EVALUATING TRAINING PROGRAMMES IN INDIA POST

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ABSTRACT

Training is inevitable as it develops the skills and knowledge of the employee and enables them to take up challenging jobs. Training builds up self-confidence in the minds of employees. Each trained person has the responsibility to justify the results of the programme as they contribute to the organization's productivity and profits. Evaluation is not going easy. It is made relatively simple, by means of the traditional feedback sheet issued at the end of the courses, to assess factors like what learners thought of the trainer. But this does not ensure the learners doing their jobs better, still less the training's impact on the learners' departments or on the organization as a whole. This article focuses on whether the training programmes at India Post is need based, to ascertain how far the training is useful to improve the performance and to check the effectiveness of the training programme. The present study is confined to the permanent employees of postal department i.e., non-gazetted Group C & D employees. For the final processing of data, 513 employees' opinions were taken into consideration. The central theme of the study is evaluating the training programme in India Post. The result shows that 75% of the independent variables such Programme Content, Assignments, Planned Improvement variable will improve the overall opinion of the training programme. Further it was found that the information is very much useful in assessing the overall accuracy of the model. The effectiveness of the model is 78.8%.

Introduction:

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

The global economy has endangered the survival of every organization and particularly those who wish to gain a competitive advantage. The competitive advantage may be a daydream in the absence of superior quality products, which are the responsibility of well-trained employees.

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

Review of Literature

Dayal [1] **(1970)** in his study ***"Management Training in Organization"*** stated that the effectiveness of training depends upon its serving a need shared by a large number of mangers in the enterprise, on the way it is imparted, and on a variety of administrative practices within the organization. Unless the training is need-based, it would not serve any useful purpose; and this is very fundamental. The trainee's learning from a formal classroom situation depends on (i) his receptivity, (ii) the effectiveness of the trainer's communication with him and (iii) the environment in which the training is administered. Now, the trainer's communication may be highly satisfactory, but still the learning would be ineffective if the trainee is not receptive to the inputs.

Nandy [2] **(1974)** in ***"Assessing the effectiveness of training: A note of dissent",*** asses that evaluation of training is as important as its effectiveness. Appraisal of training as a corporate activity is quite possible and he advocates it to be adopted as a continuous process – to see that its objectives are in conformity with those of the organization and that its methods are appropriate. He is rather unsure about whether the effects of training can be measured in concrete terms. The reason obviously lies in the qualitative nature of both the activity and its results.

Ullhas Pagey [3] **(1981)** in ***"Assessing the Effectiveness of Training",*** explains that most of the organizations allocate very little amount in the budget for the training. The reason is that the return on training investment is very little. So, many organizations invest less on training. Pagey has developed a rational and quantitative approach to measure the 'Return On Training Investment' (ROTI), by a cost-benefit analysis. He finds that the higher the ROTI index, the more effective is the training.

B.R.Viramani [4] **(1984)** in his article ***"Evaluating and Measuring Management Training & Development"***, has pointed out that the importance of evaluation has been increasingly felt in the field of management education and development. In spite of the felt need for it, there has been very little systematic evaluation of management training and development programmes. This study emphasizes the qualitative and quantitative approach to evaluation of learning in terms of knowledge, skills and attitudes and its subsequent transfer to the job with a view to identifying factors that seem to influence learning and indicate certain pre-conditions essential for training and development process.

Peter Bramley [5] **(1990)** in his research ***"Evaluating training effectiveness",*** opines that the evaluation exercise should be carried out covering the aspects of context, input, reaction and outcome of the training programme. The process of evaluation can be in three stages, pre-training stage, training stage and post-training stage

Adrian Thornhill [6] **(1994)** in his study ***"The Evaluation of 'Training"***, recognizes the various difficulties of **evaluating training** and suggests what is required to make it more effective. He also discusses the reasons for the absence of, or ineffective practice of evaluation and he wants to identify the evaluation in the context of the nature and meaning of organizational culture from a practical point of view.

Geber, Beverly [7] **(1995)** in his article ***"Does your training make a difference? Prove it!"*****,** focuses on the pressures on trainers to evaluate **training** courses in deeper levels: renewed interests of trainers on course **evaluation**; levels of **training evaluation**; reasons for neglecting deep **evaluations**; trainers' efforts to prove **training** efficiency and advantages of conducting deeper **training evaluation**.

Hall, Michael A.; Nania, Sharon [8] **(1997)** in their article ***"Training Design and Evaluation: An Example from a Satellite Based Distance Learning Programme"*****,** focus on a systems-based structure for **evaluating training** and the **training** needs of a satellite-based distance-learning programme. It is because of the cost considerations, time constraints and evaluation based on

counting productions efforts that distance education holds appeal for large **training** operations such as those run by slate governments. Among the technologies being used in **training** is the satellite-based distance learning approach or video conferencing, which is a form of distance education connecting an uplink site with a few or many remote downlink sites and can be a two-way audio/one-way video or two-way audio and video. A systems-based structure is less expensive because trainers and trainees need not be lodged at some location far away from the workplace. From the traditional evaluation point of view, satellite-delivered seminars show administrative decision-makers in large numbers. The number of seminars produced may be smaller in number but the number of participants trained will be larger. A ratio showing lower per employee training expenses can be developed to show budget officials and commissioners how cost-effective the training is**.**

Warr, Peter; Allan, Catriona [9] **(1999)** in their research ***"Predicting three levels of training outcome"***, conducted as a longitudinal study of three levels of **training evaluation**, differentiated measures of trainees' reactions shown to be more closely associated with learning outcomes than what has been found with conventional reaction measures. However, reactions were generally unrelated to subsequent job behaviour. Both immediate and delayed learning were predicted by trainees' motivation, confidence and use of certain learning strategies. The changes in job behaviour were independently predicted by transfer climate and learning confidence. It is preferable to measure **training** outcomes in terms of change from pre-test to post-test, rather than merely through attainment (post-test only) scores. The predictors of **training** outcomes were shown to differ according to which indicator is used. External factors better predicted learning changes (compared to predictions of post-test attainment) when their correlations with pre-test values differed substantially from their correlations with post-test scores.

Hashim, Junaidah [10] **(2001)** in his paper ***"Training Evaluation: Client's role***", addresses the issues of **training evaluation** practices in general, and examines the **training evaluation** in Malaysia through a case study. **Training evaluation** is a systematic process of collecting and analyzing information for and about a **training** programme, which can be used for planning and guiding decision-making as well as assessing the relevance, effectiveness and the impact of various **training** components. **Training** institutions may conduct **evaluation** for the purpose of maintaining **training**. **Evaluation** practice is one of the major dilemmas faced in the field of **evaluation** because it receives much criticism. In many organizations, **evaluation** of **training** is either ignored or approached in an unconvincing or unprofessional manner. The article concludes that the government, client and economic situations have influenced the **evaluation** practice in a positive direction.

Dr.M.A.Ogunu [11] **(2002)** in his study ***"Evaluation of Management Training and Development Programme of Guinness Nigeria PLC",*** has tried to evaluate the management-training programme of Guinness Nigeria Plc, with a view to determining its effectiveness. To achieve this, a questionnaire titled 'Management Training and Development Questionnaire' was administered to the management staff of the company. Analysis of the data obtained from the field by means of the research instrument showed that the management training programme provided by the company was perceived by the management staff as relevant, adequate and effective in terms of their job performance.

Aniruddha Bannerje [12] **(2004)** in his research ***"Employee Training: Strategic approach to better ROI"***, has stated that the employee training represents a significant expenditure for most organizations; yet, for the majority, it fails to achieve the best possible results, because, training is viewed tactically rather than strategically. Training that makes people feel warm and good is not necessarily effective training. Training that makes people feel comfortable is also not necessarily an effective training. How an employee evaluates the training is not the most important gauge of how successful the programme is. The only thing that counts is what happens afterwards. Good training is based on a) identifying the training needs, b) training a critical mass of employees, c) determining

the forms of the training, d) transferring the training to the job and e) evaluating training. Training is not a panacea. It cannot eliminate core problems like low capitalization or a product line that does not meet the customers' needs. Training can, however, provide extraordinary improvements in the organization. The key to getting the best returns on investment from training is to view it strategically rather than tactically.

Wang, Greg G, Wilcox, Diane [13] **(2006)** in his article ***"Training Evaluation: Knowing more than is practiced"***, examines the t**raining** programmes **evaluation** which is divided into two categories - the formative and the summative **evaluation**. Formative **evaluation** is intended to provide information for the improvement of programme design and development while summative **evaluation** is centered on **training** outcomes to identify **training** benefits in the form of learning and enhance on-the-job performance

Ramstad, Elise [14] **(2009)** in his article ***"Developmental evaluation framework for innovation and learning networks: integration of the structure, process and outcomes"***, explains the Purpose - During the past decade new types of broader networks that aim to achieve widespread effects in the working life have emerged. These are typically based on an interactive innovation approach, where knowledge is created jointly together with diverse players. At the moment, the challenge is how to evaluate these complex networks and learning processes. This paper seeks to present a developmental evaluation framework for innovation and learning networks. Design /methodology /approach - The evaluation framework is based on a systemic and complementarily views on knowledge sources and innovation activities. The framework integrates three different elements of network: structure, learning processes, and the outcomes for different actors. The basic assumption is that networks with several actors based on an expanded triple helix model (workplaces, R&D infrastructure, and policy makers) and several learning processes enable better innovation potential and broader outcomes. Here criteria for an evaluation framework are created, which are then contested with empiria, in this case learning network projects (n=17) funded by the Finnish Workplace Development Programme. Findings - The results show that the created evaluation framework offers a useful tool to point out the networks with a best potential to broader outcomes for diverse actors. It can provide a tool for policy makers, but also for involving participants, in order to direct and coordinate innovation and generative learning more effectively. However, there is not, and cannot be, a common and strict pattern for an innovation and learning network, as one of their main goals is to create and experiment with new forms of development cooperation. Originality/value - Evaluation framework is needed in order to direct and increase the validity of innovation and learning networks.

Galanou, Ekaterini; Priporas, Constantinos-Vasilios [15] **(2009)** in their research ***"A model for evaluating the effectiveness of middle managers' training courses: evidence from a major banking organization in Greece"***, discussed the contemporary management thinking embraces the organizational training theory that sustainable success rests, to a great extent, upon a systematic evaluation of training interventions. However, the evidence indicates that few organizations take adequate steps to assess and analyze the quality and outcomes of their training. The authors seek to develop the existing literature on training evaluation by proposing a new model, specific to management training, which might encourage more and better evaluation by practitioners. Their thesis is that training evaluation is best if it can be based on criteria derived from the objectives of the training and they draw on the management effectiveness literature to inform their proposed model. The study seeks to examine the effect of six evaluation levels - reactions, learning, job behaviour, job performance, organizational team performance and some wider, societal effects - in measuring training interventions with regard to the alterations to learning, transfer and organizational impact. The model was tested with data obtained from 190 middle managers employed by a large banking organization in Greece and the results suggest that there is considerable consistency in the evaluation

framework specified. The paper discusses these results and draws conclusions about their practical implications. The study's limitations are considered and some future research needs identified.

Problem Statement

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

The last stage of training and development process is the evaluation of results. Evaluation is not going easy. It is made relatively simple, by means of the traditional feedback sheet issued at the end of the courses, to assess factors like what learners thought of the trainer. But this does not ensure the learners doing their jobs better, still less the training's impact on the learners' departments or on the organization as a whole. But human resource managers often justify not evaluating training by arguments such as

1. Nothing to evaluate in the training programme
2. No one really cares about the evaluation
3. Evaluation is a threat to the job[16]

In some organizations, training is a luxury that is provided as a reward for good performance, or simply something mandated so everyone must take his turn[17]. The argument here is that training isn't expected to accomplish, anything and so there is nothing to evaluate.

The most common rationale behind for the absence of effective training evaluation is that formal evaluation procedures are too expensive and time-consuming and no one really cares anyway. This explanation usually means that no one specifically asked for, demanded, or otherwise indicated a need for assessment of training outcomes.

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

The arguments for ignoring evaluation of training make some sense on the surface. The biggest reasons for abandoning the resistance to evaluation, however, is its benefits, especially today when more and more number of organizations are demanding accountability at all levels. Managers are increasingly demanding of training what they demand of other department: provide evidence of the value of organization. Other factors influencing the need to evaluate training are the quality movement, focus on continuous improvement and organizational cost cutting[18].

The postal organization has been one of the oldest and economical service providers to the millions of people of India since its inception, for the past two centuries. The relevance and importance of postal communication for business houses, industrial establishment, academic activities and social well being are recognized now-a-days.

Prior to the establishment of Postal & Telegraph (P&T) Training Centre at Saharanpur in April 1951, there was no institution to provide training and development to the work force of Indian post offices. After the inception of Postal Training Centre, training of employee is one of the main thrust areas of the postal organization. There are six regional training Centres, which provide induction, in-service training, soft skills and computer training to operational and supervisory employees. Training for all cadres is conducted at Postal Training Centre, Saharanpur, Postal Training Centre, Darbhanga, Postal Training Centre, Mysore, Postal Training Centre, Vadodare, Postal Training Centre, Guwahati and Postal Training Centre, Madurai.

The Department feels that training is one of the effective and tested tools for performance enhancement as well as up gradation of knowledge and skills of personnel. Organizational motivation and morale as reflected in the attitudes and administrative culture are rendered relevant and sharply focused through effective training programme. The department wants to ensure whether the training meets the requirements of the employee, superior's expectation and fulfills the need for the job. Finally, the Department of Post requires a credibility of training and development that is greatly enhanced when it is proved that the organization has benefited tangibly from it.

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

So it is necessary for the Department of Post to evaluate the training programme conducted in the training Centre properly. The department wants to ensure whether the training meets the requirements of the employee, superior's expectation and fulfills the need for the job. Finally, the Department of Post requires a credibility of training and development that is greatly enhanced when it is proved that the organization has benefited tangibly from it.

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

Objective of the Study

1. To identify whether the training programmes at India Post is need based
2. To ascertain how far the training is useful to improve the performance
3. To check the effectiveness of the training programme and
4. To suggest a better model for evaluation.

Scope of the Study

The present study covers the employees of India Post, Tamil Nadu. The study relates only to the employees, whose services are regularized and who are made permanent in their department. The study relates to the employees from the Post Master General, Chennai City Region, Chennai, Post Master General, Central Region, Tiruchirappalli, Post Master General South Region, Madurai and Post Master General Western Region, Coimbatore. The study also covers the Mail Operation Management, Marketing & Business Development, Philately, Disciplinary Proceedings, Customer Care, Investigation & Vigilance, Financial Services, Accounts and After Sales Training.

Research Methodology

The present study is an empirical study based on survey method. It is adopted to find the opinion of the trainees about the training programme.

Three different types of questionnaire have been used in the study. The first questionnaire 'Pre-Training' was given to the respondents on the first day of the training programme, the second questionnaire 'Post-Training' was given to the respondents at the last day of the training programme, the third questionnaire was sent to the respondents after 3 months of the training as a 'Follow Up'

questionnaire

The reliability of the pre-tested tool was measured by using test-retest method. For this purpose, 30 trainees were selected at random from the sample trainees from various training programmes such as Marketing and Business Development, Customer Care, Philately and After Sales Service. The tool was administered and their responses were received. After a period of one month, the same 30 trainees were administered with the same tool and their responses were observed. After computing the score of each respondent for the first test and retest, Cronbach Alpha Score was calculated. As the score of the test for all the three tools was above 0.60, the tools were found to be reliable.

The present study is confined to the permanent employees of postal department i.e., non-gazetted Group C & D employees. The sample was selected from the postal department employees of Tamil Nadu who attended training programme on the Mail Operation Management, Marketing & Business Development, Philately, Disciplinary Proceedings, Customer Care, Investigation & Vigilance, Financial Services, Accounts and After Sales Training programme. The total number of participants was 2160 employees. 40% of trainees from each batch of training programme were selected randomly out of 2160 employees. 864 employees were selected randomly from the first two phases. But out of 864 selected employees, only 513 trainees responded to the third phase of data collection. For the final processing of data, 513 employees' opinions were taken into consideration.
The central theme of the study is evaluating the training programme in India Post. The dependent variable in the study is overall opinion. The independent variables, which influence the depended variables in the study, are as follows:
General evaluation X1, Evaluation of trainer X2, Methods of presentation X3, Programme content X4, Instructional material X5, Assignments X6, Facilities X7, Planned improvement X8

Statistical Tools used in analysis

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

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

Hypothesis

The hypotheses may be stated as:

1. There exists a significant difference between mean rank with respect to the different dimensions of purpose of training progarmme.
2. There exists a significant difference between the objective explained before the training and the objective met after the training programme.
3. There exists a significant difference between performance of trainers with respect to various dimensions.
4. There exists a significant difference between the estimation of personal effectiveness immediately after the training and the increase of personal effectiveness after completion of 3 months from training.
5. There exists a significant difference between overall opinion immediately after the training programme and after 3 months from training.
6. There exists a significant relationship between need identification and the overall opinion of the training.

Limitations of the Study

Computer related training programmes were not taken into consideration for the study. As the computer related training was always need based, when it is compared with the other training programmes the result will not be accurate.

The lists of trainees working in the department have been undergoing continuous changes due to frequent transfer of jobs in the post offices. The researcher found it impossible to get the opinion from all the respondents selected by random sampling method.

Results and Discussion

Out of 513 trainees who attended the training programme, 77.39% of the trainees are male and the remaining is female. 77.98% of the trainees fall under the age of 31 to 50. 54.77% of the trainees have experience of 6 to 15 years in the present position.

72.51% of the employees' need is ascertained by their superior. 81.49% of the trainees agree that the training is given adequate importance in India Post.

There is a significant difference between mean ranks towards the purpose of training programme. It shows that there is a difference between the opinions of the respondent towards the purpose of training. It shows that there is a difference between the opinions of the respondent towards the purpose of training. Each respondent perceived the purpose of training in different ways. **(Refer Table No 1)**

From paired t test there is a significant difference between the objective explained and the extent of achievement of objective after the training. It means that, the objective was clearly explained to the trainees before the start of the training and after the completion of the training programme. There was a problem in the extent of achievement of the objective.

It may be because of two reasons. One, the trainees might not have taken the training seriously and the other reason might be that the objectives explained in the beginning might have changed during the training programme. **(Refer Table No. 2)**

The performance of trainers with various dimensions has been studied with friedman test. The test shows that the performance of trainers in various dimensions is significantly different. The outcome of the result shows that the performance of the trainer is not the same in all dimensions. **(Refer Table No. 3)**

The significant difference between the estimation of personal effectiveness immediately after the training and increase of personal effectiveness after completion of 3 months has been tested with paired t test. The test shows that there is a significant difference between the estimation of personal effectiveness immediately after the training and increase of personal effectiveness after completion of 3 months. This is because of two reasons. One, the trainees may not have utilized the gained skills properly in their work place and secondly the trainees' superior may not allow the trainees to use the skills fully. Here both are applicable to India Post. Skills gained from training are not that much effectively utilized. **(Refer Table No. 4)**

The result shows that there is a significant difference between the overall opinion immediately after the training and after three months of job performance. The result shows that when the trainees complete their training, the opinion is different from what they had when they got into the work. It means the trainees thought that the gained skills and knowledge gained after the training would be utilized in the work place. But as soon as they got into the job, they were not able to practise what they learned. So the impression after 3 months is totally different. In short, the training imparted to them is partly futile. **(Refer Table No. 5)**

There is significant relationship between need identification and the overall opinion of training programme. The result shows that need identification will have an impact on the overall opinion about the training programme. **(Refer Table No. 6)**

From the multiple regressions, R Square Value is 0.752, which means 75% of the variation of overall opinion of the evaluation of training is explained or accounted for by the estimated SRP that uses General Evaluation X1, Evaluation of trainer X2, Methods of Presentation X3, Programme Content X4, Instructional Material X5, Assignments X6, Facilities X7, Planned Improvement X8, as the independent variables. The information is quite useful in assessing the overall accuracy of the model. This model is significant at 1% level.

Coefficient Table T-Test of the Significance of the Regression Coefficients **(Refer Table No.7)**

The table contains the estimated regression coefficients a = 20808, x_1= -0.112, x_2 = -0.229, x_3= - 0.030, x_4 = 0.582, x_5 = - 0.023, x_6 = 1.188, x_7 = - 0.196, x_8 = 0.031; hence, the estimated SRP or Sample Regression Equation can be written as:

$$Y = 2.808 - 0.112\, x_1 - 0.229\, x_2 - 0.229\, x_3 + 0.582\, x_4 - 0.023\, x_5 + 1.188\, x_6 - 0.196\, x_7 + 0.031\, x_8$$

The independent variables such as x_4, x_6, x_8 (Programme Content, Assignments, Planned Improvement) represent the partial effect on overall opinion, holding other dimensions of independent variable constant. The estimated positive sign implies that such effect is positive while the absolute value implies that the variables such as Programme Content, Assignments, and Planned Improvement will improve the overall opinion of the training programme.

The independent variables such as x_1, x_2, x_3 x_5, x_7 (General Evaluation, Evaluation of trainer, Methods of Presentation, Instructional Material and Facilities) represent the partial effect on overall opinion, holding other dimensions of independent variables constant. The estimated negative sign implies that such effect is negative while the absolute value implies that the General Evaluation, Evaluation of trainer, Methods of Presentation, Instructional Material and Facilities will decline to the overall opinion of training programme.

From the discriminant analysis, statistical significance can be explained by looking at the Wilks' Lambda and the probability value for the F test. The value of Wilks' Lambda is 0.268. This value is between 0 and 1, and a low value (closer to 0) indicates better discriminating power of the model. Thus, 0.268 is an indicator of the model being good.

The 8 independent (or predictor) variables such as General Evaluation, Evaluation of trainer, Methods of Presentation, Programme Content, Instructional Material, Assignments, Facilities and Planned Improvement are a better predictor of an overall opinion of the training programme.

The information is very much useful in assessing the overall accuracy of the model. The effectiveness of the model is 78.8%. This model is significant at 1% level. **(Refer Table No. 8 & 9)**

Recommendations

1. The superior should help and support their subordinates to practise what they have learned in the training. Otherwise the training received will have no use.
2. The internal trainers should be sent for outside training frequently to upgrade KSA's (Knowledge, Skills and Attitude) to enhance their ability to teach effectively.
3. Training Centre should make use of more external trainers. Now, only a few (very less) external trainers are used for the training. Trainees assumed that the practitioners from industry could present themes like marketing and customer care better than internal trainer.
4. While designing the curriculum for training, the postal training centre can discuss with the practitioner from industry, so that the current issues can be added to the new curriculum.
5. The department can think of starting a Parallel Processing. It means instead of sending all the employees to the training centre, the department can start a training cell in all divisions and the employee can train for one or two days for some soft skills.
6. The training activity should follow **AIM Model (Appraisal, Intervention and Measure).** First the need should be identified with the help of the superior. Secondly in the training centre, based on the need, a set of sequential steps of training (Methods, Process) should be

followed and finally the trainees should undergo evaluation by the training centre and as well as by their superior.

Ending Remarks

The success of an organization depends largely on a sound training strategy. In the face of continuous technological innovation, higher levels of knowledge and skills and their applications are crucial resources that can only be mobilized by training.

Many researchers conducted so far on training and development and their evaluation indicate that no objective and reliable yardsticks have been evolved for measuring learning during training and subsequently by various tools have been suggested but still there exists a lack of complete understanding about the entire training process.

However, evaluation should be continues process which would help the trainer to constantly improve the programme amidst global competition. It is necessary for the organization to build up effective human resource capital, by providing effective training.

Based on these three levels of opinion collected from the employees in India Post and opinion collected from the trainers, the researcher has evolved a new model for evaluation of training programme i.e., ***AIM (Appraisal, Intervention & Measure) Model*** that will try to achieve the training purpose of the India Post and will enhance the quality and effectiveness of the training programme. The mantra for effective training should be, learn fast, remember often and apply with sincerely.

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ANNEXURE

Data Analysis Part

Table No 1 Friedman test for mean rank towards the dimensions of purpose of training progarmme

Purpose of Training	Mean Rank	Chi Square Value	P Value
Adequate Importance	*3.76*	258.09	0.000**
Well-Planned	*2.95*		
Helped to acquire knowledge	*3.34*		
Participate in determining the training need	*2.49*		
Well-designed training policy	*2.46*		

Table No. 2 Paired t test for the objective before the training and objective realized after the training progarmme.

Objective of Training	Mean	SD	t Value	P Value
Explained before the training	3.425	1.274	2.90	0.004**
Objective met after the training	3.229	0.755		

Table No. 3 Friedman test for the performance of trainers with respect to dimensions of evaluation

Dimensions of Evaluation of trainer	Mean Rank	Chi Square Value	P Value
Knowledge of Subject	3.51	67.379	0.00**
Organization and Presentation	3.96		
Style and Delivery	3.23		
Responsiveness to Trainees	3.16		
Creating good learning climate	3.40		
Use of time	3.74		

Table No. 4 Paired t-test for estimation and increase of personal effectiveness

Percentage of increase in personal effectiveness	Mean	SD	t Value	P Value
Estimation of personal effectiveness immediately after the training	3.074	1.02	16.86	0.000**
Increase of personal effectiveness after completion of 3 months	2.193	1.13		

Table No. 5 Paired t-test for overall opinion after the training programme and after 3 months of training

Overall opinion about the training	Mean	SD	t Value	P Value
Immediately after the training programme	2.997	1.16	7.04	0.000**
After 3 months from training.	2.513	1.04		

Table No. 6 t test the need identification with respect to overall opinion of training programme.

Variables	Mean	SD	t Value	P Value
Need identification	2.362	1.35	1.96	0.05*
Overall opinion of the training programme	2.512	1.03		

Table No. 7 Multiple Regression

Variables	Coeff B	SE of B	Beta	t Value	P Value
X1	-0.112	0.039	-0.105	2.847	0.005**
X2	-0.229	0.027	-0.449	8.462	0.000**
X3	-0.030	0.021	-0.032	1.420	0.156
X4	0.582	0.030	1.053	19.272	0.000**
X5	-0.023	0.013	-0.043	1.705	0.089
X6	1.188	0.031	1.326	0.004	0.997
X7	-0.196	0.038	-0.234	5.155	0.000**
X8	0.031	0.022	0.041	1.402	0.162
Constant	2.808	0.192		14.618	0.000**

Table No. 8 Classification Function Coefficients

Classification Function Coefficients			
Dimensions of Post training evaluation	Overall impression about training programme		
	Average	Satisfy	Excellent
General Evaluation	24.952	22.589	21.737
Evaluation of trainer	1.813	-.449	-3.085
Method of presentation	6.717	6.633	6.594
Programme content	16.040	16.120	16.119
Instructional Materials	1.723	1.455	1.522
Assignments	-3.645	-4.072	-3.533
Facilities	23.207	22.871	22.900
Planned improvements	13.157	13.174	12.843
(Constant)	-134.753	-115.712	-107.540
Fisher's linear discriminant functions			

Table No. 9 Classification Results of Discriminant Analysis

Overall opinion about training programme	Average	Satisfy	Excellent	Total
Average	153	21	0	174
Satisfactory	20	140	21	181
Excellent	0	47	111	158
Average	87.9	12.1	.0	100.0
Satisfactory	11.0	77.3	11.6	100.0
Excellent	.0	29.7	70.3	100.0

78.8% of original grouped cases correctly classified
