Review Article

Atma-Nirbhar/Self Reliance: Analyzing the effectiveness of In-House Training and Development Models

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Abstract

In this paper, we are going to study Training and Development as a Concept, why companies need training and development, and why most of the time training and development as a concept has swayed from internal models to external models. The paper proceeds with a Literature Review of world-class articles on training and development. These articles focus on concept and change in the environment which focuses on internal as well as the external mode of trainers. Authors suggest the innovative theories and strategies of training and development in general and in- house training modules in specific which are accepted and much celebrated all over the world. One part of the paper talks about Reasons for Change in the approach by organizations from external training models to in-house training models. To understand more about organizations' approach with respect to this change, Primary Research was conducted, which gives us the basic idea of their perspective of this shift. As a part of secondary research, we were able to go through the previous studies conducted in a similar domain. The analysis of secondary research helped understand the evolution of training and development modules and also the trend in contemporary patterns.
Keywords: Training and Development, In-house training.

1. INTRODUCTION

1.1 Introduction to Training and Development

The field of training and development is concerned with organizational activity aimed at improving individual and group performance in an organizational setting. It's a combined role that's commonly referred to as "Human Resources Development," which refers to the development of "Human" resources in order to stay competitive in the marketplace. Development focuses on preparing individuals for future roles and responsibilities, while training focuses on completing activities today to develop employees for their current jobs. It conducts an analysis to determine that the goal of training and development is to create learning organizations in which employees can effectively perform their jobs, gain a competitive advantage, and seek self-growth through value addition: this measurable performance resulting from good training and development will help the organization grow. It's a method of passing on information and knowledge to potential employers. It aims to equip employers with the tools they need to put that information and knowledge into practice in order to improve organizational effectiveness and productivity as well as the effectiveness of human resource management. It should be examined alongside education policies and systems, which are critical for human resource development.

Training and development are an essential job in the ever-changing and fast-paced corporate world. Most businesses place a high priority on training and development. It is generally at the insistence of the human resources department that it is arranged. Organizing proper training and development sessions for staff, on the other hand, has huge value. Employees can learn new skills, polish old ones, improve their performance, increase productivity, and become better leaders through training. Because a firm is the sum of its employees' individual accomplishments, companies should do everything possible to ensure that employees perform at their best.

What is excellent for people's growth is also good for the organizations in which they work– what is good for people's development is also good for organizational performance, quality, customer satisfaction, effective management and control, and thus profits. Organizations that approach training and development in this way ultimately generate people who perform well and progress, and, more crucially, remain around long enough to become great at what they do and help others become great at what they do. Training is a widely used term that historically 'belongs' to the trainer or the business; yet, it should be about whole-person development, not merely transferring skills, as is the traditional understanding of workplace training. To be realistic, corporate attitudes and expectations about what "training" is and does cannot be changed overnight, and most firms regard "training" as restricted to work skills, classrooms, and PowerPoint presentations. However, when you begin to envision, think about, and discuss progressive issues, to developing people beyond traditional skills training.

1.2 Introduction to Outsourced Training and Development

The training and development model differs depending on the organization's sector and department. However, the following are the main reasons why businesses prefer to outsource training and development:

- Constantly Changing Training Requirements
Businesses are made up of numerous departments, each with its own set of skills and responsibilities. The same can be said for their educational requirements. The marketing department may require training on social media strategy, customer engagement, SEO, or the usage of a new marketing automation tool, whereas the IT department may want refresher training on the latest cybersecurity threats and best practises. Given how specialised, complicated, and diverse each of these training topics is, it's doubtful that a company will have the in-house knowledge to successfully implement training programmes for each department and skill set.

- Technical expertise isn't the same as being a good trainer
Without needing to hire extra workers, outsourcing training allows to successfully facilitate this training surge.

- Needs for Temporary or Short-Term Training
Outsourcing training for one-time learning and development (L&D) projects or temporary training events is frequently less disruptive than diverting a team's attention away from their core responsibilities.

- Limited Budget

By outsourcing the talents and services required throughout the training time, teams can gain access to a subject matter expert without having to commit to a costly wage.

More than half of executives said "the flexibility of their workers to reskill, adapt, and adopt new responsibilities" was one of the most important characteristics in their organization's ability to navigate disruption in a recent Deloitte 2021 trends poll. What's more noteworthy is that 17 percent of executives in the same poll believe their companies are ready to adapt and reskill their workforce. An organization's L&D efforts are outsourced when it works with an outside partner to develop a programme. Outsourcing is popular in firms that lack an in-house L&D team and the capabilities necessary to build a Training and Development programme. Virtual instructor-led learning (VILT), e-learning, and blended learning are some of the ways that outsourced L&D programmes can be created. For firms interested in innovative technology solutions, outsourcing frequently provides more possibilities. Augmented Reality (AR) and Virtual Reality (VR) are examples of immersive learning technologies (VR), typically aren't readily available for in-house teams to work with.

1.3 Introduction to In-House Training and Development

Internal training, often known as in-house training, is a sort of training that uses a company's own expertise and resources. It's quite precise and aimed at individuals who are learning the ropes of your company. In-house training programmer make sense for businesses who recruit regularly, utilize seasonal workers, or have specific training requirements that aren't met by a generic lecture or course. To create an in-house training programmer that is tailored to your company's specific needs, including your processes and recruiting timetable.

To start an in-house training programmer, you'll need to assess the position, create goals, and decide on the best administration alternatives. Conduct a needs analysis to establish the type of training that your company need. Consult company employees who are either now employed in or familiar with the jobs or functions. Request that they assist you in identifying the knowledge, skills, and abilities that a person or employee requires to function in that position. Examine documents that detail legislation, technical standards, or departmental processes that people in the role must be familiar with. Consider the gap between what your employees already know and what they need to know if you're training existing personnel.

Make a job description that is formal. Write a general description of the job requirements, the working environment, and the tools and equipment that

employees utilize on the job. Make a list of the tasks that must be completed in order to satisfy work obligations. Describe how the employee's position fits into your company, and mention resources available to the employee, such as managers, supervisors, and reference papers. Determine the types of training activities you need to focus on by ranking the tasks of a job in order of importance and difficulty. In addition, rank the tasks based on how often an employee in the role performs them. Before beginning training, consider which of the job's tasks necessitates the acquisition of specific abilities. Make a list of the duties for which formal training will be required. For example, you may need to provide considerable training for highly tough activities that an employee must complete on a daily basis, but less training for tasks that require abilities that an employee may learn on the job.

Determine your training program's learning objectives. A learning result is a statement about what the employee will be able to perform after completing the training. It can contain attitudinal, cognitive, and skill learning outcomes. Attitudinal learning, for example, tries to modify an employee's perspective on a subject. His whole body of knowledge about a topic grows as a result of his cognitive learning. Employees learn a job-related, usually behavioral task through skill learning. Consider the many personality types you'll be training, as well as each employee's preferred learning style, to assist you choose the right training resources for your programmer. Some employees, for example, learn better through hands-on activities and simulations, while others do better with lectures, discussions and independent activities.

Plan the details of your training program. Research and identify training resources and the materials you need to implement the program. For example, think about industry or content experts who provide training on certain topics. Look for e-learning or online resources (i.e., computer- based learning software), instructional books and materials that convey the knowledge employees must acquire. Think about whether any current company representatives may be able to develop courses to teach particular skills. Consider whether training can be conducted on-site or whether employees must travel to a specific training or conference site. Deliver the training to both existing and new employees. Schedule training dates for existing employees far enough in advance to avoid scheduling conflicts. Provide employees with course outlines and a program itinerary so they know what to expect.

2. LITERATURE REVIEW

The purpose of this paper is to provide the structure needed to create an in-house training program for libraries as a means for improving staff competencies during periods of economic problems. In this paper the author has used various design methodology and approaches. The paper pulls information from the business environment. It further gives human resources perspective and approach to the training and development programs that are used by corporate organizations. Author also focuses on the limitations of the financial means while focusing on the training and development modules.

The findings from the above paper gives information and structure to be provided for the development of training programs. Based on the case study of librarian organizations the findings prove the efficiency and advantages of the in-house training programs (Michael A. Crompton, 2003).

The study analyzed the impact of an in-house sanitation training program on the performance of a catering company. It demonstrates the use of the statistic on the results of several hundred lab tests of food samples to determine the efficacy of the in-house sanitation training program. This training program became necessary after the company realized that the microbiological quality of the food samples taken during a 3-month period showed a substantial deterioration in the number of samples classified as high quality.

The training was conducted by the direct supervisors of each department and organized by the company's quality assurance manager. A typical training period consisted of one 4-hour session and two 2-hour follow-up sessions. All the training was done orally to ensure clear communication and the absorption of the sanitation principles. The lab tests of food samples taken during the month of training and during a 3-month period after the training program indicate that some departments indeed improved. A statistically significant improvement was observed in four of the seven departments. Furthermore, the improvement is also statistically significant for the entire company. Of the three departments that did not show a statistically significant improvement, one (bakery) already had the highest possible score and therefore could not benefit. The final product shows some improvement, but this seems to be an indirect result of the training program. The portioning department showed no significant improvement at all (Eli Cohen Arie Reichel Zvi Schwartz, 2001).

Teamwork interventions have utilized a number of training methods in order to target the regulation of team performance (i.e., preparation, execution, reflection) and management of team maintenance (i.e., interpersonal dynamics) dimensions. These intervention strategies generally fall under one of four categories. First, the most basic approach to training and developing teamwork involves providing didactic education to team members in a classroom-type setting, such as lecturing about the importance of

providing social support within the team or promoting ways to manage interpersonal conflict among teammates.

With regards to the training method utilized, it was shown that all four training methods were effective for enhancing team performance. These included the provision of didactic lectures/presentations, workshops, simulation training, and review-type activities conducted in situ. Although significant effects were shown for the latter three training methods for teamwork outcomes, those interventions that targeted didactic instruction did not result in significant improvements in teamwork itself. This suggests that simply providing educational lectures wherein team members passively learn about teamwork is not an effective way of improving teamwork.

When taken together these findings suggest that teamwork training should incorporate experiential activities that provide participants with more active ways of learning and practicing teamwork. These may include various workshop-style exercises that involve all team members, such as working through case studies of how teams can improve teamwork, watching and critiquing video vignettes of teams displaying optimal versus suboptimal teamwork, discussing and setting teamwork-related goals and action plans, or other activities that help stimulate critical thinking and active learning of effective teamwork.

Evaluation and effectiveness of In-house training is the measurement of improvement in the employee's knowledge, skill and behavioral pattern within the organization as a result of the training program. This measurement helps to design training programs for future associated benefits of industrial employees. Thus, it indicates whether the program has been able to deliver its intended goals and objectives. The purpose of this study is to review the training model and to find out the effectiveness of conducted in-house training by the training department of our organization as Biotech industry.

The in-house training impact study for technical employees was carried out for the first time in our organization and it was found effective for technical employees by adopting a grading system in terms of their skill improvement, learning attitude, interaction with other departmental employees and healthy discussion within the organization. Finally, the result of the present study revealed that the training programs were found more effective in terms of grade A for employee percentage in production (18.36%) as compared to the quality control (12.26%) department. In future, it will be necessary to carry out frequent assessment for further improvement in the course delivery.

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called off-job training methods. On the other hand, behavioral methods allow trainees to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for knowledge development, skill development and attitude change. These methods can be called on-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means. Cognitive methods are best for knowledge development and behavioral methods for skills. The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner (Amit Kumar, Shantanu Kumar Singh, 2008).

Training can improve the performance and productivity of the employee and ensure that they have the relevant skills. Training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities. There are two major types of training, In-house training and On-job training. In-house training is normally handled by managers and mentors to help employees adjust to their work and to equip them with appropriate job-related skills including theoretical and practical knowledge. In-house training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. According to In-house training would include lecture, vestibule training, role playing, discussion and evaluation through pre- and post- assessment. He encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in In-house training are carefully selected, briefed, monitored and evaluated so as to ensure that they make the right contribution.

Evaluation of training is the most important aspect of in-house training. There are different models to evaluate training, still training evaluation is the weakest and most underdeveloped aspect of training. There are a number of issues which lead to ignorance of evaluation as well as faced in the course of evaluation. It causes expenses that can be ill afforded in a constrained financial area and also it takes time to practice. There are several reasons for underdeveloped evaluation. They are; evaluation means different things to different people, it is perceived to be difficult, tedious and time-consuming task which trainers do not like to pursue, people tend to assume the training will

simply work, trainers feel threatened by the prospect of an objective evaluation of training and its outcome (By Aloy 2000).

3. RESEARCH DESIGN AND METHODOLOGY

Benefits of Training and Development for Individuals and Teams, Organizations, and Society. The article provides a review of the training and development literature since the year 2000. We review the literature focusing on the benefits of training and development for individuals and teams, organizations, and society. We adopt a multidisciplinary, multilevel, and global perspective to demonstrate that training and development activities in work organizations can produce important benefits for each of these stakeholders. We also review the literature on needs assessment and retraining states, training design and delivery, training evaluation, and transfer of training to identify the conditions under which the benefits of training and development are maximized. Finally, we identify research gaps and offer directions for future research.

In practice, "in house" refers to an organization's internal operations and activities carried out by internal staff and employees. The process of providing work-related skills, or information, to employees with the goal of improving the quality and efficiency of their position and the business as a whole is referred to as 'Training.' As a result, when we talk about 'in house training,' we're talking about learning for employees that is led by the organization. In-house training programmer frequently include the creation of training materials, courses, assessment, and monitoring. Significantly, in-house training does not have to take place on the organization's physical premises and can instead be held at a training center or conference room.

One of the major benefits of in-house training is the flexibility it offers. Frequently, organizations seek to implement bespoke training to address their specific business needs. The design of your company's training program will depend on multiple factors. Generally, these include organizational size, number of trainees, number of trainers, facilities available, and the desired outcomes of the training. Therefore, to help you to design in-house training for your company, here are some key points to consider:

Need Assessment

In order to successfully design an In-House Training program you will firstly need to carry out a Training Needs Assessment. Important questions to consider are; does your company need a one- off or regular training program, and what key issues would this training aim to improve?

Design a Toolkit

To build an effective In-House Training program, you must first conduct a Training Needs Assessment. Consider whether your firm need a one-time or ongoing training program, as well as what essential concerns this training will address.

Validate Your Training Program

Validate a new In-House Training program before implementing it on a wide scale or with new personnel. Current employees can be used as a focus group, or a small group of new employees can be used in a pilot program. With a small group, assess the strengths and limitations of the new In House Training program, and make any necessary changes to the curriculum at this early stage.

Train the Trainers

When launching a new training program, it's critical that the trainers who will be conducting the In-House Training are fully prepared. In other words, hire seasoned facilitators and trainers. This may necessitate prior training from in-house HR managers, or perhaps the hiring of an outside trainer to help with the first trainer training and setup.

A thorough Training Needs Analysis will provide the best way to create your In-House Training program. As a result, the structure will differ based on the type of training required and the amount of time and resources available. Is it necessary for employees to take a formal examination, or is on-the-job training sufficient? As a result, consider these five key criteria to avoid the potential drawbacks of in-house training.

Time

Realistically how much time do you have to train your employees? Do you need them to be ready to start work within one week, or you aiming for long-term development? Once you know how much time you have available, you will then be able to structure your training program to accommodate this. If you only have a short period of time available consider a more intense and compact training course.

Resources

Also, are the resources you have available appropriate for the type of training you wish to provide? Consider how much money you'll need to deliver the training, how many people you'll need to train, and whether you'll need to gather certain materials first.

Premises

What venue will you choose to deliver your training? Think on the type of space you'll need, whether it's a classroom, a computer lab, or even an open area. Are there any limitations on where you may offer your training that will make some planned activities difficult, if not impossible, to carry out.

Numbers

Importantly, how many people will the training be delivered to? Consider whether you need to structure multiple training sessions to accommodate larger numbers with multiple trainers. Does the style of training restrict the numbers? For example, does each trainee need individual supervision?

Trainers

Once you have identified who will be delivering the employee training, consult with the trainers about the training structure itself. Usefully, an experienced trainer will be able to offer key insights into how best to structure the desired learning outcomes for the program.

Training

The advantages of In-House Training whatever the scope or size of your organization, these include: Offers better value for money than outsourcing training, Ability to customize training to the exact company needs. For instance, design and deliver a management training program, In House Training is more flexible in terms of scheduling, Travel and subsidiary cost savings for employee, Ability to adapt training during delivery if needed, Company will develop its own tools which can also be commercialized, Improves internal communication within the organization, Fosters team building and better working relationship.

On-the-Job Training

Use the Performance Development Planning Process to lay out a plan for the internal development of an employee. This is specific job-related training that results in a successful, developing employee. Internal, on-the-job training includes such activities as: Invite the employee to contribute to the department or company-wide decisions and planning. Provide the employee with access to a higher level, more strategic, planning meetings. Provide more information by including the employee on specific mailing lists, in company briefings, and in your confidence. Enable the employee to establish goals, priorities, and measurements. Assign the responsibility of teaching machine operation, quality standards, production standards, and safety practices to employees who train new employees or employees who are new to the work area. Assign supervisory or team leader responsibilities, or function as an assistant lead while learning. Assign the employee to head up projects or teams, or function as an assistant lead while learning. Enable the employee to spend more time with his or her boss in a coaching / mentoring relationship. Set goals for employee development as a team. Provide the opportunity for the employee to cross-train in other roles and responsibilities. Enable the employee to spend more time with his or her boss in a coaching / mentoring relationship. Set goals for employee development as a team. Provide the opportunity for the employee to cross-train in other roles and responsibilities.

Mentoring and Coaching

Mentoring, coaching, and field trips, both inside and outside the company, help employees develop their skills and knowledge. Employees who "teach others" most effectively incorporate the knowledge and skills themselves. Assign the employee a formal mentor from within his or her workgroup. The more experienced employee has the responsibility to help the employee learn the skills necessary to succeed in their job. Sponsor a "take a coworker to work" day, as one of my clients did. Employees applied to participate and spent the day learning about another job function within the company. As an example, a developer spent the day learning about public relations. Human Resources sponsored a debriefing lunch to gather the employees' takeaways, explore their learning, and improve the experience for the future. Encourage employees to seek out informal mentors on their own in areas of needed development and interest.

Internal Training Sessions

The approaches and sessions used for internal training are effective. Internal training, reading, and meetings can replace much external training in firms, especially if they provide employees with new skills and ideas. Internal training is also cost-effective, as the trainer or resource is available to participants on a daily basis after the training session. Organize a training session for your employees. The facilitator can be an employee, a trainer, or a consultant with whom the company has built a long-term connection. This ensures that the trainer is aware of the company's culture and requirements. When employees attend an external training seminar or conference, require them to train other employees; they can share the material obtained at the seminar or training session. Allow time during a department meeting, a brown bag lunch, or a scheduled training session to discuss the topic or to convey the knowledge to others. Employees should be given relevant business books to read. To compound the impact of reading, sponsor an employee book club during which employees discuss a current book and apply its concepts to your company. Offer commonly-needed training and information on an Intranet, an internal company website. This works effectively for new employee orientation and gives new employees a source to check following the orientation, too. Provide training by either knowledgeable employees or an outside expert in a brown bag lunch format. Employees eat lunch and gain knowledge about a valuable topic. Survey employees to determine interest or ask Human Resources staff to consolidate training needs from employee performance development plans (PDPs).

Internal Training Summary

Internal training is a cost-efficient, well-supported, and effective way of employee development. Internal training has the potential to favourably impact employee learning and development, whether it is offered on the job, through informal or formal coaches and mentors, or through internal seminars, brown bag lunches, or conferences. Try out internal employee training. Internal training as a tool for employee development will rapidly become apparent to you. In light of the ever-changing normal, employees' growth and learning have become a critical aspect of business strategy. Industry executives must embrace a culture of continuous learning and upskilling, as well as cross- and multi-skilling. "Career advancement and upskilling are important requirements for a 21st-century employer brand."

Learning and Development (L&D) programmers are an extremely influential and attractive feature for the younger workforce, as they want to build, grow and prosper at their workplace," As the industry deliberates 5Ws of rolling out L&D initiatives -- Who to train, What training to impart, When, Where and Why to do it, ETHR World took a pulse of these was to find out how skill development in the information technology (IT) sector remains the indispensable part of the employee value proposition despite the recent disruption.

Buy Vs Build model
In the ever-changing business environment, industry experts say that when a company needs to develop completely new solutions and capabilities to service customer requirements, it uses the Build vs Buy model to evaluate the strategy towards building the capability. "The key considerations are the urgency of fulfilment, the gap between the current capability to deemed capability, time to build the capability, strategic alignment with the long-term capability view of the company, and the differentiation that we can create," said Tracy Austina Z, Head, Tata Technologies TechVarsity. For core capabilities that are long-term to the organization's success, Austina said the company generally uses the Build approach and enables training and capability building programmers through Tech Varsity and Delivery Centre of Excellence. Tata Technologies, with an employee strength of 8,000 people, launched an in-house Global Technical Varsity, TTL-TechVarsity, to institutionalize a learning and development culture within the organization in alignment with the organization's broad business strategy. TTL-TechVarsity launched learning initiatives like internship programs, GET Training Programmed, reskilling/upskilling/cross-skilling internal workforce on specific domains, account-specific training, accreditation programmers, open-house workshops in niche technical areas, and many more. TTL-TechVarsity launched learning initiatives like internship programs, GET Training Programmed,

reskilling/upskilling/cross-skilling internal workforce on specific domains, account- specific training, accreditation programmers, open-house workshops in niche technical areas, and many more.

4. RESEARCH METHODOLOGY
The methodology used in this study is primary research by collecting feedback for the training, assessment tests to gauge the understanding of the trainee's about the topic and behavioral changes taking business decisions and impact on the business.

Training cycles: At Raymond Consumer Care Limited, two in-house training are scheduled in a month. The sales capability development program named EMPOWER is for a six months duration.

Training program: The program is categorized in 3 parts: functional training, behavioral training and competency-based training. The functional training involved the topics such as Distributor Management, Negotiation Skills, 7- steps selling process, Business Planning.

Behavioral training involved topics as Business Communication, managing with respect, Art of giving and receiving feedback. Competency based training involved topics as competency-based hiring, Breakthrough innovation.

Train the trainer: The module is delivered by employees from the organization. Hence the first step after curation and design of the module is to train the trainer in terms of how to deliver, what to say and which examples to add in so as to make the module effective for sales capability building.

Research Analysis:
The questionnaire recorded responses from employees of RCCL. The questionnaire consists of two sections, one for understanding the need of training, relevance of training modules in business context and second questionnaire to gauge effectiveness of in-house training.

The feedback questionnaire:
1. How do you rate the overall session? (One being LOW and 5 being HIGH)
2. How would you rate the Facilitator for this program's delivery? Rate 1 being LOW and 2 being HIGH)
3. Did you find the content of the session comprehensive (covering content in a specific time) Rate 1 being LOW and 2 being HIGH)
4. Did you find the content of the session relevant to your business in the job? Rate 1 being LOW and 2 being HIGH)
5. Did you find in-house training effective and needed in your business context? Rate 1 being LOW and 2

being HIGH).

No.	Topic of Training Module	The number	The feedback rating on scale of 5
1	Distributor Management	168	4.81
2	Negotiation Skills	152	4.65
3	7- steps selling process	305	4.78
4	Business Planning	126	4.73
5	Business Communication	159	4.72
6	Managing with respect	64	4.69
7	Art of giving and receiving feedback	78	4.74
8	Competency based hiring	45	4.64
9	Breakthrough innovation	256	4.94

The average feedback rating for 9 learning modules was 4.74.

The assessment tests were conducted to gauge the understanding of the employees.

No.	Topic of Training Module	The number of respondents	The avg assessment scores on scale of 10
1	Distributor Management	168	9.2
2	Negotiation Skills	152	9.6
3	7- steps selling process	305	8.4
4	Business Planning	126	9.1
5	Business Communication	159	9.2
6	Managing with respect	64	9.1
7	Art of giving and receiving feedback	78	8.8
8	Competency based hiring	45	8.4
9	Breakthrough innovation	256	8.7

The average results of assessment tests for 9 learning modules were 9.05.

The Behavioral impact on the business was recorded with in-person telephonic conversations. The modern trade department employees from the East division were able to negotiate better and could crack the deal of 10 million with an external vendor.

The attrition analysis explained the reason for not being respected by the managers. The attrition rates in the 2021 second quarter lowered to 23% from 29%. To motivate the SR's and make them feel respected and valued the RCCL decided to reward them by taking them on the pay-roll of the company.
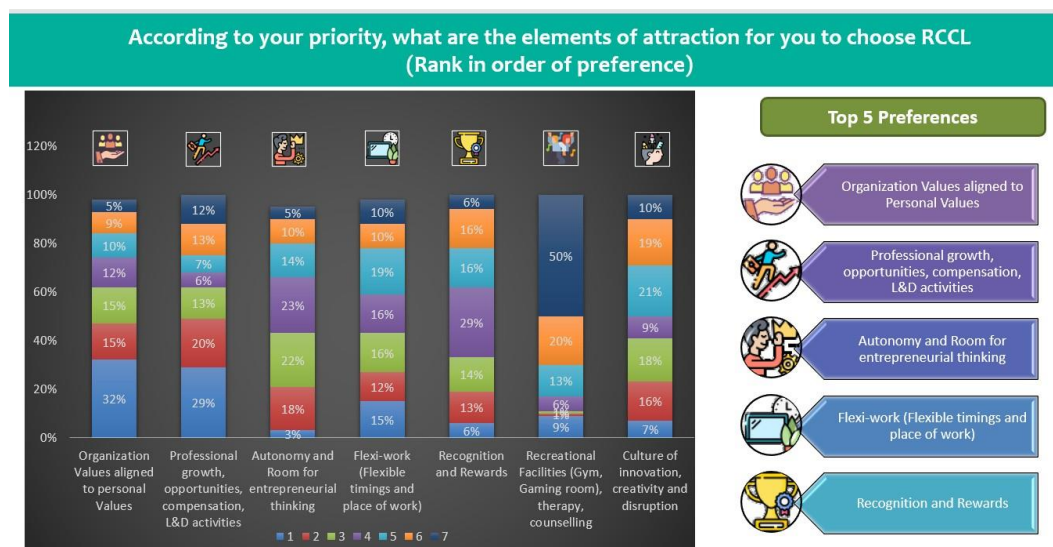
Hence from Table 2, it shall be observed that salesforce performance in Quiz 2 is higher than that of Quiz 1. Though it draws the conclusion of higher

expertise level than expected, it shall be verified through the t-test. Table 3 shows the results of paired t-test conducted between quiz 1 and quiz 2 score to find

whether this difference is really significant. The resultant p-value as given in Table 3 has indicated that there exists significant difference in the salesforce performance between quiz 1 and quiz 2 scores in all the modules. From these observations, it shall be inferred that performance of salesforce in pre-assessment is lower than that of the performance in post- assessments which was conducted after the training.

No.	Topic of Training Module	The number of respondents	Average scores		Paired t- test between quiz 1 and quiz 2	Result
1	Distributor Management	168	8.9	9.2	0.0006	
2	Negotiation Skills	152	9.4	9.6	0.0282	
3	7- steps selling process	305	8.2	8.4	0.0019	
4	Business Planning	126	8.9	9.1	0.0457	**By conventional criteria, this difference is considered to be statistically significant**
5	Business Communication	159	8.9	9.2	0.0079	
6	Managing respect with	64	8.7	9.1	0.0049	
7	Art of giving and receiving feedback	78	8.4	8.8	0.0135	
8	Competency based hiring	45	7.9	8.4	0.0035	
9	Breakthrough innovation	256	8.5	8.7	0.0044	

5. DISCUSSIONS AND FINDINGS

The premise of this paper is based on the shift in the trend in corporate training. As seen in the above paper through primary and secondary research along with the case study of Raymond Consumer Care Limited, the shift in the industry from outsourcing the training modules towards in-house training modules is observed.

This shift, in this paper is called as the move of the organizations towards being Atma-Nirbhar, i.e. Self-Reliant. From the studies and the analysis based on hypothesis testing, it can be observed that In-House Trainings are tailored in the organizations based on the departments and the sectors. Further, In house training models help in building better teams and better leadership. This self- reliance results in the convenience for delivery of knowledge transfer, skills and values which ensures that the competency is matched. The analysis rejects the view that in-house training obstructs new ideas/innovations or outsides views. Finally, In-house training facilitates an opportunity for networking in general and cross-departmental networking in specific.

To conclude, it can be said that this Atma-nirbhar model of training is one of the most important and commonly used in industries to train their employees. This training is directly related to employee task and tasks specific trainers are easily available within organization. In-house training will play vital role in nourishing theoretical and practical understanding of scientific and technical employee performance in our organization.

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