevant to their work.

As far as infrastructure and other facilities for training are concerned the employees are fully contented, since they are usually trained in resorts and in star hotels where the ambience is very much conducive and motivating to learn and develop.

However, they too are of the opinion that the training may not help in developing certain important skills like analytical, risk management, problem solving and inter branch reconciliation skills. They feel that the training will definitely enhance their HR, marketing, accounting, cash management, IT-related skills. A few of them also feel that any form of class-room training is more theoretical in nature. The utility of it can be enhanced by applying it in practice. They also express that training teaches the basics of work, and the employees can perform well on their job with their own experience, learning from peers and exposure to varied aspects of banking functions.
However, a majority, 13 out of 15 (86.67%) of them have rated the effectiveness of training as good

V. Findings of the Empirical Study

1. Impact of Training on the Skills of Employees

The effect of training on Bank Employees in different banking skills, before and after training was analysed. Out of the seventeen skills identified, seven skills had shown moderate improvement, after training. They are Marketing Skill (43.59%), Communication Skill (27.27%), Accounting Skill (41.90%), Cash Management Skill (56.55%), Time Management Skill (55.62%), IT Related Skill (73.57%) and Customer Service Skill (59.13%). The remaining skills had shown very minimal improvement. These Skills are Analytical Skill (11.67%), Human Relations Skill (11.17%), Credit Appraisal Skill (15.79%), Risk Management Skill (7.14%), Inter Branch Reconciliation Skill (8.07%), Conceptual Skill (8.64%), Technical Skill (24.07%), Role Identification Skill (17.5%), Problem Solving Skill (11.03%) and Behavioural Skill (7.79%).

2. Employee’s Attitude Towards Development of Skills

Employees have shown reluctance in developing most of the above-mentioned skills, as many of these skills were not always useful in discharging their day-to-day functions. For instance, the improvement shown after the training in relation to IT, Accounting, Marketing, Cash Management and Customer Service Skills surpass the improvement in relation to Risk Management Skill, as the level of improvement was 7.14% only. This shows that the employees paid attention only for certain training programmes, or the programmes in part which imparted certain bare essential banking skills mentioned above, to function effectively.

3. Concentration of the Bank on Specific Banking Skills

Some of the relevant skills like Cash Management, Credit Appraisal, Accounting, Problem Solving Skills of the trainees were very poor even before the training. This shows that the banks do not give importance to specific skills of the employees at the time of recruitment to various levels.

4. Impact of Training on “Soft Skills”

It cannot be denied that training in Soft Skills (interaction, behaviour and judgment) will help in more selling, marketing and customer satisfaction. In spite of training the employees several times, over a period, the employees have not shown appreciable improvement in certain important Soft Skills like behavioural, human relations, conceptual and communication skill. Even though, communication skill shows moderate improvement after training.
(27.27%), the training actually has enhanced the Communication Skill to a very limited extent since the Communication Skill of the employees was moderate even before the training itself.

5. **Effectiveness of Training on Banking Skills**
   Even though certain relevant banking skills have not shown expected improvement after training, the overall skills had shown significant improvement after training (t = 21.327, P < 0.0001) and thereby, the banking training has significantly contributed to the enhancement of the overall performance of its employees.

6. **Comparative Analysis of Effectiveness of Training in CB and KBL**
   Comparative analysis of effectiveness of training on the employees of the Corporation Bank and Karnataka Bank Ltd reveals that the Corporation bank employees have picked up skills, better than the Karnataka Bank Ltd. after training. Statistically, the improvement is highly significant (t = 3.1244, P = 0.0025). The actual factor causing variation between the banks has been verified with the help of Analysis of Co-Variance (ANCOVA), which reveals that the gain after training was not much different between the banks (F = 1.82, P = 0.1808), which is not significant statistically either. This was because, the skill improvement of the employees in the Corporation Bank existed even before the training itself (F = 152.71, P < 0.0001). Thus, even though the Corporation Bank had fared well compared to Karnataka Bank Ltd after training, the difference obviously was due to before training score. It means as far as effectiveness of the training in improving performance of the employees is concerned, the outcomes of both the banks are similar.

7. **Implication of Training in Attitudinal Transformation**
   51.25 per cent of 80 managers of both CB and KBL stated that the employees had developed positive attitude after training. 48.75 per cent of 80 managers were neutral in expressing about the attitudinal transformation of employees. None of the respondent managers mentioned the negative attitude of the employees after undergoing training. This shows that the training had resulted in fair amount of positive attitude, skill and quality of work in the employees.

8. **Positive Attitude of the Authorities**
   The authorities appreciate the employees for the new behaviour and improved skill after training. Authorities take interest in employees' training and encourage them to apply new methods and techniques learnt in training.
9. **Utilization of Training Inputs**

Even though the staff are able to make use of training inputs at work, employees’ training status is hardly considered while enforcing job rotation. This itself shows that there is no correlation between the training imparted and job performed mainly at the clerical level.

10. **Utilization of Training in Customer Service**

Training has helped the employees to interact effectively with the customers and colleagues and thus the customer complaints are very less.

11. **Influence of Age, Experience and Area**

Factors like age, experience and location have not influenced the managers in assessing the attitudinal transformation of their staff. Analysis of Variance Test (ANOVA) reveals that age has no influence in awarding the score ($F = 0.31$, $P = 0.8695$). Also, experience ($F = 0.32$, $P = 0.2726$) and area ($F = 2.91$, $P = 0.0607$) have not influenced the managers in assessing the attitudinal transformation of their staff.

12. **Influence of the Type of the Banks**

The status of a ‘leading public sector bank’ and a ‘leading private sector bank’ has influenced the respondent manager’s assessment in identifying the true attitudinal transformation of the employees due to training. The type of bank has an influence in awarding the score regarding attitudinal transformation of the staff. The F ratio of the calculated value ($F = 6.96$), is greater than the table value and thus, it is significant ($P = 0.0101$). Thus, the influence of the type of banks on their managers in perceiving employee’s attitude after training cannot be denied.

13. **Employee’s Attitude Towards Training Through Self-Rating**

Apart from 80 managers of both the banks opining about the attitude of their respective staff after training, self rating of application of training on the job by the employees themselves is also assessed through 292 sample banking personnel of both the Corporation Bank and Karnataka Bank Ltd. The finding reveals that a majority of the respondents (51.37%) show negative to neutral attitude towards the training and only 48.63% of the respondents have positive attitude towards the utilisation of training input at work. Only 10.96% of the respondents expressed that their superiors had positive attitude towards their subordinates. A majority (47.6%) of the employees responded unfavourably towards their superiors’ attitudes. 41.44% per cent of the employees expressed neutral attitude. The officers’ attitude toward training is
more favourable than the clerks \((t = 4.1400, P < 0.0001)\) The urban employees are more favourable towards training than the rural employees \((t = -3.6827, P = 0.0003)\) which shows that area is significant in awarding the score.

The postgraduates have high regard and more favourable attitude towards training \((t = -2.6294, P = 0.0090)\) than undergraduates. This shows that education plays a major role in influencing the employees’ attitude towards training, development and learning.

14. **Perception of the Employees on Various Training Programmes**

Perception of the employees on various training programmes was found to be poor to satisfactory. Findings state that out of 292 respondent personnel of both the banks, 48.64 per cent rated induction and special induction as good, 50.68 per cent rated as satisfactory and 0.68 per cent rated as poor.

In ‘Bank Marking and Customer Service’ training programme, a majority of the respondents reported as satisfactory (60.27%) and 30.48 per cent expressed poor quality of this training and only 9.25 per cent of sample employees rated it as good. In the case of Branch Management, Resource Mobilization and Business Development, training programmes, 55.14 per cent rated it as poor.

In the case of orientation programme, on the whole, 53.42 per cent of the respondents rated it satisfactory and 17.46 per cent as poor. With respect to ‘Recovery’ programme, 80.48 per cent perceived it as of poor quality and 75.68 per cent of the employees rated credit appraisal as poor quality. 73.62 per cent of the respondents rated HR Skills as poor quality. This shows that training programmes are only theoretical and their practical application is comparatively limited. The respondents also may be of such nature who rate the training programmes negatively.

15. **Rating of Training Methods by Trainees**

A majority of the respondents expressed good and satisfactory ratings for the training methods like Case Study (Good = 15.75%, Satisfactory = 63.36%), Conference (discussion) (Good = 18.84%, Satisfactory = 44.52%), Lecture (Good = 55.14%, Satisfactory = 32.19%), and Programmed Instruction (Good = 20.20%, Satisfactory = 67.81%). The methods such as Business Games, Films, Role Play, Simulation exercises bagged poor to satisfactory rating as the trainers were not well versed with these methods. The keenness to participate in the novel techniques of training was also limited amongst the trainees.

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16. **Identification of the Training Needs**

Training is given on a wholesale basis and also there is no link between the training given to a particular employee and the type of work he handles.

For instance, an employee who is trained in marketing may be put in Cash Management, which shows that there is no relationship between the type of training imparted and training needs of the employees at different levels. This is substantiated by some of the findings. Only 32.88% of the sample banking personnel said that their training needs were well identified but the remaining 67.12% felt that their training needs were not properly identified. Only 25.32% of the sample employees felt that the current form of training was relevant to their work. This indicates that remaining 74.68% per cent feel that training is irrelevant to their work. 48.97 per cent of the respondents were well prepared and had a positive frame of mind to take up training. 86.30 per cent of the respondents complained that they were not given the chance to express their strengths and weaknesses with the superiors. It shows that the employees’ real interest, aspirations, and requirements took a back seat while selecting them for training programmes.

However, 65.07 per cent of the sample personnel selected responded affirmatively that the present model of training was well-focused on its vital areas.

17. **Employees' Opinion on Identification of Training Needs**

Out of 292 respondents, all officers (140) responded favourably that their training needs were properly recognized, whereas the clerks (152) felt that their training needs were not properly identified. This feeling of discrimination is natural for the clerical category since the number of programmes for them is less when compared to the programmes for officers. Officers' category is more exposed to seminars, workshops, external, and In-Company forms of training which the clerical category is denied of.

18. **Influence of Gender, Area, Designation and the Ownership of the Bank in Their Opinion Towards the Identification of Training Needs**

Analysis of Variance (ANOVA) Test reveals that gender has no significant effect in analyzing the training needs of the employees ($F = 0.13, P = 0.7145$). The employees working in urban areas show favourable behaviour towards training programmes and their training needs identification are more realistic than the rural employees ($F = 9.97, P = 0.0018$). The ownership of the bank ($F = 24.80, P < 0.0001$) and different Cadres of the employees ($F = 29.67, P < 0.0001$) have highly significant responses towards the training needs.
Results of t test with equal variance in training needs between the banks reveal that Corporation Bank employees were responding more favourably about their training needs than the KBL employees and it shows a highly significant value \( t = 5.0905, P < 0.0001 \)

This shows that public sector bank CB identifies the training needs of its employees in a better way than the private sector bank KBL.

19. **Evaluation of Training on the Basis of Practical Orientation of Training, Methods of Training, Trainers, Infrastructure and Effectiveness of Training**

In order to understand the effectiveness of training, there has to be an evaluation carried out. Therefore, a simple evaluation of training was conducted and some important findings were:

- 77.40% of the sample respondents felt unhappy about the training inputs as they were more theoretical and not relevant for their work. However, it contradicts their own statement that 65.07% of the sample respondents felt the present model of training was well focused on vital areas of banking. This fact itself states that the bias of respondents towards training could not be avoided fully.

- 68.84% of the respondents were not happy with the teaching practices, which gives an impression that trainer's teaching methodology was outdated or they hardly used new ways of teaching.

- 68.49% of the respondents felt that trainers tried their best to clarify the trainees' queries. This shows that the trainers in banking training system acted not only as andragogists but also as facilitators and counsellors.

- Only 32.87% of the respondents expressed favourably to the facilities for training including the infrastructure. This indicates that a majority (67.13%) always missed good infrastructure facilities of Staff Training Colleges (STCs) of their banks.

In spite of all these drawbacks, 86.64% of the respondents evaluated overall training positively since it enriched their knowledge and skill.

By taking into consideration all the above points, it brings out the employees were not fully appreciative of the training systems of their banks.

20. **Influence of the Cadre in the Evaluation of Training**

Pearson Chi-Square Analysis of association between officers and staff in the evaluation of training reveals that there is significant difference between officers and staff in awarding the score for evaluation of training (Chi-Square \( \chi^2 = 27.062, P < 0.0001 \)). The reason is that the officers are content with the...
exposure they are given to the latest trends and techniques in banking by getting deputed to various functional and specialized training programmes on a regular basis. Since they are given the training depending upon their field of work and also as per their need, they have evaluated the programmes by rating them highly.

21. Impact of Ownership (Type) of the Bank, Gender, Area and Designation in Rating Evaluation of Training

Exploration of any influence on the type of the bank, gender and area of the bank and designation of the personnel in evaluating positively or negatively the training were analysed. The results of ANOVA state that there is a significant difference between the banks in evaluating their training ($F = 7.12$, $P = 0.0081$). Once again the Corporation Bank employees rated their training higher compared to KBL’s training. This shows that training in CB is more organized, better equipped with study materials, and more relevant to the practice. However, the bias of the respondents could not be avoided completely. Apart from the designation of the employees, the area and gender do not have any role in influencing the employees to award scores for evaluation of training.

22. External Training Evaluation

Out of the 60 officers (30 from CB and 30 from KBL) who were surveyed regarding external training programmes, 71.67% of the officers were very much impressed by the external training. 85% of the respondent officers felt extremely good about the infrastructure and other facilities provided by the external training institutes. This shows that the infrastructure plays a major role in creating the learning atmosphere which makes external training impressive, compared to internal training. As far as enrichment of the knowledge, practical orientation and teaching methodology were concerned, 11.66% of the respondents said that it was poor and 41.67% of the respondents said that it was fair and only 40% of the respondents felt that trainers put in effort to clarify their queries. 43.34% of the respondents acknowledged excellent teaching methodology. Thus, in respect of enrichment of knowledge, practical orientation and teaching methodology were concerned, a majority opined that it was the same as that of internal training. Pearson Chi Square Analysis conducted on behalf of both Corporation Bank and Karnataka Bank Ltd, does not show any significance in providing their opinion as far as practical orientation, ($\chi^2 = 0.6984$, $P = 0.705$), teaching methodology ($\chi^2 = 1.2095$, $P = 0.546$), trainers keenness in clarifying the doubts of trainees, ($\chi^2 = 0.3333$, $P = 0.846$), excellent infrastructure.
(χ² = 0.1307, P = 0.718 and enrichment of knowledge and skill (2 = 1.4686, 
P = 0.480) are concerned. All these findings confirm that external training is more effective than internal training.

23. Trainee’s Opinion Towards Internal Training
   Even though a majority (73.03%) of the respondents felt that training did not help interaction with the people, yet they felt that training helped improve their personality, skill and attitude of the bank employees drastically. About 91.44 per cent of the sample employees said that they acquired the knowledge about the work after undergoing training. 70.55 per cent of the respondents felt that training helped them acquire knowledge about the recent developments that have taken place in the various areas of banking. About 80.14 per cent of the sample also opined that the training met the job requirements in the bank.

24. Rating of Trainees Towards Internal Training
   A majority (42.12%) of the sample respondents felt that internal training was neither too good nor too poor, but moderately good. About 34.93 per cent of the sample personnel rated internal training from good to very good. Respondent’s rating of internal training as good, moderate and poor depended upon their likes, dislikes, different expectations, values and mind sets. Even though, 67.81 per cent of the respondents stated that they attended the training programmes out of their own interest, about 10.62 per cent of the respondents even felt that they were attending the training programmes out of compulsion. This shows that the employees were not motivated enough to attend the training programmes. At least, 10.62 per cent of the respondents might always feel training as useless, since they were pressurized to attend the training programmes. Thus, there was a possibility that these people might even evaluate the training negatively without applying their mind on it.

25. Opinion of the Faculty on Teaching in the Staff Training College
   All the eight trainers felt that teaching not only developed their communication skill, but also provided a sense of acquisition of knowledge and achievement. The trainers enjoyed their work and their level of motivation was high. However, as far as co-operation of the departmental heads and provision of adequate funds for the introduction of novel techniques in training were concerned, it was only up to the satisfactory level. Trainers were barely given training before being inducted into the STC and thus, the trainers might not be empowered to the fullest extent and the system hardly made them accountable for the ineffectiveness of the training.
Teaching in any field is not smooth sailing, it requires real personality and smartness to conduct various sessions in training programmes, and trainers need to constantly upgrade their knowledge and skill to keep in tune with the latest trends. These functions are entirely different compared to the functions of the managers of H O or branch office.

26. Perception of the Faculty on Trainees
Perception of the faculty about the trainees varies widely. They feel that most of the trainees are not participative and do not have the ability to concentrate and interact on the topic of discussion. Trainees attend the programmes casually, without evincing much interest and out of compulsion as well. However, the faculty also opines that the trainees have a desire to do better on their job and also to avail of promotion.

Although, we have not brought ICICI Bank Ltd into the picture in this part, it should be noted that most suggestions we have made here are applicable to ICICI Bank also.

Suggestions
In order to restructure and strengthen the training practices at the Corporation Bank as well as Karnataka Bank Ltd in particular, and all the commercial banks, in general in making the training system effective, a few suggestions have been put forth based on the findings of the study.

1. Training in Behavioural Skills
Training in both Corporation as well as Karnataka Bank Ltd has not made any impact in improving certain important behavioural or interpersonal skills of the employees at different levels. For being effective in their roles, the banker along with his professional skills needs to have wide repertoires of skills such as building trust, maintaining good interpersonal relationship, good communication, skills of self-disclosure and giving and receiving feedback and help, responding to others on time, which can help him/her to increase interpersonal effectiveness and competence. Human Relations and Interpersonal skills training which help in changing the behaviour of the people should be imparted to the employees at all levels in the bank so that this change in behaviour leads to superior results. As a result of these superior results, the trainees’ attitude towards training also changes. However, changing the attitude of an individual is very difficult. Even if there is no change in attitude, a change in behaviour is constructive in the organization where the person turns out to be more adaptive and thus acquires role identification skill too, simultaneously.
2. **Methodology of Behavioural Training**

   The behaviour training or interpersonal training is definitely not going to be effective if it is delivered in the similar manner of training in functional areas, through lecture method and to a large mass. To get the maximum effect of behaviour training it has to be arranged for a small group of people at a time and in several sessions through discussion and practise of relevant topics on interpersonal skills till they get convinced and start practising it. The banks must also evaluate their training approaches from the perspective of improving the soft skills and to develop a host of innovative programmes for developing them.

3. **Role of Different Training Methods in Improving Banking Related Skills**

   Certain important skills like Risk Management, Decision Making, Analyzing, Inter-branch reconciliation, conceptual and problem solving have also not shown expected appreciable improvement. Skill of conceptualization and introspection are very significant for officers since they should have the ability to see significant elements in all situations and should be able to perceive their relationships and contribution so as to derive meaningful conclusions and generalizations. Sometimes, the manager even needs to view the bank as a whole, by recognizing the interrelationship and interdependence among different functions and see how changes in any branch affect the other parts and the entire system as a whole. Some amount of conceptual skill is necessary at the branch level and this skill becomes all the more important as the manager ascends the executive hierarchy in a bank.

   Lectures have a limited role to play in gaining mastery over these skills. The training programmes need to be designed around specific skills that are essential to the particular roles so that the participants learn by themselves from the discussions, exercises and by participative techniques. Good quality training material simulating real life situations at the branches of the banks have to be developed. Cases depicting different roles of the managers can be developed on the basis of actual problem situations at the branches. Role-plays and also discussions not only bring out the salient features of the roles but also help the participants to practice their role related skills. Business games and laboratory training help the trainees to share their experiences and learn from other's experiences, which gives them an opportunity to appreciate a wide variety of skills required for playing their roles effectively. The trainer acts as a facilitator, who gives a feedback to the participants for the roles they play or for the solutions they suggest.
4. **Training of Marketing and Customer Service**

Even though there is a good amount of improvement in customer service and marketing skills, if one looks at banking today, particularly from the point of customer complaints, one can easily see that the problem is not always lack of knowledge or skills but of attitude also. So, in case the objective of the bank is to increase the area of success by reducing customer dissatisfaction and enhancing customer delight, certain training programmes that exclusively concentrate on transformation of attitudes of the employees where they have complete positive outlook about themselves and about others are needed. The bank men could take interest in problems of customers, give them advice on banking matters, give personalized service and develop cordial relationship with them. More and more training programmes on marketing and customer service can be held by both the banks as they are the thrust areas which ensure business to the bank.

5. **Post Training Utilisation**

Training and post-training postings are not always seen in the right-perspective. In banking business, which is multifunctional, training in different aspects of business for an officer or a clerk should not get wasted. Training should equip a person for his immediate assignment, so that he will be in a position to discharge his responsibilities better. If this does not happen, not only that the training inputs can not be utilized by the employees at their work but also the quality of work suffers. While applying the rotation of jobs, employee's training status has to be considered by the bank so as to avoid the mismatch of needs and training. Proper post training utilization ensures high returns in the form of change in style of performing and functioning as the knowledge gained in the training can be applied without any barriers.

6. **Training Needs Identification**

The banks only seem to play a number game in deputing the employees for different training programmes identified by it. Training needs should be always chalked out with reference to the career planning exercises and post training placement of the employees. There should be regular interactions and meetings of teaching and non-teaching staff with the operational/line managers so as to design the training programmes in line with the requirements of the bank. Training needs of the banks should take into consideration, business plan and policy guidelines, inspection and audit reports, complaints and suggestions from staff and customers and the gap arising from the expected and actual performance, apart from the usual self appraisal, performance appraisal by the higher-ups and job cards. The banks should streamline the process of Training Needs Identification (TNI) by synthesizing individual aptitudes with institutional
needs and post-training placements  If banks follow these methods, the training system and operational system tend to move in similar directions

7. Selection of the Faculty for STCs

Selection of the trainers in the training colleges of these banks is still haphazard, and it is just fortuitous that some dedicated people are available to the banks to train their peers. It is a known fact that the brightest among the officers tend to get selected for operational and administrative assignments in India and abroad and from the remaining lot only the officers get selected for the trainer’s position. Training is thus, perceived as a low-priority activity and in view of the lower premium attached to it, those selected as trainers also do not take much interest. Some have good communication skills, combined with experience, they do well as faculty and the trainees benefit too. But some are not so gifted and are not able to give a good account of themselves as trainers. In fact, they do not consider it important to succeed as a trainer, since it does not bring such rewards as does in operational assignments. Thus, quite often the tendency to undervalue training activity still persists. The change in mentality should begin with the top-management itself which percolates to all the layers and divisions in the bank. Training should be given an exalted status in the bank and trainers should be rewarded doubly, by giving them more salary and benefits. Since they are doing an extremely arduous task of transferring the knowledge, skill and competence to whole lot of employees, it is equally important to motivate the trainers by enabling them faster promotions and carrier growth.

In this regard, the bank can organize and institute awards for the “Best Faculty” in order to motivate them and recognize their efforts. The awards can both be for operating functionaries as well as for the real best trainers in the banking system. The management of the banks should give serious thought to ensure that the morale of the faculty is kept high in order to bring out the quality in them.

Secondly, only the best people who are genuinely interested in teaching should be selected for the faculty position. They should be given ample scope for grooming and their success should be recognized and appreciated so that the ambitious and able at no time will feel reluctant and cast down if they are approached to move into the field of training. Unless and until the second class tag attached to the training is destroyed, we cannot avoid disastrous effect on the quality of the banking service, which may bring down the performance of the bank.
8. **Professional Trainers**

There is no permanent faculty in the staff training colleges of both CB and KBL. The system of appointing trainers for a temporary period affects the quality of training. By the time the trainers get mastery over the art and science of teaching, they would have been transferred and this type of blitz of the job rotation might even distract the banking personnel, who do not aspire for it. It is advisable to appoint the faculty in the training colleges of the bank on a permanent basis so as to avail off their expertise fully and professionally.

9. **Status for the Trainers**

More and more research and development activities, participation of trainers in the functions of customer education should be established so as to enhance the credibility of training in banks. It is better if training institutes have their own research unit where they can develop products and services by keeping in constant touch with the external competitive environment. The trainers can be given the status of consultants to the top management of the bank, towards the achievement of its objectives or to enhance the performance or even to solve operational and business problems. In order to establish the credibility of training system, in particular, and HRD culture in general, there has to be such a climate in the bank where the viewpoints of the training department in the bank should be considered as authentic which should get immediate attention.

10. **Scope of Activities of the Trainer**

The faculty members in STCs of both CB and KBL are almost overloaded with training related and non-training related responsibilities in administrative and clerical areas, which might reduce their focus on training by impairing the overall effectiveness. The Management of the banks should recruit adequate number of qualified and talented staff in the STCs so that the faculty members are not overloaded with the administrative and clerical duties, which would allow them to do justice to the training function. The current training practices of STC expect a particular faculty member to handle all the topics irrespective of his/her specialization which makes the things difficult for the faculty to develop an expertise in their aspired areas. In the process of making the trainers 'Jack of All Trades and Master of None', we also end up with many losers - not only the bank but also the trainees and trainers themselves. The management has to provide adequate opportunities to the faculty members for growing technically and professionally. The training system should see that the faculty will have enough time for professional reading, updating his/her knowledge, his/her training and for the research in banking field. The bank management should broaden the scope of activities of the trainers by giving them opportunities to attend and represent...
seminars and workshops so as to enable them to pick up new techniques and latest developments in the field of training methodology, pedagogy or the novel ways of utilization of training methods

11. Reorientation in the Trainer’s Role

Quite a few trainees attend the training programmes either out of compulsion or in a casual way without much interest. This is mainly due to the stress at work arising out of role conflict, role ambiguity, high degree of specialization and also poor communication.

Reorientation in the training system and the trainer’s role can help the employee to come out of stress and make every employee a ‘performer’. In this case, the trainer should act more like a counsellor than like a teacher. He should articulate the values and beliefs of the organization and identify the values and beliefs of the trainees and should try to synchronize the values of both. Trainers should indulge in discussions regarding autonomy and real control over work situation of the trainees and should make them rethink about job description and functions if necessary. Trainer should try to elicit from the trainees the major reasons causing emotional discomfort and should try to purge their feelings by offering suitable solutions through counselling. Thus, training the trainer is essential including the discipline of counselling.

12. Pedagogy

Pedagogy in STCs of both the Corporation Bank as well as the Karnataka Bank Ltd, is not very much balanced. The lecture method is more popular and is used about 85 per cent of the time. Audio visual aids not only provide satisfactory means for communicating new ideas but also assist in improving clarity and in reducing physical effort while presenting the topic. The quality of acoustics and films should be improved. The sessions should be more and more interactive which should necessarily include Role Plays, Sensitivity Training, Case Studies, Simulation, Conferences and Seminars so as to keep the trainees active and creative. These training methods prevent monotony and stereotype. However, it is difficult to use all these methods in one or for all types of training programmes due to the constraint of time and lack of applicability. But still depending upon the complexity of the problem, particular characteristics of the employees (trainees) need to be developed, the level at which the training is required and the availability of resources. The bank STCs should decide about the combination of various methods for employee development and this is going to be a real rejuvenating exercise for the trainees once they resume work.
13. Preparation of the Trainees

Trainees in a majority of the cases attend the training programme with reluctance and apprehension. This shows that they are not well prepared to take up training. Naturally, this exercise is going to be wasteful, without transfer of learning or development of skill and knowledge. The important pre-requisite of training is to prepare the trainees mentally to attend and accept the training instructions. The area of coverage of the topic has to be intimated to the employees, by distributing the material to be referred during the course in advance. Trainees should be well convinced regarding the necessity and importance of the particular training to them. Individuals may not work hard on anything unless they are convinced of its benefits and advantages.

14. Rapport with the Trainees

It is a most important aspect that the trainers should build-up good rapport with the trainees before beginning the training sessions. In order to put the participants at ease, the trainer should hold a friendly discussion for a few minutes. The trainer should even try to learn what trainees are looking for from the session, as well as their overall level of interest. This informal interaction would help the trainees feel secure and think that they have a friend, philosopher and a guide at the time of distress.

15. Motivation of Trainees

Good number of trainees attend the training programmes with a view of acquiring knowledge, developing technical, relational and conceptual skills. The learning actually takes place only when the trainee finds himself in a convenient learning environment. Apart from the conducive physical environment, the trainer, while designing a training programme has to keep in mind, not only the needs and objectives of the organization but also the job environment and motivation levels of the participants. Trainees should have adequate interest and motive for learning. The trainer should have the capability to make the trainees shed their half knowledge, prejudices, biases, likes and dislikes by playing a catalyst in bridging these values.

16. Accessibility of Seminars for Clerical and Sub-staff Cadre

The bank won't be at loss if clerical and sub-staff cadre are also given accessibility for the seminars and conferences, on a selective basis. Extremely good and talented among them can even be deputed for external training programmes. With all these developmental measures, they feel empowered and will be able to work with greater commitment and interest. In fact, this gives a platform for the clerks and sub-staff to have a change from the routine In-house.
Employees will also be able to develop an analytical frame of mind where by he/she could solve the problems which arise in the context of his job Conferences also should be a sort of interactive and participative training for the employees since they learn a lot of things from others and also realize that there is more than one workable solution for job related problems

17. Unit Based Training
KBL should never stop conducting Unit Based Programmes The Corporation Bank also should start UBT in order to save considerable executive time and resources by the branches of the bank The employees do not have to undertake the long distance inter-city travels or go to outstation locations The operational formalities will be much less under UBT since the trainees are available at one location, on tap, as the training is imparted in a particular branch depending upon its requirement for a specific area of operation Banks should necessarily think of conducting UBT in order to save high floatation cost, expensive administrative time It can even be economical on fixed expenses in the form of developing the training edifice, infrastructure and related facilities

18. Outsourcing of Training Programmes
Instead of concentrating on sponsored programmes by external training institutes only, the KBL should focus on In-Company programmes wherein the training needs of the bank are properly identified and specialized training programmes exclusively in the areas of requirement are conducted for the employees of the bank in their premises The Corporation Bank has In-Company programmes but it has to implement it on a large scale In-Company training is a form of outsourcing the training programmes to an external agent who has an expertise in the field In fact Outsourcing of training programmes is an excellent idea since the trainees can get an advantage of deriving excellent inputs and banking personnel instead of appointing their own officers for teaching, could concentrate on developing their core-competence, i.e. the operational banking

19. Effective Utilisation of Training Sessions
The inauguration and valediction of training programmes have become routine formalities as most of the valuable time is wasted in such formalities with little or no concern for what goes on in-between Instead of this, the training programmes and sessions should be well planned with intensive brainstorming sessions in the beginning to understand the pre-training skill of the trainees personally and can be wound up by taking a feedback by the trainees about the benefits derived by them after undergoing training This type of system of one-on-one conversation
can help in improvising the training sessions on a continuous basis, as the feedback is more personalized and open. Whereas inauguration and valediction would hardly bind the trainees and trainers together and help those to understand each other's viewpoints.

20. Humour in Training
Since the training programmes in the STCs consist of people with different abilities, talents, and also a sense of humour, the trainers also need to have a good sense of humour and use humour wherever essential.

21. Training Infrastructure
STC should have an excellent edifice with wide class-rooms, library, computer lab, conference room, discussion room, relaxation hall in it. It won't enthuse the trainees who would have come from different places if the training college does not have its own campus with all the facilities in it. Having an independent structure with an ambience created for learning is recommended for a training college rather than locating the training college in a congested busy area. Infrastructure includes other items, relating to physical convenience such as pay-phone facility, internet centres, information bureau, library and approach to shopping complexes which should be made available to the trainees.

22. Encouragement of Higher-ups
Trainees should be encouraged to experiment with new concepts and ideas learnt during the training period, for which the necessary support and appreciation has to be extended by the superiors. Unless the management makes it mandatory for all higher-ups, they may not evince interest in employees training and application of new techniques learnt in training. With a trained man working under him, the supervisor need not be bothered about guiding trivial matters. He can concentrate more on developmental issues and thus, his time could be more effectively utilised.

23. Co-ordination of Training Activities
Branch Managers, Operating functionaries and Divisional Heads should co-operate in giving suggestions to the training system and should be receptive in receiving advice from the training department. They should participate in the analysis of the training needs of their people and should recommend the selection of employees for different training programmes. These functionaries should never think that these responsibilities are burdensome or wastage of time, instead they should consider themselves a part of the training system, which also enables them to discharge their HR responsibilities. The process of preparation of training material like case studies, in-basket exercises and role plays at the
training college and centres can be greatly facilitated by the constant supply of such in-bank raw-material.

24. **Empowerment of the Training System**
   There has to be effective communication and follow up between top-management, operating functionaries and training system. KBL should first think of establishing a Formal Training Committee so that training plans and policies are clearly designed. The goals of the management of the bank should be highly specific and by paying more attention to HRD and training system, the management should empower training system with more authority and responsibilities. Since HRD should be considered as the strategic business partner, the objectives and strategies of the top management should be made known to the training system or HRD division beforehand so that training programmes of the bank are in tune with the achievement of its objectives.

25. **Flexible Training Practices**
   The training practices must always have an in-built flexibility and the trainer must have the freedom to include extra items relevant to the programme if found necessary. This type of flexibility will help in the critical discussion of the topic and better coverage of the area.

26. **Scope of Training Policy**
   Training and development exercise should not be partial to concentrate more on the officers’ cadre by sidelining subordinate and clerical cadre in the banks. The smooth work-flow and efficient customer service largely depends on these cadres also. Thus, the bank management should broaden the scope of the training policy so as to impart certain behavioural and attitudinal training programmes for the clerical as well as sub-staff category. They should also be given a regular training on Customer Service and Bank Marketing, which is given to the officers’ cadre, so that inculcating the customer consciousness is likely to have an everlasting impact on their mind. By imbibing behavioural and interpersonal skills, the individuals turn out to be positive and understanding and this ultimately is going to affect the performance of the bank positively. In order to overcome the day-to-day operational problems and to ensure speedy and effective customer service, it is necessary that a formal training programme in the above areas is arranged for clerical and sub-staff cadres, without being apathetic about their roles and responsibilities.

27. **Stress Busters in Training**
   Conditions of stress adversely affect the efficacy of training, and stress can never be removed by asking the trainees to forget about it. In this context, there should be compulsory introduction of workshops and seminars on Yoga, Meditation and
Relaxation Techniques on a regular basis, as part of the training programme so as to release the employees from the clutches of stress, depression and interpersonal problems. Enabling employees to have an exposure in all these, broadens their mental horizon, increases capacity to work hard, more concentration and ultimately helps in extra ordinary performance. These life planning exercises make the individuals better persons as they will be able to cope with the stress and maintain a perfect work-life balance.

Spiritual leaders can be invited by the bank to propagate ethics, values and conduct in the management, in general and banking system, in particular. The trainees should carry these things back home and try to implement it in workplace, interpersonal relationships and communication. Stress busters like Yoga, Meditation and Relaxation techniques make the assimilation of training inputs better and faster and even help the employees to be effective performers on the job.

28. Visiting Faculty Scheme
Training system should maintain the quality at the same time not completely ignoring the quantity. More and more guest (visiting) faculties should be invited to STCs so as to have a valuable insight into different functional areas of the bank. Visiting faculties help in overall banking development by improving internal competencies of the bank.

29. Seminars in Agriculture and Rural Development
Rural branches and rural bankers play an important role as change agents working for the development of the rural economy. It is not enough if they just extend the credit facilities and mobilize deposits, instead they need to function effectively as developmental interventionists. The emotional attachment and loyalty will be more in rural customers than in urban customers. Thus, it is not suffice if the rural employees are oriented towards rural credit, lending, agricultural crop loans, recovery training, but they should also be given orientation in HR skills which gives them enough exposure to develop good interpersonal relationship and communication skill not only with their peers but also with the customers of the rural area. Banks can arrange more seminars and workshops in Agriculture and Rural Development.

30. Practical Orientation to Rural Training
Banks can even think of imparting rural training in villages so as to get an orientation to the rural atmosphere and also to educate the employees under practical circumstances.
31. Evaluation of Training - Need for a Change in the Outlook

There is no fool-proof evaluation system followed either by CB of KBL. It may be
difficult and time consuming to do evaluation of training from the point of
behaviour and results. However, ratings of the specific skill level by the higher-
ups before and after training will give an insight as to how far the training is
effective. The training department has to get a regular feedback from the
operational managers regarding the change in the skills, knowledge level and
behaviour of the employees who had undergone a particular training. Training
has to be evaluated on the basis of ‘360° appraisal’ so that the effectiveness of
training is correctly assessed and the extent of its applicability on the job also
can be analysed. Just by conducting Reaction Evaluation in the STC, the pros
and cons of training can hardly be noticed and improvements remain only in
records. In case a particular training programme is not bringing any noticeable
change in the competence and skill level, then that particular training programme
requires special attention by the trainers and it has to be revamped in such a way
that the results are positive.

There has to be an open interactive system whereby the trainees can
communicate with the trainers themselves or the HRD division as to how they
are utilizing training. They can even convey their difficulties in implementing the
training knowledge so that necessary changes are implemented in the ensuing
training programmes.

For the purpose of proper evaluation of training, the banks will have to set up an
'Evaluation Unit' which exclusively deals with an analysis of pre and post training
performance of the employees. The Evaluation Unit of the Bank should act as a
liaison between the training system and the bank. Learning by the trainees also
can be analysed after few months of completing the specific training programme,
on their job so as to understand the extent of true learning.

32. Making Evaluation Effective

To enhance the positive effects of training and to make the evaluation of training
more effective, training must be imparted at all levels. By this, the superiors will
be able to appreciate the new ideas and attitudes of their subordinates. It is not
going to be a problem even for the newly trained people as they find it smooth
sailing to communicate new ideas to their superiors. In the absence of
involvement of the seniors, the juniors’ attempt at using newly acquired skills will
be thwarted.
33. **Knowledge Sharing**
Banking institutions with experience in conducting training activities should get together to hold sessions on sharing of training experience, which help in cross-fertilization of ideas and make the whole process of training rich.

34. **Training to Handle Various Risks in Banking**
Banks have to undergo several risks like operational risks, credit risks, liquidity risks, foreign exchange risks, strategic risks and the like. Even the Financial products are more complex and highly risk prone. Adding to this, the banks have to address the internal and external frauds to plug leakage of income. The banks have to manage the risks by training the people in all the above areas, so as to handle and minimise the aforesaid risks.

35. **Training in Credit Card Management**
Credit card management skills need to be stressed in the training programme for its effective usage in the current system of banking.

36. **Developing Training Budget**
In order to arrive at an accurate amount spent on training, the banks should think of developing a systematic budget for training, wherein the Travelling Allowance [(TA) bill which includes, Travelling expenses + Salary for the training period + Halting allowances + Lodging expenses + Boarding expenses] sanctioned for the trainees, can be collected from all the zones, by HRD Division. Expenditure incurred in sending the staff for external training should also be compiled in the similar manner. Apart from these, the operating expenses of STC, telephone and postal expenses, expenses on infrastructure, stationery supplied to STC through printing and stationery department of the bank should also be accounted. By keeping this amount as the base, the bank can increase the budget for training as per the requirement to meet the ever increasing demand of developing the resources of the bank.

37. **Autonomy for the Training System**
There has to be autonomy for the training system in the areas of training plans, training programmes and their scheduling, changes to be implemented, budget for training, programme contents and level of training programmes, so that the trainers can have all the initiative and innovative spirit in designing the training programmes.

38. **FOREX Training**
The preparation of Indian banks to cope with the extensive and intensive domain of international banking cannot be overruled. Indian banks require the right type of personnel who are groomed to manage their international business.
banks should have substantial training programmes in the field of International Banking, External Trade and Foreign Currency Borrowings. The banks should outsource it to the external agency so that the personnel working in concerned branches of banks are adequately exposed to exploit opportunities and handle threats in the existing and emerging market environment.

39. Recovery Management Training

Recovery management training should not be simply theoretical. The bank should guide in the direction of increasing the productivity and profitability of the borrower, so that the borrower makes prompt repayment.

Proposed Training Model for the Banks

The bank management should frame training policies and plans with a view to bringing forth interplay between the business strategies and HRD mechanisms. Training function has to be integrated with other HRD mechanisms so as to reap the benefits of development, growth and attitudinal transformation of the employees. Keeping in mind these aspects, a training model is proposed by the researcher, to make the training system more effective in commercial banks and is shown in Annexure XII.

Conclusion

Training is an important sub-system in the banking organizational system, which has its prime objective of the development of employees at all levels, for contributing towards organizational effectiveness. Training should be recognized as a fructuous activity which ultimately leads to the development of the bank. Training should receive the maximum support from top management at the emotional level, in such a way that training system should be involved in solving organizational problems. Top management of the banks should support the innovations and transitions envisaged in the training and development of process. Training cannot be divorced from the practicalities of running of banking business. It should really remain entrenched as a policy so that it is not restricted only to mere statements in the banks, but should be related to those ideas and expectations that the banks aim to materialize by allotting the required resources for training. Constraints should not be deterrent for not experimenting and taking proactive steps to enhance and improve training. Training has to relate itself to the preparedness of the bank so that the bank could deal with the change and development effectively.

Training should really aim at career development of bank employees so as to equip them to discharge additional responsibilities in future when they move up in the rung of the ladder in the organization. Training should groom the employees of the bank so as to transform them into the full-fledged employees of the bank to shoulder any of the responsibilities in changing environment. The success of training not only depends on
the bank management and the faculties of the STC but also on the co-operation
extended by the trainees. This requires a sort of commitment on the part of the bank
management first and employees next. If the training is imparted by realising the duties
and responsibilities of the people involved in the process, no doubt training will change
the employees’ outlook in all respects.

**Directions for future research**

Training in banks is a comprehensive subject which has scores of research topics in it.
Motivation and job satisfaction of the trainees of the bank is an interesting area in
which the research could be taken up. Research even can be taken up by choosing
some of the training programmes like, IT Training, HR Training or Behavioural Training
individually and its effectiveness in enhancing the skill and competence of the
employees. Cost and benefit analysis of the training in banks is another budding area
of diagnosis. Effectiveness of training on the job or in changing the behaviour of the
employees in banks is an interesting area of evaluation of study in training in banks.
Culture is an important aspect of an organisation and is reflected in the values that the
organisation holds. Training being an important mechanism of HRD process, it should
play an important role in enhancing the HRD values or OCTAPACE (Openness,
Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration,
Experimentation) culture. Thus, the topic of study can be “The Role of Training in
OCTAPACE Culture”. Training needs identification in banks under globalisation and its
relevance to the success of training is also a vital area in which the research can be
held.