

# Evaluation of a Training Programme: Case Study of a State ATI

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**Abstract:** The evaluation of a training programmer ensures that the future programs are improved by its cost benefit analysis. Many methods are employed by the researchers to evaluate the training programs for understanding their efficacy. This study deals with evaluation of a training program me conducted by a State Administrative Training Institute for its selected officers on the topic Change Management in Administration. The feedback was taken from the trainees after the finish of the training program me on various aspects of the training. Subsequently Kirkpatric Model was used for evaluation. On the basis of responses received from the trainees it can be said with lot of confidence that overwhelming majority of the trainees were satisfied with the training program me and felt that it would immensely beneficial to them at their workplace.

**Keywords:** Impact, training, evaluation, feedback, change management, Administrative Training Institute, Kirkpatrick Model, ATI.

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## 1. INTRODUCTION

In today's time a number of methods and interventions are being used to increase the ownership of the employees towards the organization. One of the very vital methods of motivating the employees and helping in his development is the training intervention for improving the knowledge, skillset and attitude of an employee. However, the training has a cost and therefore the managers should be prudent to get the maximum benefit out of this intervention for both the organization as well as the employees. The planning of a training programme based on the needs assessment of the employees ensures its utility in the long run. Evaluation is critical to ensure that the training remains on course and that it is well received and understood. The evaluation of a training programme is essential to know the efficacy of the programme so as to match the predetermined objectives with actually achieved results. If the deliverables in terms of improvement in knowledge, skill and attitude of the employees undergoing training are enhanced then the training is considered successful. The evaluation also acts as a continuous improvement mechanism for the future training programmes. This step helps to determine the effectiveness of the learning.

## 2. REVIEW OF LITERATURE

Rehmat Waseem, Aaltio Iris, Agha Mujtaba and Khan Rafiq Haroon (2015), This study attempted to develop a framework to evaluate training programs in the context of call center of a leading telecom company in Pakistan using Kirkpatrick's learning and training evaluation model. The study concluded that training programs get very high scores at initial level but as we go deep with levels the effectiveness of training programs deteriorate substantially.

Dhal Manoranjan (2014), This study tried to analyze the effectiveness of two training programmes having 51 trainees by using grounded theory approach. The nine factors identified through this qualitative study such as programme design, faculty, pedagogy, course content design, scheduling, non-academic infrastructural support, learning outcome, classroom environment, programme objective are found to be vital and having the capacity to influence the effectiveness of any training programme.

Borate S. Neeraj, Gopalkrishna and Borate L Sanjay (2014), The study was conducted to evaluate the effectiveness of training program in quality department at multinational company by using Kirkpatrick model. A paired sample t-test was conducted and it was concluded that the employees find the training program more effective. The mean of hypotheses was significantly higher than the theoretical mean indicating the effectiveness of the overall training program.

Sachdeva Shefali (2014), This paper explained the trends and issues in evaluating the impact of the training programmes. The study highlighted that behavioural training and development being the area which calls for a comprehensive approach and sharper focus towards evaluation of effectiveness of such programmes.

Abdullah Muhammed Syeed Abu and Latif Abdul, (2014), This study mainly focused on studying the effectiveness of an entrepreneurship development programme conducted by BSCIC, in the Sylhet district of Bangladesh. Overall, the study gave a real outlook of the effectiveness of the training program in the development of entrepreneurship in the region.

Ugoji Chika and Mordi Chima (2014), This study investigated the evaluation of training and development within the service industries in Nigeria. Based on the analysis of data, the study concluded that some firms in the service industry in Nigeria were still lacking behind when it comes to integrating the principles of good practice through training evaluations especially with respect to implementing training needs assessment before selecting individual for training. The results further showed that training evaluation needs to be strengthened in order to ensure future effectiveness of training activities in this industry.

Jehanzeb Khawaja and Bashir Ahmed Nadeem (2013) This paper inspected the structure and elements of employee training and development program and subsequently studied the outcomes of the training programmes for the employees and organizations. The study concluded that it is necessary for the organizations to develop the employee development programs in a systematic manner and evaluate such programmes timely.

Rejaul Karim Mohammed 1, Huda Nazmul Kazi and Khan Sultana Rehnuma (2012), The research paper tried to highlight the necessity of effective training and after training evaluation in designing and implementing training programs for the employees in the retail sector specifically for Sainsbury's supermarket Ltd, UK. The study recommended that organisations should identify the purpose of post training evaluation before deciding what information needs to be collected. The company should consider four level of evaluating training for measuring training programs effectiveness using Kirkpatrick's model.

Topno Harshit (2012), This study is descriptive in nature and falls under the category of general review for understanding the conceptual framework of evaluation, its needs and purposes. In conclusion the paper highlights the issues leading to neglect of training evaluation and suggests some popular models for the same.

Laing Kenneth Gregory and Andrews Paul (2011), This paper empirically tested variables to provide evidence in support of the outcomes from a training program in a case study. Whilst the ability to identify and measure the outcomes from training programs is highly relevant to all organizations it should be noted that no one set of variables will be applicable to all circumstances. The implications from this paper were that statistical analysis can be used to validate measured outcomes of a training program.

Kunche Akhila, Puli Kumar Ravi, Guniganti Sunitha and Puli Danaiah (2011), The purpose of this paper was to provide information about evaluation of a training programme in order to improve its effectiveness. The researchers proposed Back Planning Model which is same as Kirkpatrick's Model but the process occurs in the reverse order and continues in a cyclic process for carrying out the evaluation of a training programme. The study concluded that for a training evaluation to be truly effective, the training must be appropriate for the person and the situation.

Subrahmanian Mu, (2010), This article focused on whether the training programmes for Non Gazetted group C and D employees of India Post were need based or not and to ascertain the efficacy of the training in improving their performance. The results showed that majority of the independent variables such as programme content, assignments, planned improvement variable improved the performance of the employees.

Daniel, Lamonde Geneviève and Beaudoin André (2009), This paper strived to test the effectiveness of a training program for practitioners in public child welfare organizations. The findings suggest that an in-service training program may contribute to increased knowledge, feeling of competence and modified professional behaviors, but it is essential to develop more valid indicators of knowledge and skills necessary to perform child welfare practice.

Omar Maye Gerein, Nancy, Tarin Ehsanullah, Butcher Christopher, Pearson Stephen and Heidari Gholamreza (2009), The Ministry of Health and Medical Education in the Islamic Republic of Iran organized seven short training courses, three in the United Kingdom and four in Tabriz, for capacity building of its 35 health workers. The Kirkpatrick framework for evaluation of training was used to measure participants' reactions, learning, application to the job, and to a lesser extent, organizational impact. Four fifths of respondents claimed that they could perform their jobs better because of new skills and more in-depth understanding of health systems.

Anderson Malcolm, and Tremblay Lavoie Mélanie (2008), The authors of this paper evaluated the effectiveness of a capacity building and leadership training programme titled EXTRA on the employees of Canadian health care organization after a span of two years using Kirkpatrick's four-level model for evaluating training effectiveness, the authors conclude that after two years the program appears to be having the desired effects on the fellows.

Vijayalakshmi R, (2008), This paper attempted to highlight an original research on evaluating the effectiveness of employee training in a cement manufacturing company. The findings of the study showed that for the training to be effective attention should be given on training need analysis of employees and subsequent conduct of such programmes.

Tony Lingham, Bonnie Richley and Rezania Davar (2006), The paper presented a case study of a leadership training program conducted at a Midwestern corporate university which was conducted over a period of 3 1/2 years involving 175 managers. The main finding was that content was three times stronger than applicability. The four-phase approach to develop unique evaluations involving both content and applicability would be of value to human resource professionals involved in designing training programs for career development of managers.

Dr.M.A.Ogunu (2002), in his study tried to evaluate the management-training programme of Guinness Nigeria Plc, with a view to determining its effectiveness. Analysis of the data 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.

Gibson Victoria, The aim of this paper was to review evaluation of training provided to constables of Lancashire and Cumbria police using the Kirkpatrick model. It was concluded that both the organisations use cost, resources, abstraction rates and force priorities as the criteria for evaluation of training. The study identified certain barriers in training evaluation including last minute cancellation, lack of resources and no priority for conducting training evaluation.

#### **Evaluation of a Training Programme:**

A Training programme titled **“Change Management in Administration was conducted for officers of a State Government by Administrative Training Institute of a State in the month of March 2015.** Around one month prior to the start of the training, letters were sent to 64 departments of the State Government requesting them to nominate officers for this training programme. Out of the 55 nominations received, 34 middle and senior level officers from various departments of were shortlisted to attend the programme.

### **3. METHODOLOGY**

On the completion of the training programme it was evaluated to understand the efficacy of the programme. The methodology of evaluation involved feedback from questionnaires, verbal feedback from participants, observations, and use of Kirkpatrick Model. Questionnaire was administered to the participants for getting their feedback about the training programme.

#### **Modus Operandi:**

The trainees were asked to provide feedback on the following areas of the training programme:

- a) Infrastructure comprising class room facilities, hostel facilities and others
- b) About the course curriculum and design of the programmes
- c) About the Faculty inputs.
- d) Usefulness of the training programme.
- e) Overall Rating of the training programme.

Based on the feedback received from the 34 trainees who attended the programme, the evaluation of the programme was conducted and thereafter weighted averages of responses were calculated in terms of percentages.

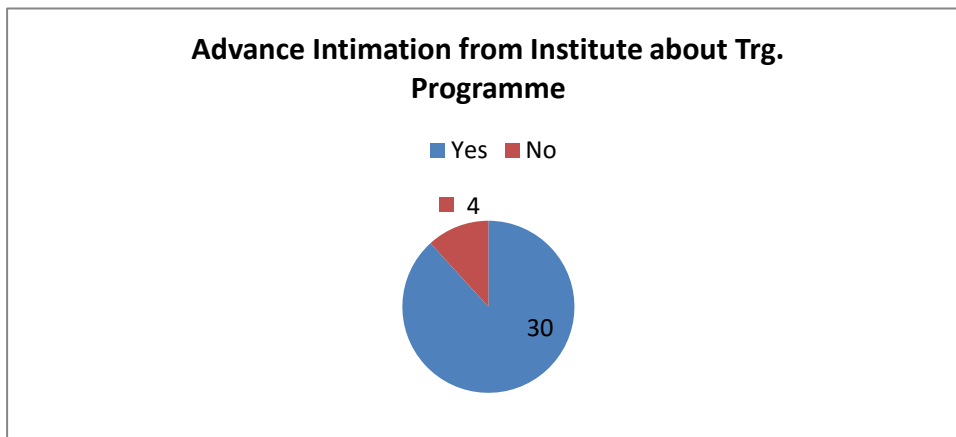
#### **a) Feedback About Training Infrastructure:**

❖ *Advance Intimation from the Institute:*

For the success of any training programme it is pertinent that communication regarding the schedule of the programme be communicated to the prospective training well in advance. The respondents were questioned about the communication of the institution with the respective departments of the trainees and the responses so received are shown as per Table 1 and fig.1, as under:

**Table 1: Advance Intimation**

S.No	Advance intimation from the institute about the programme	No of Responses
1	Yes	30
2	No	4



**Fig. 1**

The table clearly depicts that out of total 34 participants, 30 participants received prior information regarding the training programme whereas four participants did not receive information. Thus, it is evident that the institution planned the programme well in advance and communicated the schedule to the trainees in time for them to attend the programme.

❖ *Satisfaction with the Training Infrastructure:*

For the conduct of a good of any training programme, the infrastructure so required should be world class so that the trainees get the best .The respondents were questioned about the training infrastructure provided by the institution and the responses so received are shown as per Table 2.

**Table 2: Class Room Infrastructure**

	Satisfied fully	Satisfied to a large extent	Satisfied to a limited extent	Not satisfied find at all	Weighted Average of responses
A. Reception & Registration	31	3	-	-	<b>98</b>
B. Food Quality & Service	31	3	-	-	<b>98</b>
C. Class room facilities	33	1	-	-	<b>99</b>

It may be seen from the above table that an overwhelming majority of the trainees were satisfied with the reception and registration (98 percent), food quality and service (98 percent) and class room facilities (99 percent).

❖ *Satisfaction with the Hostel Infrastructure:*

Some of the trainees travelled from far off places to attend this training programme and thus used the Institute’s hostel facilities during the course of the training. The respondents were questioned about the hostel infrastructure provided by the institute for their boarding and lodging during this training programme and the responses so received are shown as per Table 3, as under:

**Table 3: Hostel Infrastructure**

	Satisfied fully	Satisfied to a large extent	Satisfied to a limited extent	Not satisfied find at all	Weighted Average of responses
A. Reception & Registration	31	3	-	-	98
B. Food Quality & Service	31	3	-	-	98
C. Hostel room facilities	33	1	-	-	99

It may be seen from the above table that an overwhelming majority of the trainees were satisfied with the reception and registration (98 percent), food quality and service (98 percent) and hostel room facilities (99 percent) provided by the institute for the boarding and lodging of the trainees.

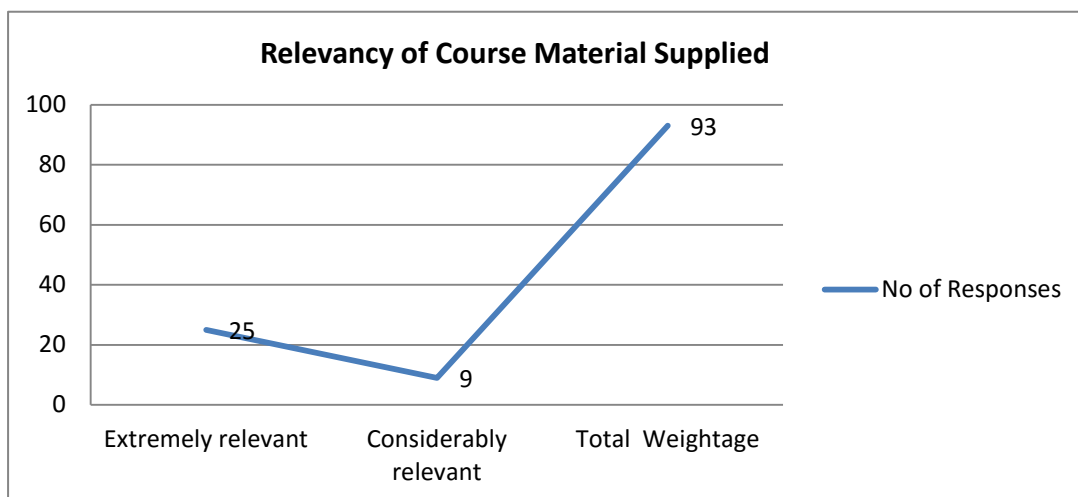
**b) About The Course Curriculum And Design of The Programme:**

❖ **Relevancy of Course Material Supplied:**

The design of the training programme and the course material so provided forms the heart of the training. If the course material is appropriate, adequate and updated the participant can refer the material during and after the end of the training programme. The respondents were questioned about the relevancy of the course material supplied by the institute and the responses so received are shown as per Table 4 and fig 2 as under:

**Table 4: Relevancy of Course Material**

S.No	Relevancy of Course Material Supplied	No of Responses
1	Extremely relevant	25
2	Considerably relevant	9
3	Fairly Relevant	-
4	Not at all relevant	-
	Total Weightage	93



**Fig. 2**

In respect to query posed to participants regarding the course material supplied, 25 trainees responded that the course material was extremely relevant whereas the rest 9 trainees termed it as considerably relevant. Thus, the total weighted average of the response under this category stands at 93 percent.

❖ **Course Design of The Training And Liking By The Trainees:**

The design of a training programme is so crucial that the entire learning emanating from the course depends on it. The course design of any programme is crystallised in view of the objectives and deliverables to be achieved from this planned intervention. The respondents were questioned about the efficacy of the course design along with the Top and bottom Three sessions of the course and the responses so received are shown as per Table 5.

**Table 5: Course Design**

Sr No.	Date	Topic	Faculty
i.	01-03-2016	Ice Breaking Session	Faculty X
ii.	01-03-2016	Change Management Process – An Overview	Faculty Y
iii.	01-03-2016	Environmental Scanning – SWOT Analysis for initiating Change	Faculty Z
iv.	01-03-2016	Leading Employees through Change	Faculty A
v.	02-03-2016	Making Change an Organizational reality – Action Plan	Faculty B
vi.	02-03-2016	Effective Decision-Making and Delegation for Change Management	Faculty C
vii.	02-03-2016	Resistance to Change – Overcoming Resistance	Faculty X
viii.	02-03-2016	Role of Financial Planning in managing change	Faculty D
ix.	03-03-2016	Meditation & Yoga	Faculty E
x.	03-03-2016	Case-Study – Discussion & Sharing of Experiences.	Faculty X

The trainees overwhelmingly gave a thumbs up to the course design and responded that the objectives planned from the course have been achieved to a greater degree.

- ❖ The trainees also indicated that the Top three sessions liked by them in descending order were as under:
  - Effective decision making and delegation by Faculty C.
  - Change Management process by Faculty Y.
  - Mediation and Yoga by Faculty E.
- ❖ The trainees also indicated that all the parts of the course were useful and no session was found not useful.

**c) Feedback About the Faculty inputs:**

❖ *Assessment of training faculty:*

No training programme is success with out the help of expert, competent and sincere faculty members. The faculty not only has to disseminate the knowledge but also maintain very cordial relation with the trainees so that seamless learning is ensured. The respondents were questioned about the quality of the inputs provided by the resource persons in the areas of knowledge of the faculty, presentation skills, learning and paedagogical tools used, interaction and ability to respond. Based on the responses received from the trainees the responses were graded in terms of quality- excellent, very good, good, fair and the weighted average was computed for the responses received which are shown as per Table 6 , as under :

**Table 6: Assessment of Faculty Inputs**

Sr No	Date	Topic	Faculty	Excellent	Very Good	Good	Fair	Weighted Average of responses
i.	01-03-2016	Ice Breaking Session	Faculty X	28	5	1	-	95
ii.	01-03-2016	Change Management Process – An Overview	Faculty Y	29	3	2	-	95
iii.	01-03-2016	Environmental Scanning – SWOT Analysis for initiating Change	Faculty Z	29	5	-	-	96
iv.	01-03-2016	Leading Employees through Change	Faculty A	25	9	-	-	93
v.	02-03-2016	Making Change an Organizational	Faculty B	23	6	5	-	88

		reality – Action Plan						
vi.	02-03-2016	Effective Decision-Making and Delegation for Change Management	Faculty C	31	3	-	-	98
vii.	02-03-2016	Resistance to Change – Overcoming Resistance	Faculty X	29	5	-	-	96
viii.	02-03-2016	Role of Financial Planning in managing change	Faculty D	23	9	2	-	90
ix.	03-03-2016	Meditation & Yoga	Faculty E	26	9	2	-	94
x.	03-03-2016	Case-Study – Discussion & Sharing of Experiences.	Faculty X	31	3	-	-	98

It may be seen from the above table that the trainees have received the faculty so well. Average weighted average for all the resource persons is more than 90 percent. Most of the resource persons have been rated Excellent and very good by the trainees with a few Good and not even a single fair response. This is indicative of a good course design peppered by quality resource persons which has enhanced the programme to this height.

❖ **Satisfaction with the Faculty Interaction:**

It is very important for the Course Director to provide a platform to the trainees wherein they can interact with the faculty so as to improve the learning emanating from the training. Based on the responses received from the trainees regarding their interaction with the faculty members the responses, the weighted average was computed which is shown as per Table 7, as under:

**Table 7: Satisfaction with Faculty Interaction**

	Satisfied fully	Satisfied to a large extent	Satisfied to a limited extent	Not satisfied find at all	Weighted Average of responses
Interaction with faculty	30	4	-	-	97

It may be seen from the above table that an overwhelming majority of the trainees were satisfied with their interaction with the faculty members. 30 trainees were fully satisfied with the interaction whereas 4 trainees were satisfied to a large extent, thus weighted average under this category arrives at 97 percent.

**d) Usefulness of the training programme:**

Training is a planned intervention which generally strives to improve upon knowledge, skill, attitude of the trainees so that they are enabled and empowered for achieving their organisational objectives. The trainees were requested to provide inputs about the utility of this training programme and how it would be beneficial to them at their work place. Based on the responses received from the trainees the weighted average was computed which is shown as per Table 8 and fig 3, as under:

**Table 8: Utility of the Training Programme**

S. No.	Usefulness of this training	No of Responses
1	Very useful	30
2	Quite useful	4
3	Of limited use	-
4	Not at all useful	-
	<b>Total Weightage Average</b>	97

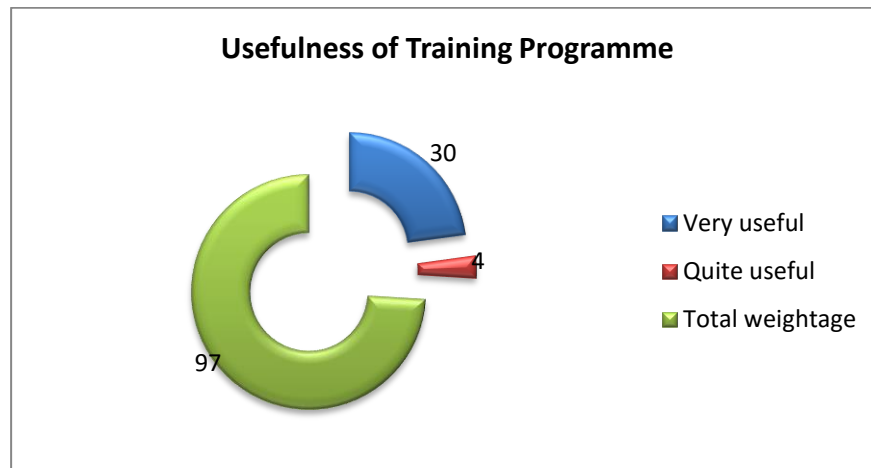


Fig. 3

It is clearly evident from table 8 and fig 3 that 97 percent of participants found the training programme useful. Out of total 34 participants, 30 found it very useful and 4 found it quite useful whereas not trainee found it 'of limited use or 'not at all useful'.

❖ **Practical Orientation Of The Course:**

The training has to be high on the practical and experiential learning side so as to be accepted by the mature adult trainee. If the training programme does not fit the bill in terms of practical orientation then it is seen that the learning derived from the programme is compromised. Based on the responses received from the trainees the weighted average was computed which is shown as per Table 9 and fig 4, as under:

Table 9: Practical Orientation of the Programme

S. No	Practical orientation of the course	No of Responses
1	Highly Practical	19
2	Practically oriented to a great extent	14
3	Practically oriented to limited extent	1
	<b>Total Weightage Average</b>	<b>88</b>

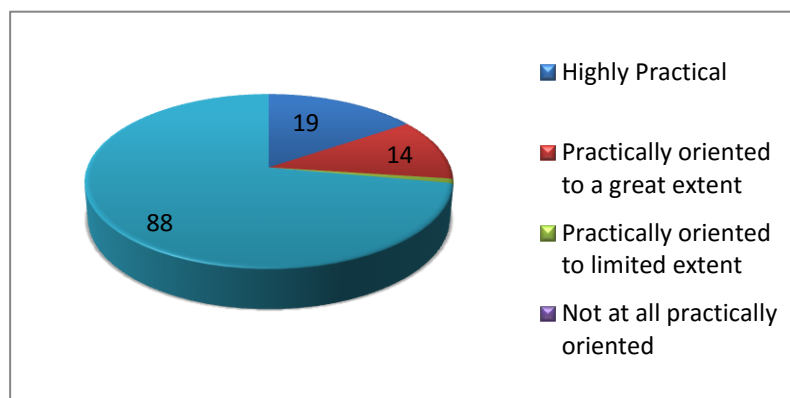


Fig. 4

In response to query regarding practical orientation of the course, out of total 34 participants, 19 felt that the training was highly practical followed by 14 who considered it practical to a great extent whereas 1 trainee felt it was practical to a limited extent. The total weightage average computed was 88 percent.

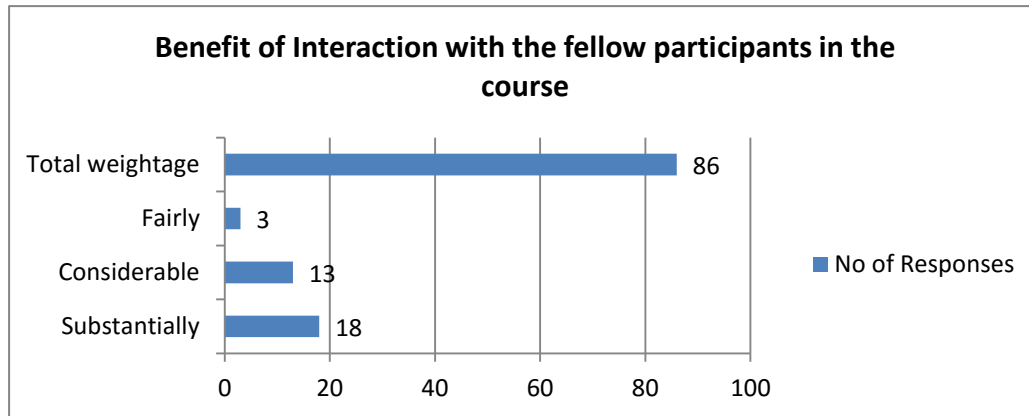
❖ **Benefits from Networking:**

The trainees not only learn from the faculty and in class but also by interaction with other trainees. This networking amongst the trainees in the class rooms and at hostel helps to improve informal relationship which increases the inter departmental coordination at work place. Based on the responses received from the trainees the weighted average was computed which is shown as per Table 10 and fig 5, as under:



**Table 10: Benefits from Networking**

S.No	Benefit of Interaction with the fellow participants in the course	No of Responses
1	Substantially	18
2	Considerable	13
3	Fairly	3
	<b>Total Weightage Average</b>	86



**Fig. 5**

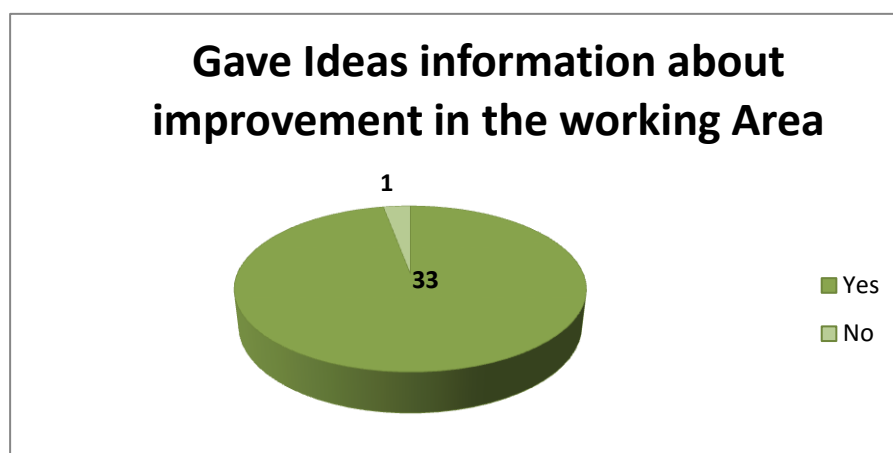
It may be seen from the above table and figure that out of total 34 participants, 18 felt that they substantially benefitted from interaction with other participants followed by 13 who felt that they considerably benefitted whereas 3 trainees felt that they fairly benefitted. The total weightage average computed was 86 percent.

❖ **Training and improvement in working:**

A training programme is a planned intervention which strives to achieve some objectives through this intervention. One of the most common objectives of any training programme is to provide adequate ideas to the trainees to improve the work culture. Based on the responses received from the trainees the weighted average was computed which is shown as per Table 11 and fig 6, as under :

**Table 11: Improvement in Working**

S. No	Gave Ideas information about improvement in the working Area	No of Responses
1	Yes	33
2	No	1



**Fig. 6**

Table 11 and figure 6 clearly indicates that out of 34 participants 33 agreed that this training programme will give the ideas for improving the work environment whereas 1 participant did not agree with it.

**Responses of trainees – benefits from the training programme:**

The trainees were asked to list the benefits accruing from the training programme. Some of the responses received are as under:

- Necessity of change is realized.
- Different methods to tackle difficult situations were learnt along with methods to overcome the stress and anxiety would be useful.
- Learnt techniques of delegating work which will be useful of welfare.

❖ **Responses of trainees:** Utilization of training at workplace

On asking the trainees how will they utilize the training it was replied that Change management techniques will be utilized for effective change at workplace.

❖ **Comments/observations of trainees regarding the course:**

Some of the comments received from the participants are listed as under:

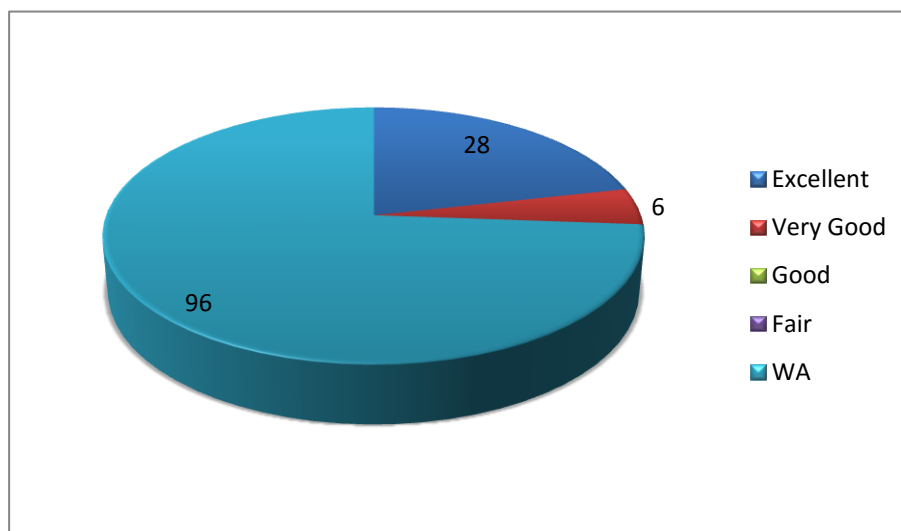
- Course was very good and useful.
- Training should be of 5 days.
- There should be some field training programme attached with the theory to polish practical skills.

**e) Overall Rating of the training programme:**

A training programme has many shades including infrastructure, course design, resource persons, utility, interaction amongst trainees etc. On the basis of all these parameters a trainee rates a training programme as Excellent or very Good or just average. Actually, a training programme is an overall experience. *Based on the responses received from the trainees the weighted average was computed which is shown as per Table 12 and fig 7, as under:*

**Table 12: Overall Impression of the Training Programme**

S. No	Overall impression of the course	No of Responses
1	Excellent	28
2	Very Good	6
3	Good	0
4	Fair	0
	Total Weightage	96



**Fig. 7**

It may be observed from the above table and figure that out of total 34 participants, 28 rated the programme as Excellent whereas 6 rated it as Very Good. Total 96 percent weightage was received in relation to query Overall impression of the course.

#### Donald Kirkpatrick's Model of Training Evaluation:

Kirkpatrick's model was partially used to evaluate the training programme titled Change Management in Administration conducted for the officers of the State Government. As per the model the training programme was evaluated by studying the reaction, learning, behavior and results of the participants.

**Reaction:** evaluates how the participants felt about the programme they attended. In this training programme the reaction of the trainees was studied and details may be seen from Table 1 to 10. In general the trainees have given thumbs up to the training on all counts including infrastructure, faculty, course content etc.

**Learning:** evaluates the extent to which the trainees learnt the information and skills. The assessment conducted before and after the training shows considerable positive change in the learning graph of the trainees.

**Behaviour:** evaluates the extent to which the job behavior of the trainees changed as a result of training. This aspect is proposed to be studied in due course.

**Results:** evaluates the extent to which the results have been affected by the training programme. This aspect again is proposed to be studied in the course.

#### 4. CONCLUSION

The quality of employees and their development through training and education are major factors in determining long-term profitability of any establishments. Training is considered an essential component of further development of professional competence. A properly designed training activity for new recruits and ongoing training for current employees help them adjust to rapidly changing job requirements. The evaluation of a training programme is necessary to understand the outcomes received after the programme. This exercise not only studies the cost benefit occurring, out of each programme but also helps in future design of the training. The evaluation ensures that the objectives of a training identified during Training Needs Analysis met with and the employees are enriched with the better knowledge, skill and attitudes thus creating a win –win situation for both the employees as well as the organization.

The evaluation of a training programme titled Change Management conducted by a State ATI concluded that generally the trainees were satisfied with the training programme to a larger degree and rated the programme as Excellent. Evaluation of the training programme using Kirkpatrick Model also conformed that the trainee's positive reaction towards the training and the assessment of trainees before and after the programme certified that learning was considerably improved.

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