In recent years, companies and organisations have realised the importance of training and development. They are focusing on continuous improvement and learning through training and development programmes to learn the methodical skills and knowledge in depth. Now it is realised that if there are more opportunities of development for employees, so that they stay committed longer to the organisation. Such motivated, experienced and trained staffs bring better organisation performance.

A business should never stand still and so nor should the development of your staff, who are the key asset in driving your business forward. Training & Development is essential to remove performance deficiencies. There are two ways in which T&D influences performance. First, they improve the skills of the people for specific job requirement and secondly they add to the job satisfaction. According to Burke J M and Day RR positively influences the performance of the managers. As per Bartle the investment in training increases the productivity. From the standpoint; employee training serves as an important means for the development of effective and productive work habits, methods of work, and in consequence it improves job performance, it prepares individuals for modified jobs, avoids unnecessary absenteeism reduces turnover arising out of faulty training selection and placements, it reduces chances of accidents. It also, increases the percentage of loyal employees to the organization and enables them to develop and rise within the organization with full confidence.

Objectives of the study
1. To study the training evaluation practices followed by the company
2. To examine the employees attitudes towards training and its evaluation at company
3. To offer suggestions to concerned bodies.
Methodology Used for the study

1. Research design : Descriptive
2. Research method : Survey method & few Informal Discussions
3. Research instruments : Structured Questionnaire
4. Source of data : Primary and Secondary
5. Primary data : Collected through Structured Questionnaire.
6. Secondary data : Collected from the Company Records and Internet
7. Population : 213
8. Sample size : 75

Glance of Training and Development scenario in India

Let us have a quick look at training and development scenario in India; As the Indian companies are setting up their branches all over the world, becoming multinational corporations they need trained employees who can raise the profits. Today, training is considered as a tool for employee retention. The cost incurred on training an individual in a company is recovered if the employee improves his skills after the training is imparted and the productivity is raised. Training has now become important in every field be it Sales, Marketing, Human Resource, Logistics, Engineering, Production and Manufacturing, Inventory Management etc. Indian companies fulfil their requirement of skilled workforce by providing on-the-job trainings and other internal educational programs which are designed to quickly improve the expertise of new recruits especially in the high-tech industry. According to NASSCOM there is a tremendous rise in the IT corporate training market which is expected to reach Rs. 600 crore in 2010 from Rs. 210 crore (Training Scenario in Indian Industry, www.naukrihub.com).

In a report co-written by Harvard and Duke researchers (“How the Disciple Became the Guru: Is it time for the U.S. to learn workforce development former disciple, India?”), they have taken for study 24 Indian companies in emerging sectors, including IT, business process outsourcing, software, pharmaceutical, and retail, financial, hospital, and education services. According to the findings of the study, all sectors have grown quickly in spite of major roadblocks which are termed as “skills shortfalls and talent shortages” (Riley, 2008).

In India, the development efforts for the workforce are being done very late and above all they are not innovative or very unique. The U.S. and European companies have been using such programs from decades for their employees. Innovation comes from integrating programs into day-to-day operations and systems of career advancement; the use of technology in managing the processes; and the decision-making that is based on them. In 2007, India’s top five IT companies—TCS, Infosys, Wipro, Satyam, and HCL had recruited around 120,000 new employees, most of them coming straight from Indian universities. Training provided to them, described as “Fresher’s Training”, is a major part of corporate strategy, with CEOs and many senior employees often deeply involved. It is costly and time-consuming as all the new recruits are at their nascent stage to understand the practical implications of the theory which they had studied. But there’s a paradox: Although the Indian model works well, it is only for India-specific reasons. India lacks a sound accreditation system for higher education. The workforce absorbs and trains most students who graduate from unaccredited institutions. For the political and economic stability of a country it’s important to engage youth in technological development. (Sheila Riley, 2008)

Vignette of Amounts Spent on Training in India

Indian organizations on average spent US $331 per employee on training and development in 2011, according to a study on learning and development trends in India, by the American Society for Training & Development (ASTD) and Harvard Business Publishing (HBP). The figure includes learning and development staff salaries, travel costs for L&D staff, administrative costs, non salary development costs, delivery costs (such as classroom facilities and online learning technology infrastructure), outsourced activities and tuition reimbursement.
The survey was distributed among organizations with more than 1,000 employees. Forty-one organizations responded to the survey, with the responding organizations employing 27,394 employees on an average. The number of learning hours used per employee on average in 2011 for responding organizations was 49.7, the report revealed. This represents a strong training and development programme, putting the organizations in this study on par with ASTD best award-winning organizations, which averaged 49.1 hours used per employee.

In 2011, responding Indian organizations report spending 2.4% of employee payroll on direct learning expenditures. This falls in line with data reported in the ASTD state of the industry report data, which in the past 10 years has reported direct expenditure as a percentage of payroll ranging between 2.2% and 3.2%. Among the key priorities, building a leadership pipeline topped the agenda for most companies, followed by mid- to senior-management training and using technology for learning and development. "If one were to ask a CEO what keeps them awake at night, talent development would come in the top in order of priority," Ian Fanton, vice president, global sales and marketing, HBP told TOI. Namrata Singh| TNN | Updated: Sep 10, 2013, 20:24 IST.

**Training Evaluation**

It is very clear from above statistics; investment on training is predominantly increasing day by day. The current paper throws light on two focal points, first, do the companies are devoting much time to evaluate their training programmes? Second, growing usage of training evaluation in recent times.

Phillips (1991) defined evaluation as a systematic process to determine the worth, value or meaning of something. Holli and Colabrese (1998) defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. It is the process of forming value judgements about the quality of programmes, products and goals. Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved. Schalok (2001) defined effectiveness evaluation as the determination of the extent to which a programme has met its stated performance goals and objectives. Evaluation, in its crudest form, is the comparison of objectives with effects answer the question of how far training has achieved its objectives. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made.

The process of evaluating training and development has been defined by Hamblin (1974) as, “any attempt to obtain information (feedback) on the effects of training programme and to assess the value of the training in the light of that information. In other words evaluation may be defined as the systematic collection and assessment of information for deciding how best to utilise available training resources in order to achieve organisational goals.

**Literature Review**

Ramachandran (2010) has made an analytical study on effectiveness of training programme of different cadre of employees working in a public sector organization. The result reveals that employees differed in effectiveness of training programme on the basis of demographic characters. It is also inferred that experience and education of the employees of the organization is predominating and determining factor in training programme. Nagar (2009) has viewed that training budgets are growing at a phenomenal pace as organization use training to build required skills, indoctrinate new employees, transform banking culture, merge new acquisitions into the organization and build multiple skills for radically changing jobs. Scholar has made an attempt to study the effectiveness of training programmes being conducted by the commercial banks in public as well as in the private sector based on the responses of their clerical level staff. The results of the study reveal that training programmes of the respondent organizations are generally effective with respect to course duration, library facilities, trainer, teaching and computer aided programme and infrastructure facilities. Saharan (2011) highlighted that most organization are taking feedback from employees for training effectiveness to maximize its benefits. In the ceaseless drive for a competitive edge, companies subscribe to the belief
that smarter, better trained workers increase chances for success. The study expounds the perspective of employees having different qualification and experiences towards objectives behind imparting training in organizations. Smith (1990) viewed that evaluation of management training courses is a subject much discussed but, superficially carried out. The study finds that there is too great an emphasis on providing an objective evaluation report and too little recognition of subjective and peculiar issues which do not necessarily fit the frame. Hashim (2001) has made an intensive study that training evaluation is an elusive concept, especially when it comes to practice. The practice of evaluation in training has received a lot of criticism. This criticism is largely explained by the unsystematic, informal and adhoc evaluation that has been conducted by training institution. Griffin (2010) finds that there is a mismatch between organizations desires to evaluate training and the extent and effectiveness of actual evaluation. There are a numbers of reasons for this including the inadequacy of current methods. The author has proposed a productivity based framework to focus data collection and the utilization of a metric to present results. A metric provides an ideal tool to allow stakeholders informed judgment as to the value of a programme, whether it has met its objectives and what its impact is. Most importantly the approach focuses on the bottom line and draws evaluator's attention to consider what the ultimate overall impact of learning is. Al-Ajlouni, Athammuh & Jaradat (2010) viewed that the evaluation of any training programme has certain aims to fulfil. These are concerned with the determination of change in the organizational behaviour and the changes needed in the organizational structure. Scholars asserts that evaluation of any training programme must inform whether the training programme has been able to deliver the goals and objectives in terms of cost incurred and benefit achieved, the analysis of the information is the concluding part of any evaluation programme. They also stressed that the analysis of data should be summarized and then compared with the data of other training programmes similar nature. On the basis of these comparisons, problems and strength should be identified which would help the trainer in his future training programme.

Srivastava. ET. al. (2001) evaluated the effectiveness of various training, programme offered by the in house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level, reaction and feedback of participants, and change in performance and behaviour as perceived by participants, their immediate supervisors, and departmental heads. It was found that the satisfaction level of participants, their superiors and divisional heads were above average for all types of programmes. The participants were benefited from the programme but transfer of learning was not as expected from the supervisors.

Glimpse of Pepsi Co Sangareddy Plant
Sangareddy plant has been started from 2006. In 30.82 acres, it is located in pothireddypalli ‘x’ roads. In this plant they used to produce Pepsi, 7up, Aquafina, Merinda, slice Juice, Mountain Dew, and Nimboos. Currently the plant have7 production lines

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Training Evaluation Practices
Five Steps of Training Evaluation
Several Research studies stating that; Indian organizations on average spent US $331 per employee on training and development in 2011. That’s a lot of money. In fact, it’s enough money to start you out on your zombie-busting superhero career with a full Kevlar bodysuit and a tailored cape to boot. Yet, there’s more to evaluation than money. A proper evaluation can take a lot of time, and no doubt you’ve got a lot on your plate. But, even when you do have the time – learning
evaluation can be a chore. This is partly why 84% of training managers admit they don’t devote enough time to training evaluation.

Evaluations can be mathematical and seemingly uncreative, which might put some people off. But, an evaluation of a training programme can help an organisation meet different goals during the life of training programme. Evaluation of training programme has two basic rules aims – assessing training effectiveness, and using it as a training aid. The primary aim of evaluation is to improve training by discovering which training processes are successful in achieving their stated objectives. There are different ways for training evaluation. Let us take a look at process. The processes of training evaluation can be divided into five steps: identify purposes of evaluation; select evaluation methods; design evaluation tools, collect data; and analyze and report results.

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<th>Purpose of evaluation</th>
<th>Select Evaluation Method</th>
<th>Design Evaluation Tools</th>
<th>Collect Data</th>
<th>Analyze and Report Results</th>
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<td>1</td>
<td>Determine the Purpose</td>
<td>Kirkpatrick’s four levels of evaluating training programs</td>
<td>Questionnaire</td>
<td>Who</td>
<td>Evaluation Data</td>
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<td>2</td>
<td>Support With Reasons</td>
<td>Pre/Post Test</td>
<td>Impact Survey</td>
<td>Why</td>
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**Discussion of Research Results**

The data was collected from 75 respondents from the study unit. Several parameters are taken into consideration while studying the effectiveness of training and development. The tabulation, calculation and graphical representation of these parameters which helped to analyze and comment on the survey are given below:

In this study 8 types of training programs are considered for evaluation out of 12 major trainings. The evaluation is conducted with the help of Kirkpatrick’s model. In this model 4 levels are divided into 2 groups that are „Reaction & Learning“ and „Behavior & Result“. The overall effectiveness of both the groups is evaluated on the basis of 8 types of training programs separately and finally combined effectiveness of both the groups is evaluated. Each statement of questionnaire has been given with 5 options such as Strongly Agree, Agree, Neither Agree nor Disagree, Strongly Disagree and Disagree.

- Out of 75 respondents 62.5% of respondents are agreed with the program design was well designed, 37.5% are neither agree or disagreed. It is concluded that some of the respondents are agree with the program design.
- 87.5% of respondents are agreed with the workshop met their personal learning objectives, 12.5% are neither agree or disagreed. It is concluded that some of the respondents are agree with their personal objectives.
- 79.6% of respondents are agreed with the facilitator had in depth knowledge of the subject, 20.83% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy with the subject knowledge of the facilitator.
- 54.13% of respondents are agreed with the facilitator succeeded in creating a good leaning climate, 45.83% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy with the facilitator succeeded in creating a good climate for learning.
- 62.49% of respondents are agreed with the style and delivery of the facilitator was effective, 37.5% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy with the style and delivery of the facilitator.
- 62.4% of respondents are agreed with their knowledge / skill of the subject has improved as a workshop, 37.5 % are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy with their knowledge/skill of the subject has improved as a result of the workshop.
70.83% of respondents are agreed with the then can able to apply the learning from the workshop at their workplace, 29.16% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy with the able to apply the learning from the workshop at their workplace.

70.82% of respondents are satisfied with the training appropriate for their level of experience, 29.16% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy the training appropriate for their level of experience.

79.16% of respondents are satisfied that their no major distraction that interfered in their learning, 20.83% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy that their no major distraction that interfered in their learning.

95.83% of respondents are satisfied that they took responsibility for being the fully present and engaged in their program. 4.16% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy that they took responsibility for being the fully present and engaged in their program.

58.33% of respondents are agreed that two or three members are dominated the discussion. 41.66% are neither agree or disagreed. It is concluded that some of the respondents are felt that some members dominated.

87.46% of respondents are satisfied with overall rate of the effectiveness of the program. 12.5% are neither agree or disagreed. It is concluded that some of the respondents are need to satisfy overall effectiveness of the program.

Information Obtained from Informal Discussions

We interacted with plant manager, departmental heads, supervisors and other sectional heads at Sangareddy Plant. Few of them strongly felt that; behaviour evaluation is an important evaluation process amongst the other processes. Observation need to done at certain level of training. Assessment test is not suitable in this because each trainee will take his own time to put his learning into effect. Assessment can be done only by suitable analysis tools. Judgement, observation or interviews are the best possible way to measure the impact of training. Cooperation and skills of observers are most important in this evaluations process. Analysers need to be very much accurate and experience in judging trainee's behaviour. Behaviour evaluation should take place in some time duration during the training. So it depends on evaluators vision to see behaviour pattern, which can be varies amongst different evaluator. The support of line managers and trainers are essential in this evaluation process. Involving them from the beginning of the training would definitely beneficial for further assessments. Others are opined that Result evaluation will be the best option for company to evaluate training. This evaluation process is to find results or performance indicators like; sales, volumes, quality, timescale return on investment, performance, turnover, failure, wastage, achievements, accreditations, growth, retention etc., Many of these measures can be done by other management systems and reporting. It can be found by how trainee's inputs are affecting the performance after training. Commonly trainees are informed about the expected level of performance which needs to be achieved by the end of training. It requires simple links with the training inputs. Failure with this can reduce the chances of getting accurate results at the end.

References


