

**Summer Training
At
Indraprastha Apollo Hospital, Delhi
(From 10th May 2021 to 2nd July 2021)**

**A Summer Internship Report
On
Impact of Training & Development on Employees**

**Submitted By
Nupur
(MBA in Hospital & Healthcare Management)**

**Guided By
Dr. Hemant Kumar Mishra
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Indraprastha Medical Corporation Limited

(Indraprastha Apollo Hospitals, New Delhi - A Joint Sector Venture of Govt. of Delhi)

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Date: July 02, 2021

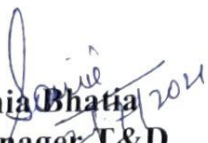
To Whom So Ever It May Concern

This is to certify that Ms. Nupur, student of IIHMR, Jaipur has successfully completed internship program, which is in partial fulfilment of the requirement for MBA – Hospital and Health Management Program, with effective from May 10th 2021 - July 2nd 2021 as an Intern in the following Departments:

- 10th May 2021 to 9th June 2021 – Human Resources (Training and Development)
- 10th June 2021 to 02nd July 2021 – Quality Department

We wish her every success in life

for **Indraprastha Medical Corporation Limited**
(Indraprastha Apollo Hospitals)


Sonia Bhatia
Manager T&D

ACKNOWLEDGEMENT

No major & long-term success can be achieved without the assistance of friendly counsel & cooperation from those involved.

My project's success is never contingent on the individuals who work on it. It is a group effort as well as an individual effort. I'm also very thankful to the following individuals for the contributions to this successful project; without them, this project would not have been accomplished. I want to show my appreciation to those who were always there for me during my career.

First & foremost, I am thankful to Lord almighty for his blessings bestowed on me in all my endeavors.

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Finally, I would like to thank my parents and friends for their financial and emotional unconditional support through my process.

Nupur

CERTIFICATE

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Sonia Bhatia
Manager T&D

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ACRONYMS/ ABBREVIATION

JCI	-	Joint Commission International
HR	-	Human Resource
HRD	-	Human Resource Department
T&D	-	Training & Development
OTJ	-	On the Job Training
KPI	-	Key Performance Indicator
OTJ	-	Off the Job Training
AT	-	Apprenticeship training
JIT	-	Job Instructions Training
LTT	-	Literacy Training Technique
EPSS	-	Electronic Performance Support System
TT&LL	-	Teamwork Training & Lifelong Training
PAR	-	Performance & Accountability Rating

PART 1 : OBSERVATION LEARNING

CHAPTER – 1

HOSPITAL PROFILE



COMPANY PROFILE

Indraprastha Apollo Hospital is the second most profitable hospital in Delhi, owned by the Apollo Hospital Group, India's largest healthcare corporation. This hospital first opened its doors in 1995. The Joint Commission International (JCI) USA just approved Indraprastha Apollo Hospital as the first internationally accredited hospital in India & South Asia in 2005. In 2011, JCI re-accredited the hospital for the fourth time, making it the first hospital in India to do so. Because of some of the important activities, the hospital is able to attract attention.

In November 1998, Apollo Hospitals completed India's **first successful paediatric & adult liver transplants**.

It is the Apollo Hospitals Group's third super speciality tertiary care hospital, which was established in collaboration with the Government of Delhi, India's capital. It's a **695-bed hospital with plans to expand to 1000 beds in the future**.

The hospital has a built-up size of 600,000 square feet & is spread out over 15 acres.

VISION, MISSION, OBJECTIVES & VALUES

Vision

The next step of APOLLO'S progress aims to 'Touch a Billion Lives'.

Mission

"Our mission is to bring healthcare of International standards within the reach of every individual. We are committed to the achievement & maintenance of excellence in education, research & healthcare for the benefit of humanity".

Objectives

The objectives of the hospitals are to

- Ensure a high standard of disclosure to attain the highest level of transparency.
- Ensure and maintain high ethical standards in the organization's operations.
- place a high value on customer or patient pleasure.
- Establish a robust risk management and internal control system.
- Ensure that Company workers believe in and act in accordance with business principles.
- Ensure a transparent and fair decision-making approach.
- Ensure that the organisation adheres to internationally accepted corporate governance norms.

Values

Values define not only who we are as individuals, but also who we are as a family. Apollo has always been a family, with members cooperating, overcoming obstacles together, and celebrating wins together. Our shared beliefs anchor us and bring us together for a common goal. It upholds what we believe in, what we hold dear to our hearts, and it is what distinguishes Apollo as one of the world's leading healthcare providers.

Ambitious attitude

- Stay updated by consistently developing creative solutions for our customers' and society's overall quality of life.

Proactive involvement

- always look for ways to add value in everything we do by going the extra mile

world's best excellence

- strive for excellence in all aspects- be it clinical, financial, operational, & service or people management, by bench marking our processes & procedures with best in class models available

Truthful spirit

- Continue to become a trusted institution and a source of hope for all of our citizens by having their best interests in mind and upholding all of our promises.

Compassionate care

- touch & enhance lives of patients by practising tender loving care to create better experiences for the patient

MEANING OF APPOLO LOGO



THE FLAME SIGNIFIES: The light of hope (Apollo gives sufferers a sense of hope)

THE TORCH SIGNIFIERS: Torch bearer (The pioneer of health care)

HAND SIGNIFIES: Healing hands (Personalised patients care provider)

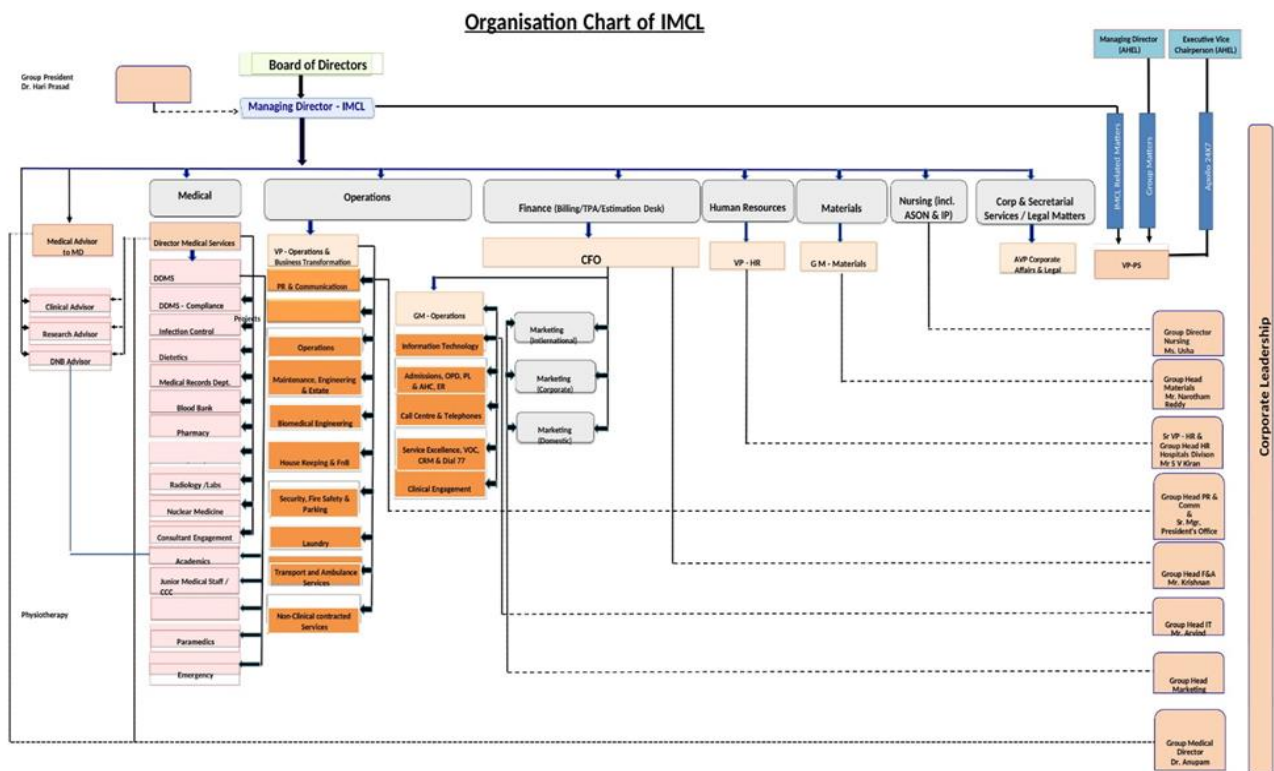
CROSS DENOTES: World class health care (The health care of international standards)

FACE DENOTES: Human touch

SPECIALITIES & TREATMENT

- Anaesthesiology
- Apollo Centre of Advanced Paediatrics
- Bone Marrow Transplant
- Cosmetic & Plastic Surgery
- Dental Clinic
- Dermatology (Skin)
- Department of Elder Care
- Department of Neonatology
- Department of General & Advance Laparoscopic Surgery
- Department of Paediatric Urology & Paediatric Surgery
- Endocrinology
- ENT (Ear, Nose, Throat)
- Foetal Medicine
- Gastroenterology & GI Surgery
- Gynaecology & Obstetrics
- Heart Institutes
- Infertility Care (IVF)
- Institutes of Critical Care
- Institutes of Bariatric
- Institutes of Cancer
- Institutes of Emergency
- Institutes of Nephrology
- Institutes of Neurosciences
- Institutes of Orthopaedics
- Institutes of Robotic Surgery
- Institutes of Spine
- Institutes of Transplant
- Internal Medicine
- Nuclear Medicine
- Ophthalmology
- Psychiatry & Clinical Psychology
- Radiology / Radio Diagnosis
- Rheumatology
- Urology & andrology
- Vascular & Endovascular Surgery

ORGANISTIONAL CHART



WHO'S WHO -APOLLO DELHI

- **Group – DMS:** Dr. Anupam Sibal
- **Director medical services:** Dr. N Subramanian
- **Managing director:** Mr. P Shivakumar
- **AVP-Corporate Affairs & legal:** Mr. Priya Ranjan
- **Director nursing:** Capt. (Dr.) Usha Banerjee
- **V.P. – Patient service:** Ms. Raji Chandru
- **V.P -HR:** Mr. Rohit Kapoor
- **Chairman infection control committee**
Head microbiology Dr. Leena Mendiratta

TOTAL BEDS & STAFF

Total bed capacity: 718

- **Total no. of ICU beds:** 162
- **Total no. of operating rooms:** 20
- **Total bed complement:** 550
- **Total no. of doctors:** 700
- **Nurses:** 500
- **Other staff:** 2000
- **APPROX no. of average patients visiting hospitals on a day:** 1700

STRATEGY TO DELIVER THE NEXT PHASE OF GROWTH

Optimise Asset Utilization in flagship facilities and locations

- Garner higher market share in select acute and tertiary care services
- specific plan to further penetrate deeper into cardiology and oncology specialities.
- enhance outpatient focus by creating value differentiators and leveraging on personalised health checks

stabilise new facilities and compress time to maturity of planned capacity expansion.

- currently at 74% occupancy-Ahead of plan; currently focused on: specialisation mix
- new capacity additions being utilised for high-end tertiary care

Focus on centre of excellence

- Set benchmark standards in clinical outcomes, technology and practices in select acute and tertiary care services
- strengthen core value proposition by well defined clinical pathways and protocols
- Aim to gain significant market share in each of the key specialities.

Cost efficiencies and focus on improving key operating metrics

- Optimised asset utilization and minimum waste of all resources through standardised SOP'S and lean management
- Highest patient turnover by reducing length of stay and optimised ward processes for faster turnaround time of all diagnostic process
- Improving average revenue per bed day through richer case mix

Increase presence in Indian Healthcare Retail space

- Standalone pharmacy business- Calibrated expansion plans with focus on same store growth, increased private label sales and margin improvement
- Leverage brand value and enhance customer reach through investment in primary clinics, sugar clinics, dialysis centres and dental care as separate focus verticals

MODE OF DATA COLLECTION

Participatory approach is used for data collection which includes participatory listening and observation.

GENERAL FINDINGS AND LEARNINGS

TIME SCHEDULE

SR. NO	NAME OF THE DEPARTMENT	DATE OF VISIT	% OF TIME SPENT	INTERACTED WITH (NAME & DESIGNATION)
1	OP PHARMACY	15TH JUNE 2021	2.5 HOURS	MR. LOKESH (MANAGER OP PHARMACY) & MR. ANUJ (ASSISTANT MANAGER OP PHARMACY)
2	TPA	16TH JUNE 2021	2 HOURS	DR. ANIL KUMAR (HOD TPA)
3	PHYSIOTHERAPY	17 TH JUNE 2021		MS. MANISHA (FRONT DESK) & DR. SEEMA GROVER (HOD)
4	MRD	19TH JUNE 2021	3 HOURS	MR DEEPAK SAINI (HOD)
5	LABORATORY	21ST JUNE 2021	0.5 HOUR	DR. LEENA (HOD)
6	IP PHARMACY	18TH JUNE 2021	1 HOUR	Mr. Moorty (Executive Pharmacist)
7	DIALYSIS	22ND JUNE 2021	2 DAYS FOR 2 HOURS	MR. AHMER KHAN(MANAGER) & MRS. SUSHMA (DIALYSIS TECHNICIAN)
8	CSSD	23RD JUNE 2021	1 HOUR	MR. RAJ KUMAR VAIDYA (CSSD INCHARGE)
9	BLOOD BANK	24TH JUNE 2021	1.5 HOURS	MR. MOHIT CHAUDHARY (HOD), MR. UDAY(MANAGER), DR. ADITI (BLOOD BANK INCHARGE)
10	EMERGENCY	25 TH JUNE	2 HOURS	DR. POOJA (MANAGER)
11	OT	26 th JUNE	1 day	Sis. Bhuvneshwari (OT In charge) & sis. Nisha (TL)
12	F & B	28 TH JUNE	1 HOUR	SHUKHBIR (MANAGER)

OP PHARMACY

Op pharmacy of Apollo hospital is located on the ground floor and is just opposite to the PNB bank.

It has billing counters wherein the prescription received by the patient is seen and the medicines indented and alternatives advised. The medicines are not to be purchased by patient are also asked and a bill is generated. the bill generated has to be paid either

via cash or by cash both the mode of payment have different billing counters at the medicine collection point as that has the POS machine attachment for the payment acceptance.

Medicines in the pharmacy are categorized alphabetically and for general medicine e separate chambers are made one is for costly medicines (above rs. 25 per tablet) and cheap medicine (below Rs. 25). Cold chambers are maintained by the pharmacist shist wise.

A separate FMCG product corner is there to help with these products and to ease out the customers in the need of those items. A separate billing counter is attached with the same and the payment along with the medicine receiving is done at the same counter itself

A pharmacist is present outside counter of the pharmacy to help the patient with the dosage and the time of taking up the medicines.

The TAT from the billing to the dispensing of medicine is approx. 30 mins.

CHALLENGES FACED

Alternatives if present are to be first confirmed with the treating doctors and if the prescriptions happen to be of external doctor the same is done via call and leads to delay in dispensing

MEDICAL RECORD DEPARTMENT

The medical record department is located in basement 2. the medical record of the patient is all clubbed together and converted into a file and forwarded to the MRD once the patient is discharged or the patient is dead and all the formalities regarding the same is complete. The files were received in the receiving area and then subsequently forwarded to the sorting department where all the documents and records are aligned and clubbed together in a particular sequence. If the files are complete, it is then forwarded to the scanning department for the purpose of the digitization of the medical records. Post scanning the physical files are forwarded to the staking area where the physical files are all kept in an order for the subsequent retrieval on demand and if the files are incomplete, it is then sent back to their respective department for the completion.

Registration for the birth and death also happens in the same department on the Municipal Corporation of Delhi website for issuing the birth and death certificate.

The period for storage of files are as follows:

- For MLC cases: till the police case resolves
- For normal discharge and death cases: 6months to 3 years

CHALLENGES FACED

Storage and retrieval of the physical files is a time consuming and laborious process and thus an increased stress should be laid towards the digital records maintenance.

IP PHARMACY

The IP pharmacy is located at basement 1. It has a billing counter wherein the intent is received from the nursing staff and seen if it is mentioned or not if the particular medicine is not available the substitute medicine will work or not. Separate counters and racks for a particular type of medicines are there for easy location of the same. One the alternatives are accepted the medicines are collected and placed together in a bag with label on it to categorize the location where the medicines are needed to be sent.

A copy of the bill is kept in the bag which is subsequently rechecked before being dispatched off to the nursing staff. Signatures of the re-checker on the bill is mandatory in this process. Once the medicine is dispatched and received by the nursing staff a receiving in the very same bill is done and the bill is kept in storage for the proof if the medicine is being received by the concerned staff.

CHALLENGES FACED

The receiving is a physical commodity to be stored and kept safe, instead they can use a digital process for recording the data which can be safe and more accurate.

DIALYSIS

Dialysis department is located at the ground floor. It has a reception wherein the billing and appointment fixation is done based on the availability of bed and the need for this covid 19 RT PCR negative test is mandatory.

AIDET (A= Acknowledge the patient, I= introduce yourself, D= duration of the procedure [usually 4 hours], E= explain the procedure, the diet that should be taken to maintain Na and BP, T= thanks)

For quality check pre and post dialysis result are compared. The weight of the patient is taken and the difference from the dry weight (pre dialysis weight) and wet weight (post dialysis weight) is informed to treating doctor.

CHALLENGES FACED

Records are not maintained monthly and the patients are not issue any separate discharge summary for each dialysis which is a necessity if the patient wants to switch to another hospital and sometimes if the insurance claim is to be sought.

CSSD (CENTRAL STERILE AND SUPPLY DEPARTMENT)

This is the department responsible for the supply of the sterile instruments to entire hospital at the time of need. It has a unidirectional flow and the process began with the receiving of the instrument from the receiving window.

Initial phase cleaning includes manual washing, air and water jet, ultrasonic cleaning and drying of the instruments. Subsequently the wrapping of the instrument happens in the adequate wrapping sheets. Generally, 2 kinds of sheets are used for wrapping and that are medical glazed paper and sterilization wraps

Heat resistant items are then subjected to high heat sterilization via autoclave and heat sensitive items or delicate items are subjected via ETO (ethylene tri-oxide) or plasma sterilization.

Items are then received on the other end where the temperature and moisture-controlled room with minimum human interference is there and racks and there for storage of the sterilized items.

Items demanded from the various department are supplied from the storage room on a First in – First out basis

CHALLENGES FACED

The work to be done is very technique sensitive and may lead to both rusting, damaging the instruments as well as cut and pricks to the person performing the sterilization. So adequate training of the procedure needs to be done to avoid it.

BLOOD BANK

Blood bank is located just next to the OP pharmacy on the ground floor. It has a reception wherein the potential donors arrive for registration. Once an interested donor arrives that person is handed over a card or slip for filling it. These are basically the self-declaration forms. These are mandatory set of requirements for the acceptance of person as donor. Post this the person is sent for preliminary screening via physician wherein the vitals and blood group are noted. Post this person is sent to the donation room wherein the actual blood donation occurs and samples for hematological test are also taken here itself. After the blood donation is done, the person is sent in the refreshment area where refreshments are served and the person is asked to relax for a minimum of 30 mins. Post this the person is provided with a blood donor certificate that is valid for a period of 1 year and thus the blood can be taken as a replacement during this period in case of need.

CHALLENGES FACED

Since this being a voluntary service the same has to be popularized among the masses and thus the act of donation be made a symbol of good deed.

Communication of the communicable hematology ailments is told via revisit of the individual to the blood bank and the subsequent discarding of the sample. If the sample testing is done before hand itself the resources could be prevented from being wasted.

EMERGENCY

Emergency department is located on the ground floor near the main road and has the separate ambulance service area. This main entrance has a triage area where the colour coding is used based on the condition of the patient.

LIMITATION OF THE STUDY

- The time period was too short for conducting this research
- Despite of short duration there was also a issue of covid-19 which restricted the entry in several departments.

Part 2: Project report

CHAPTER – 2 INTRODUCTION

INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

HRM is related to the energetic parts of management, which are human beings. The ability strength & drive of those working on an enterprise will determine its success. In any organization, human resource management refers to a methodical approach to challenges. Human Resource Management encompasses all areas of an organization's human resource management.

“Every facet of a firm's operation is determined by the competence, motivation, & overall effectiveness of its human organization,” writes Likert. Managing the human component is the most important & core duty of management since everything depends on how effectively they are done.” This remark encapsulates the significance of the Human component of the organization & the necessity to effectively manage it

Human resources are an organization's most valuable asset. Its goal is to improve human relations in the workplace by developing, implementing, & evaluating policies, processes, & programmes related to HR to maximise their contribution to the achievement of company's goals. It is related with achieving better outputs through group alliance.

Various renowned scholars have defined Human Resource Management. A few of them are listed below.

“Policies & procedures for carrying out the people or human resources parts of a management role, such as recruiting, screening, training, rewarding, & appraising.”

“Human Resource Management refers to the element of the management process that is primarily concerned with an organization's human constituents.”

E.F.L. Breach

INTRODUCTION

It is good to learn
It is good to be efficient
But it is essential to be trained

-Jawahar Lal Nehru

Training

Training is a method of mastering possibilities in a deliberate manner in order to broaden information, capabilities, & attitude, all of which are necessary for effective overall labor performance in order to achieve organisational goals & objectives using most cost-effective means available. As a result, the simple theme of training is to produce "strong overall performance" through employees who are closer to achieving corporate goals. The primary purpose of a supervisor in an employer is to ensure that the employer's aim is met. This is heavily reliant on the supervisor's ability to manage his employees' "performance."

Formal control structures will anyways be there, however always managerial & Organizational achievement is primarily based totally now no longer at the operation of structures however at the interpersonal capabilities of the person supervisor & his capacity to get powerful overall performance from his subordinates. As a result, managers who are responsible for strong overall performance through their subordinates are also responsible for their effective training. As a result, education must be recognized as a crucial component of the overall painting system.

"Training & Development," according to Swanson & Holton (2001), is "the process of broadening one's knowledge in order to improve overall performance."

"Training" is defined by Filippo E.B. (1980) as "the act of increasing a worker's knowledge & capacity to do a certain task." Training can also be called as the basis of control because it makes employees more powerful and productive. It is inextricably linked to all control actions, both actively & in detail.

Edwin B.S., in his opinion (1985). "Training is about overcoming obstacles on the route to incredible mastery; it is concerned with overall work performance but may also be beneficial in changing mindset."

Development

Development is a systematic & purposeful process aimed towards increasing an individual's capabilities in preparation for future obligations. Management Development allows you to develop a broad range of skills & talents that may be used to a variety of jobs within the organization. Technical capabilities concerned with knowledge & talent employed in procedures, procedures, & processes are included in managerial capabilities. Human capabilities include Human Relations Skills, Effective Working & Collaborative Skills, & Conceptual Skills, as well as broad control skills such as visioning, modelling, & creating strategic decisions.

The six core skills that Managers require today:

1. Global Perspective
2. Leadership
3. Learning & learning transfer
4. Flexibility

5. Strategic Planning
6. Team building

Training & Development

T & D are the area of HRM dealing with organisational activity that aims for improving the achievement of individuals & groups in organisational setting. Staff development, HRD, & learning & development are some of the commonly used terms to describe it. (*Harrison, 2005*)

Training is a form of education. People have more time to absorb new material, re-learn & strengthen present information & abilities, &, most importantly, consider & explore new possibilities that might be useful for them to enhance their effectiveness & performance at work. Trainings that are effective provide employees with relevant & useful information while also creating skills & habits that can also be utilized in the workplace. (*Charnov, 2000*)

Individuals modify their abilities, knowledge, attitudes, &/or behaviour via training, according to standard definitions (Robbins & DiCenzo, 1998). In this case, training entails originating & performing learning activities that lead to goal level outcome. Development, on the other side of the coin, that usually means to long-term growth in terms of what an individual needs to attain or accomplish in the future. While training is primarily concerned with present employment tasks & obligations, development is concerned with future employment obligations. But sometimes, these terms were used interchangeably to emphasize the products of education & development or the ways in which they are carried out as a result of personal learning. (Robinson & Robinson, 1995).

The purpose of training is to leave an impression that lasts longer than the duration of the instruction. The focus is on creating a concrete action steps & pledges that guide people's attention to use their new skills & ideas in the workplace.

Individuals & groups can benefit from training in order to improve their skills. In general, trainings consist of material presentation & learning in order to improve skill development & workplace practises.

Training & development are two activities that are frequently linked. Training may be utilised as a proactive approach of building skills & knowledge to avoid difficulties, as well as an efficient method in fixing any abilities or gaps in performance among employees. Development can also be used to answers a workplace affair before t becoming a problem or after they had became a worry. (*Kim, 1997*)

Development can also be defined as the method of achieving & maintaining new desired state that helps the organisation or society as well as the rest of the world. (*Garavan, Costine, & Heraty, 1995*).

The development perspective analyses existing climate, or behaviour, & assists individuals in team, in the department, or as part of an organisations in spotting successful tactics to increase the performance in other cases, there may not be something that is "wrong" right now; the group or boss might be just looking for methods for expanding & improve current connections & work performance. In other cases, there may have been identified flaws or difficulties that need to be addressed; the Development process seeks to develop skills & solutions that will successfully get an organisation to a high-performance condition. Development entails bringing about & maintaining alternative. (*Marmer, 1999*)

TYPES OF TRAINING

OTJ

- OJT refers to **On the Job Training**
- is a practical workplace training course.

AT

- AT refers to **Apprenticeship Training**.
- This can provide training through both classroom instruction & OTJ

JIT

- JIT refers to **Job Instructions Training**.
- entails a systematic training approach in which instruction is provided on each job duty in a sequential manner.

LTT

- LTT refers to **Literacy Training Techniques** & involves **Audio-visual Training** & **Simulated Training**.
- Audio & video tapes relevant to job skills and situations are used to train in audio-visual powerpoint, video conferencing, & audio- video tapes connected to job skills & situations.
- **in Simulation** instruction for specific processes and expensive equipment is provided in an extreme world that is closer to the actual situation.

EPSS

- EPSS refers to **Electronic Performance Support System** & also includes **Job Aid and Diversity Training**
- **JA** uses diverse diagrammatic procedures & directions for job assistance while **DT** is used when workforce is diverse.

TT&LL

- **Teamwork Training** refers to how to work as a team or in a group.
- **Lifelong Learning** refers to train throughout the work life using different aids

Types of Training. Source: Dessler, 2005; Dessler & Varkkey, 2010.

Training & Development Process:

T & D process stands for the actual sequencing of activities in which T&D function works in an enterprise.

The following are involved in training & development process are

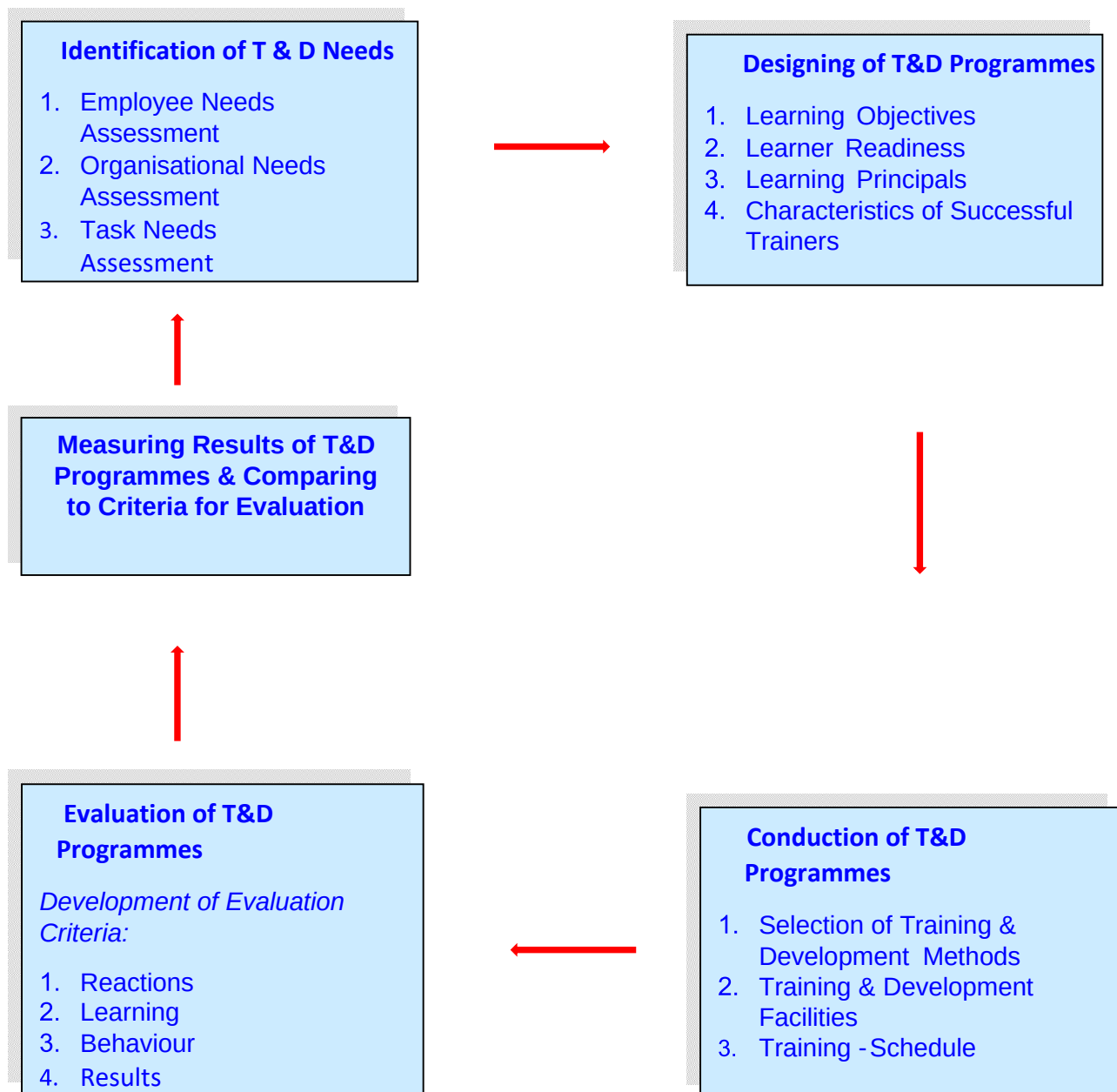
Step 1: Identification of T&D need

Step 2: Designing of T&D Programs.

Step 3: Conducting of T&D Programs.

Step 4: Evaluation of T&D Programs &

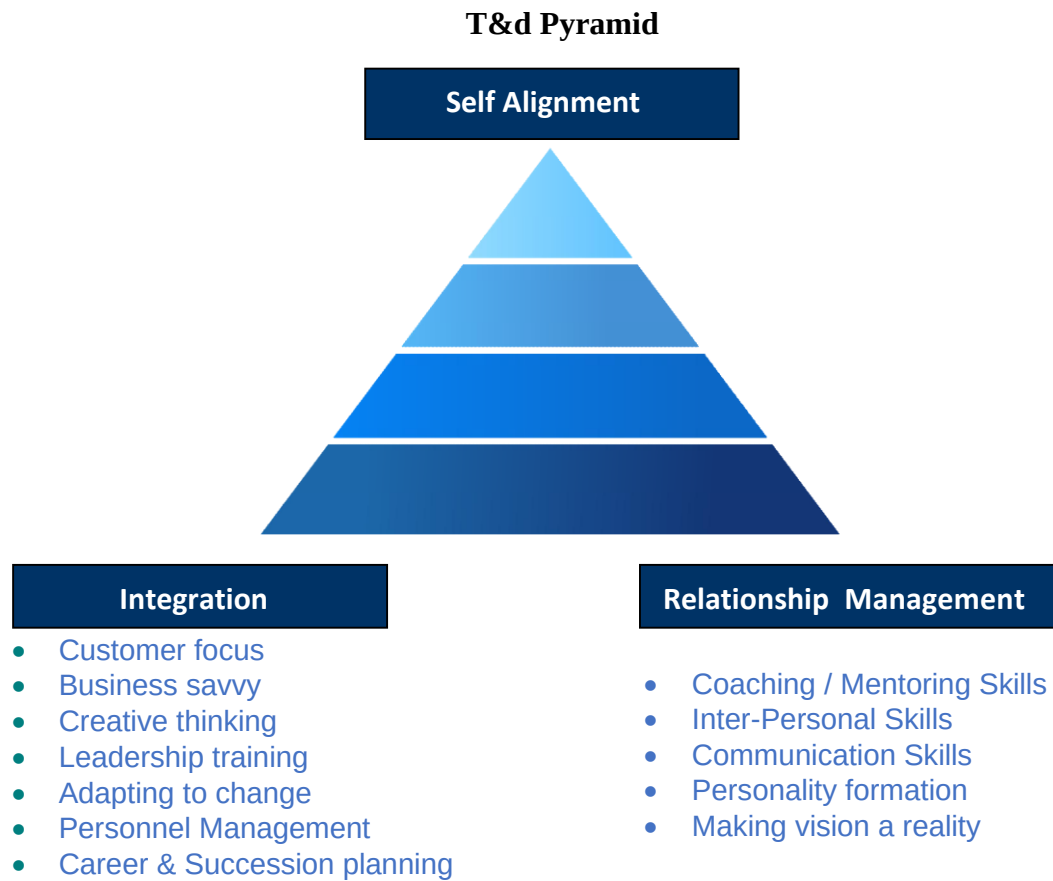
Step 5: Measuring results of T&D Programs & Comparing to Criteria for evaluation



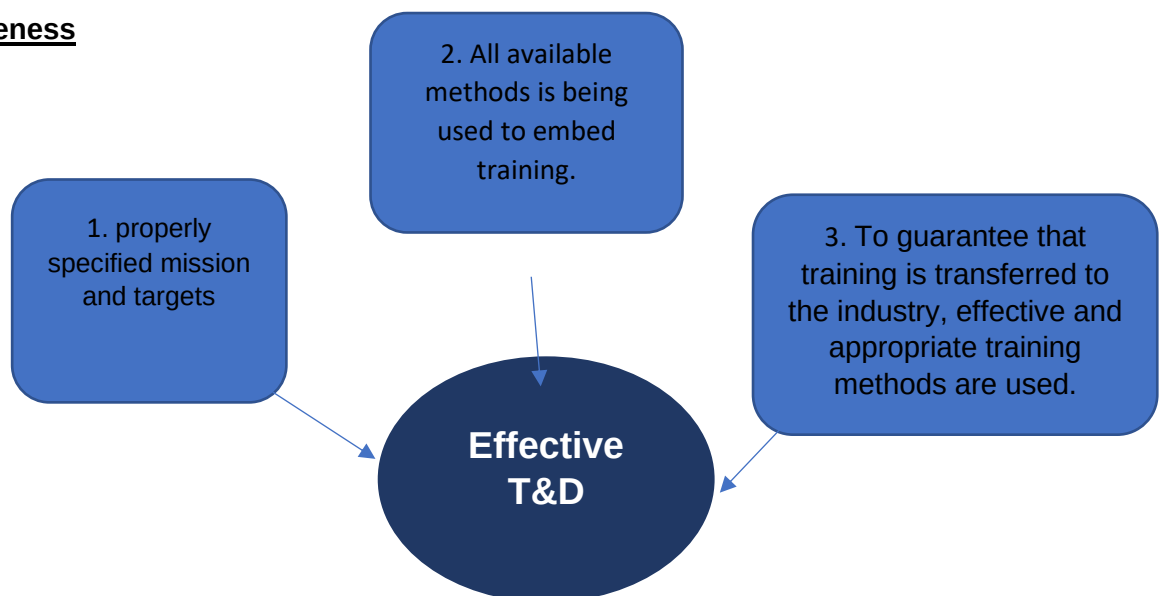
Source: Training & Development concepts & applications Tapomoy Deb (2006).

Because it embodies the core principle and philosophy of an institution's HR strategy, deciding who to engage for training and development should be carefully studied. In today's worldwide and complex business environment, however, training and development programmes must be strategically oriented.

The below pyramid summarizes T&D functions in the interest of the organisation.



T & D Effectiveness



BENEFITS OF TRAINING AND DEVELOPMENT

General Benefits from Employee Training & Development are

- Exemplary work ethic and morale of employee
- Ensure Adequate employee motivation
- Increased process efficiencies, resulting in financial gain are some of the added benefits of staff T&D.
- Capacity to adapt new technology and processes has increased.
- Increased innovation in strategies & products
- Decrease in rate of employee's turnover
- Enhanced organization image, example., holding training related to ethics.
- Risk management, e.g., training about sexual harassment, diversity training.

OBJECTIVES OF THE STUDY

Identifying the challenges or objectives on which the researcher must work is the first & most important phase in every research project.

The research broad goal is to look into the impact of training on employees' overall growth. The research's specific goal is to:

- To acquire a thorough knowledge base on subject of training & development.
- The aim of this study is to measure how employees are affected by training.
- To gain an understanding of the organization's current training methods &, if necessary, to make recommendations for modifications.
- Collecting feedback & analyzing employee satisfaction with training programmes, as well as suggesting alternatives.

RATIONAL OF THE STUDY

The strength of an organization's training is regarded as the most critical aspect in determining the organization's success. It is true that training costs money. T&D of human resources is not primarily a means of expenditure, but rather an investment that increases worker productivity and capability. When training is efficient, the results produce numerous special benefits for the organisation, its managers (both line and training), and its employees. This remark implies that in order for an organisation to function properly, its human resources must be nurtured to do their work efficiently.

As a result of the findings of this study, it was hoped that Apollo Hospital would be able to evaluate its training function more critically and have accurate views of the present condition of training in the hospital.

- I. The study's findings can drive line and training managers to pay attention to areas that are vital to their employees' effective development.
- II. The study's findings will be extremely valuable to the hospital's training department, as the study proposes numerous ways to improve the hospital's human resources.

RESEARCH QUESTION

- In the setting of Indraprastha Apollo Hospital in Delhi, how does training & development affect staff performance?
- Does staff performance at Indraprastha Apollo Hospital in Delhi benefit from training & development

OBJECTIVES OF THE STUDY

Identifying the challenges or objectives on which the researcher must work is the first & most important phase in every research project.

The research broad goal is to look into the impact of training on employees' overall growth. The research's specific goal is to:

- To acquire a thorough knowledge base on subject of training & development process of the Apollo hospital.
- The aim of this study is to measure how employees are affected by training.
- To gain an understanding of the organization's current training methods &, if necessary, to make recommendations for modifications.

Collecting feedback & analyzing employee satisfaction with training programmes, as well as suggesting alternatives.

SCOPE OF THE RESEARCH

- The study's scope is limited to Apollo Hospital and its staff, and it examines various training approaches, components, and formats in depth. The various training activities that Apollo Hospital has embraced / facilitated through its academics, outside agencies, or professional associations.
- It also assesses the development of workers' intellectual abilities, as well as comments on their performance.
- This research also offers some recommendations for improving the current T&D system.

CHAPTER – 3

TRAINING PROGRAMMES IN APOLLO HOSPITAL, DELHI

Training built confidence & facilitated to develop skills in an individual/ professional

Apollo is committed to developing and growing a high-performing organization with increasing authority and transparency throughout all tiers. In this perspective, a hospital's competency is characterised as a mix of the right kind of people doing the right jobs, backed up by a correct procedural mechanisms and indicators. With this in mind, the Apollo hospital ensures the availability of trained personnel & offers room for all staff to get training in accordance with the organization's policies. Officers at all levels can participate in these T&D programmes. To complete the stages of training, such as in-house & at other locations, using a set of procedures.

- i. Identification
- ii. Preparation &
- iii. Imparting training

IDENTIFYING THE NEEDS

MANAGEMENT STAFF

The organization's performance appraisal system includes T&D process. & It goes through a three- tier system i.e.

- determination of training needs of the individual officer/staff.
- approval by the reporting officer, &
- Finally, the approval from the HOD

Additionally, equal opportunities are given to employees to nominate themselves for the external training programme. All the training related data is being preserved confidentially at the branch, according to the employee record in the folder, & the executive office is notified with the help Monthly Personnel Report. Followed to this, Human Resource Department records the training highlighted in the PAR & takes the appropriate steps to deliver the information based on

- Organizational thrusting areas
- Company policy and strategy
- Emerging markets

PREPARING THE TRAINING PLAN:

Second phase, is preparing the training plan where training is execute by the Apollo Training & Development Department, a distinct agency for delivering training to apollo executives & outside organisations

IMPARTING OF TRAINING:

Actual training is provided by both internal & external entities. These agencies are chosen based on their reputation, the programmes they offer, previous experiences, & feedback from previous participants. Employees can also receive training by being nominated for an external programme. All training records are retained at the branch in the Personnel folder as per the Record of Training, & the Executive Office is notified via the Monthly Personnel Report.

FEEDBACK

In order to improve the programme, a structured questionnaire is used to collect feedback & impressions from participants. There are three sorts of surveys available, and one is chosen based on the training plan's nature and the target population. A representative from the Hr team attends the last session of the programme to collect verbal feedback.

TYPES OF TRAINING

At hospital basically two types of training were proposed for employees. These are Induction training & management trainee training. Details of the same are given below

INDUCTION TRAINING

Induction training is done for new employee entering to the hospital. The purpose of the induction programmes are to familiarise the participant with the various departments' functions. & after completion of training the participant must send a copy of the report to the HR Department at the conclusion of the induction. Under this

- » the department creates a schedule for staff that specifies how much time they must spend in each department, &
- » He/she reports to the department head during this time to learn the functionality & management systems.

MANGEMENTS TRAINEE TRAINING

The second category of the training was management trainee training which is basically designed for two weeks. Under this, corporate HR orient the trainees on operation of each department by inculcating practical sessions along with the industries' experts. All necessary records connected to management's trainee training in Delhi are kept by Corporate HR.

There are two ways that a person can be nominated for the training programmes:

- A training course based on the prerequisites for training.
- Training programme that includes putting the learning to the test, raising awareness, providing general information, & omnibus training types, among other things.

- Based on the types of employees & need the hospital has categories the programmes into 3 broad categories such as

- General/omnibus programmes
- Functional
- Behavioural

1. **Functional:** The effectiveness of the training is assessed by equating pre- & post-training data. The effectiveness of training is assessed on a scale depending on the percentage of objectives that are met.
2. **Behavioural:** The effectiveness of this type of training is evaluated on an annual basis, as evidenced by the employee's training needs for the future year. If the requirement of the training programme once again repeats, then training programme

will be declared unsatisfactory. The training is partially efficient if it is repeated with a focus on a portion of the requirement; if it is not duplicated, the training is successful.

3. **General:** These are the training requirements that stem specifically linked to the organization's requirements. Maintenance of porta cabins, ISO 900 training, fire drills, & any other awareness training are examples of these. These are big-scale training programmes for a significant number of personnel.

Hospitals are concerned about the quality of training, so the effectiveness of the training is also determined by:

- The amount of audit issues raised in relation to the training topics.
- Meeting the organization's goals within the time restrictions.
- Any other information provided in training pamphlet.

The efficacy of the outside training programme is evaluated along the same lines as the above. However, no comprehensive pamphlet on the subject has been released. At the start of the year, the program's measurement criterion is defined, & its effectiveness is calculated at the end of the year. The programmes that were found to be ineffective have been reworked.

TRAINING PLAN FOR ASSESING THE TRAINING OUTCOMES

There are also training plan that aren't specifically related to the needs of the training. The efficiency of the training doesn't assessed.

CHAPTER – 4

LITERATURE REVIEW

Literature Review

This section dealt with the review of the prior researches that are relevant to field of T&D. It helps to classify the review thematically by different period of times & helps us to understand how training has been instrumental in bringing quality services to the hospital as well as patient.

Different researchers had tried to understand the impact of trainings on organisations & what are the challenges organisations are facing to bridge the training needs in different context with different methodologies. **Kuldeep Singh (2000)** in his research article wrote that In India, organisations do not believe in investing in human resources that can lead to better results by conducting a study on. selected 84 selected corporate organizations representing all major industries nationwide. To understand this, he used a & researched their training using a questionnaire developed by Huselid (1993). The motive for this is to study the relation among training & organization's performance. This shows that Indian hospital still do not believe that investing in HR can be a reason for improved outcome.

Alphonsa V.K. (2000) The training of the research was made at a great hospital of Hyderabad. 50 parts are selected in the hospital that cannot be selected because of this study. Researchers used a training of training information (rao-1989). "The study of the training conditions understood her & the care policy" included many other aspects such as slaves, relations, environmental & relationships. The results are good in this group, but confidence & carers on the treatment training depends on their parts.

Yadapadithaya (2001) investigated current practices in training & development assessment. India's business development programs include Quality, innovation & productivity are the main drivers of Indian businesses. Most areas of training & development, education & key educational outcomes Developmental functions are concerned with education measurement & evaluation. Verification. About 6% from the private firms, 81% from the public firm, All multinationals are successful in measuring the effectiveness of training. The motive behind the evaluation is to determine the effectiveness of the different ingredients. Training & development program. The organization with the most participants A response to monitor the effectiveness of the training. The vast majority Organizations use "questions" as a method to collect necessary information for assessment. In majority of incidents, judgement is done immediately after training. Many of Public & private sector enterprise utilize unique program design & more. Around 50 percent of all MNCs also make a use of a only one team structure, test first & test later Effects of training & development programs. Absence before going to school From training facility to workplace, it is recognized as a major flaw in the company's training & training system. Indian companies are recently is going through the challenge of designing & maintaining healthier & reliable operational methods measuring the effectiveness of T&D

Another review on “Impact of training climate on effectiveness of training programmes” by Anu Singh Lather & Harsh Sharma (2008) suggests that training nurtures Organizations increase the mental space of senior managers. But, This is a legitimate place & should move from the centre of the business to the centre of the business & actively contribute to the achievement of the goals of the organization. This requires that education professionals demonstrate commitment to increasing the value of education. The training delivery process is driven by pre & post training elements that affects the setting of a favourable or unfavourable educational environment. This white paper outlines all the key issues in the educational environment & the roles of the various stakeholders in the development process. Using the case study method, we explained the importance of creating a environment that is favourable & also the bad impacts of a disadvantageous training environment.

“Training & development need analysis for ushering change: a study in Jindal Steel & Power Ltd” by Mishra, Priti Suman (2008) The purpose the study is a huge & complicated organization that are transitioning from ancestral bureaucracy, At one level, there is a command & control management style for a participatory & human-centric approach. In this study, we adopted an approach based on "organizational development, behavioural research" to develop a process for analysing training needs. This allows you to model the desired changes in your organization in the former case & to see the details in the latter case. About what & understand it. Inactive to keep up with changing agendas & move forward. Large & complex organizations need to balance the standardization & customization of the requirements analysis process, enabling different structures, subcultures, & readiness levels within the organization.

“Capacity building as a tool for assessing training & development activity: an Indian case study” by R. Krishnaveni & B. Sripirabaa (2008), Many firms examine their training & development activity on a regular basis, recognising its growing importance. The goal of this study was to use a created & validated instrument to extend the idea of capacity building to the assessment of training & development activity in an automobile component manufacturing organisation. The study participants were 36 middle-level managers who were stratified. The study discussed here introduces a new framework for assessing training & development efforts. A significant approach for evaluating & improving training & development activity is proposed: perception-based, consensus-oriented evaluation. During brainstorming sessions, ideas for improving capacity in identified lag areas emerged. This assessment also serves as a foundation for evaluating the success of training & development activities in the future.

“An investigation into the relationship between training evaluation & the transfer of training” by Alan M. Saks & Lisa A. Burke (2012), The motive of this research is to find out the relation b/w training-evaluation & training-provision in organisations. It is imagined that the frequency of training assessments is associated with higher delivery rates because assessment information can identify weakness that can improve training programs & increase stakeholder accountability with respect to training outcomes. This data is collected from the 150 professionals of the training who are members who are members in Canadian Association for Education & Development. The results show that the frequency of training evaluation is mainly related to training provision. However, of the 4 tiers of Kirkpatrick measures, behavioural & outcome criteria was associated with increased education delivery rates, suggesting that metric levels are important for success. These findings demonstrate the significance of organizational-level activities such as training evaluation & individual-level execution to promote training delivery.

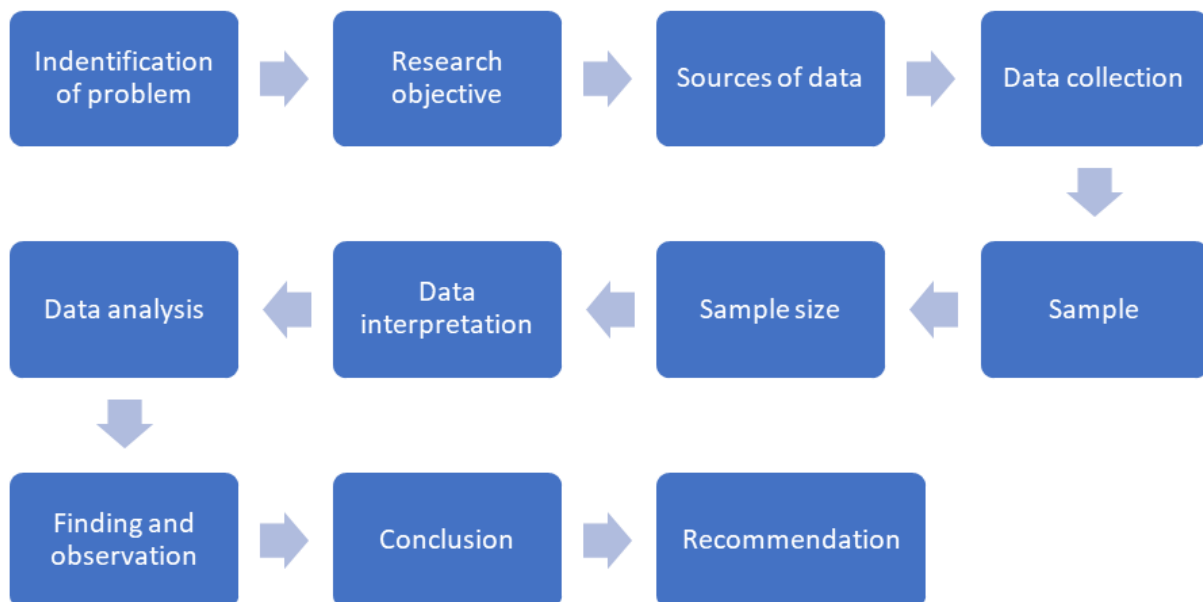
CHAPTER – 5

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY

In everyday language, research refers to the pursuit of knowledge. It may also be defined as a scientific search for relevant knowledge on a certain subject. In reality, searching is a form of scientific inquiry. In layman's words, research is defined as "a thorough examination or inquiry, particularly via the discovery of new facts in a field of expertise."

LOGICAL FLOW OF RESEARCH IS AS FOLLOW



RESEARCH DESIGN

- A **explorative research** design was used in this research. A Questionnaire has been designed to gather information on the respondent's assessment of overall training efficacy for quantitative measurement.
- In qualitative research, the researcher used a explorative approach to thoroughly explain whole training & development programme. As a result, both quantitative & qualitative analysis, as well as the **explorative** format, are employed.

STUDY REFERENCE

Types of training programmes for the period of last six months that had been conducted in the Indraprastha Apollo hospital have been taken into account.

SELECTION OF SAMPLE SIZE

A sample size of suitable strength of the hospital was obtained in order to get at the current practises of training in the hospital in order to take a decent sample size & to disrupt the functioning of the organisation.

As a result, 50 workers were chosen from all divisions of the organisation, & feedback forms (questionnaires) were collected. The data was analysed in order to determine the organization's current training practises.

SAMPLING TECHNIQUE USED

In order to analyze the data, the purposive Sampling approach was applied. Purposive sampling from a finite population is a sample selection method in which every conceivable sample combination has is selected as per researcher convenience.

DEVELOPMENT OF Questionary

Based on the pilot study & according to objectives, the researcher constructed schedule with the following dimensions.

- Perception towards training
- Course material & course layout
- Course Administration
- Course Instructor & Methodology
- Training environment
- ROI.

A 5-point scale is used to gauge employee opinions, with scores ranging from 1 to 5.
(1= *highly agreed*; 2= *agreed*; 3= *no opinion*; 4= *disagreed*; 5= *highly disagreed*)

DATA COLLECTION

Methods used were explained below

PRIMARY DATA

They are those that are obtained from scratch & for the first time, & hence are unique. However, there are a variety of approaches for gathering primary data, none of which have been used in this study. The Below is a list of those that have been utilised.:

- Through questionnaire
- interviews
- Observations

SECONDARY DATA

It is gathered by prior studies & publications for completing the project. The secondary data was gathered using the following methods:

- Textbooks
- Articles
- Journals
- Websites

DATA COLLECTION PROCESS AND ANALYSIS

The Questionnaire was distributed to the selected respondents in order to assess success of the T&D programme. All questionnaires were fully completed & submitted to the researcher, & the obtained data was quantified using the required statistical techniques. And far as analysis is concerned *univariate analysis* is used.

STATISTICAL TOOL USED

Majorly used tools are as follows MS Excel version 2016 &:

- Pie charts (for describing parameters)
- Histograms
- Fishbone diagram

LIMITATION OF THE STUDY

- The research is limited to staffs of APOLLO HOSPITAL IN NEW DELHI, who will be given the questionnaire to complete
- This is done for a short length of time. Furthermore because, the data was gathered from secondary source hence the shortcomings of that source do apply to poll as well.
- Employees' responses to information requests were tepid.
- Response given by employees have to be believed & have to be taken for granted as truly reflecting their perception.

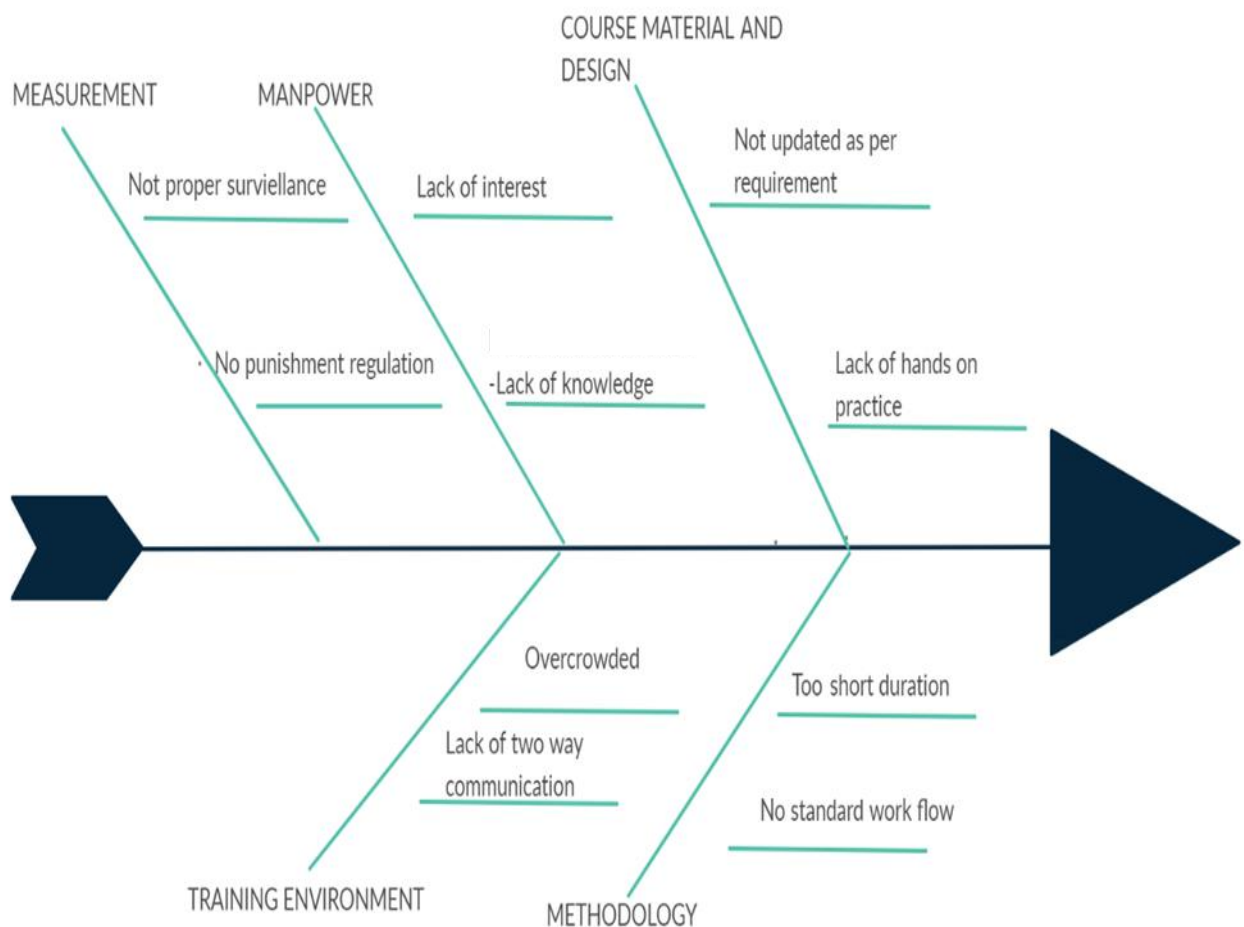
CHAPTER – 6

STUDY FINDINGS

RESEARCH DATA ANALYSIS

This basically consists of 2 sections. The 1st section attempts to analyze the employees Socio-Economic background in INDRAPRASTHA APOLLO HOSPITAL, NEW DELHI. Variables like Age, Gender, Age, Designation, Qualification, the no. of training programme attended & the nature of training of employees are discussed extensively. The perception of respondents with regard to various dimensions (perception towards Training, Course material & course design, Course Administration Course Instructor & Methodology, , Training environment & (ROI) Return On Investment) is discussed using percentage analysis.

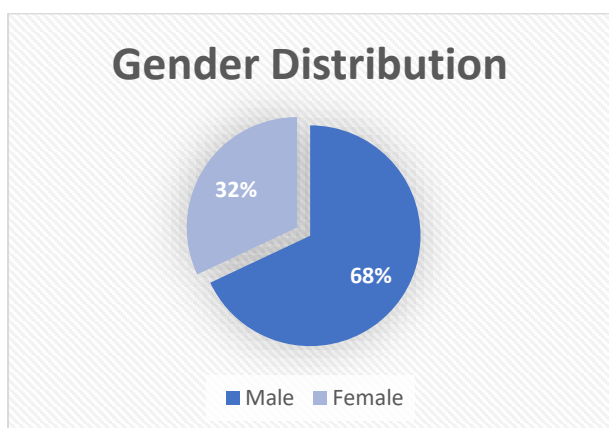
FISHBONE DIAGRAM (ROOT CAUSE ANALYSIS)



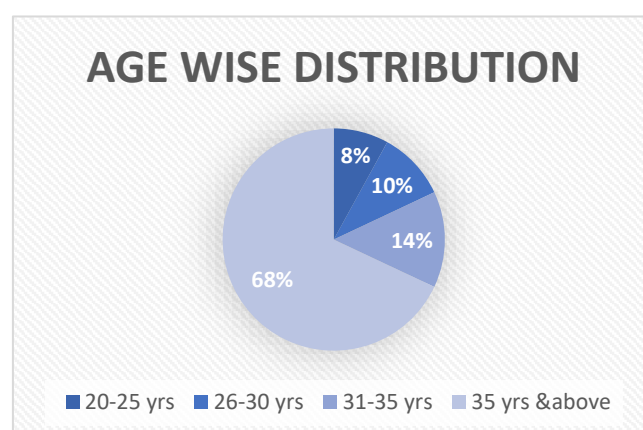
PART: A

➤ ISSUE 1: PROFILE OF RESPONDENTS

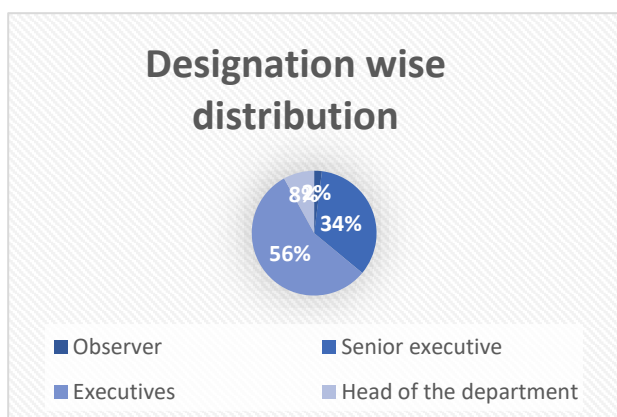
Distribution of respondents' gender wise



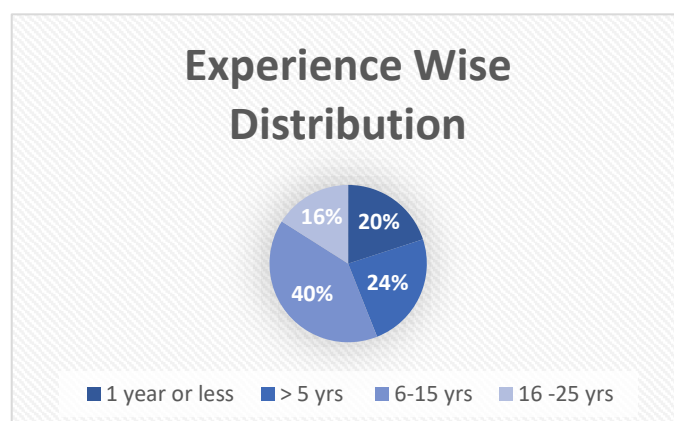
Distribution of respondents' age wise



Distribution of respondents' designation wise



Distribution of respondents experience wise



- **GENDER WISE CLASSIFICATION OF RESPONDENTS:** From the above it was seen that a larger portion of 68% are male employees & a reasonable no. 32% are female employees
- **AGE WISE CLASSIFICATION OF RESPONDENTS:** The above table reveals that the majority of the respondents (68%) belong to 36 yrs. & above & a reasonable number i.e. (13%) belong to 31 to 35 Years. A considerable number of respondents (11%) falls in age group of 26 to 30 yrs. & the rest (8.0 %) falls in between age group of 20 to 25 yrs. It has been found that most of the employees fall under the Middle Age Group. Middle age is generally considered to extend from 35-60.
- **DESIGNATION WISE CLASSIFICATION OF RESPONDENTS:** With respect to the designation, it has been found that a considerable number of respondents (34%) are senior executives & a larger part with (56%) includes executives & (8%) includes

head of the departments & the remaining (2%) observers. The majority of the respondents are executives in INDRAPRASTHA APOLLO HOSPITAL, NEW DELHI.

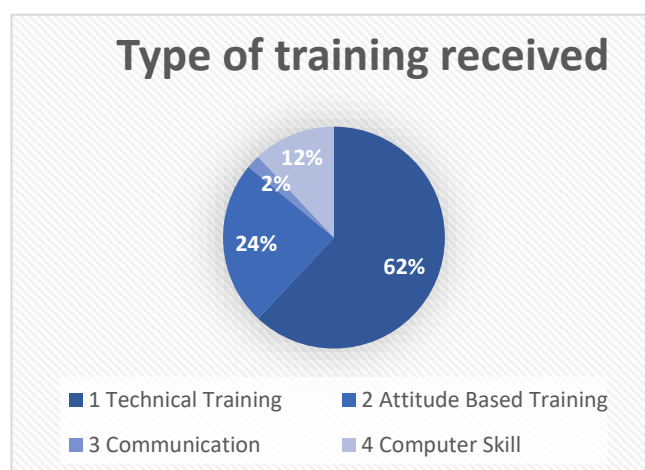
- **EXPERIENCE WISE CLASSIFICATION OF RESPONDENTS:** The above table shows that a large number of respondents (40%) have experience between 6 to 15 years & a majority of respondents (26%) have below 5 years of experience. A considerable number of respondents (20%) have below 1 year of experience & a reasonable number of respondents (15%) have 16-25 years of experience.

➤ ISSUE 2: TRAINING RECEIVED

RECEIVED TRAINING SINCE JOINING



TYPE OF TRAINING RECEIVED

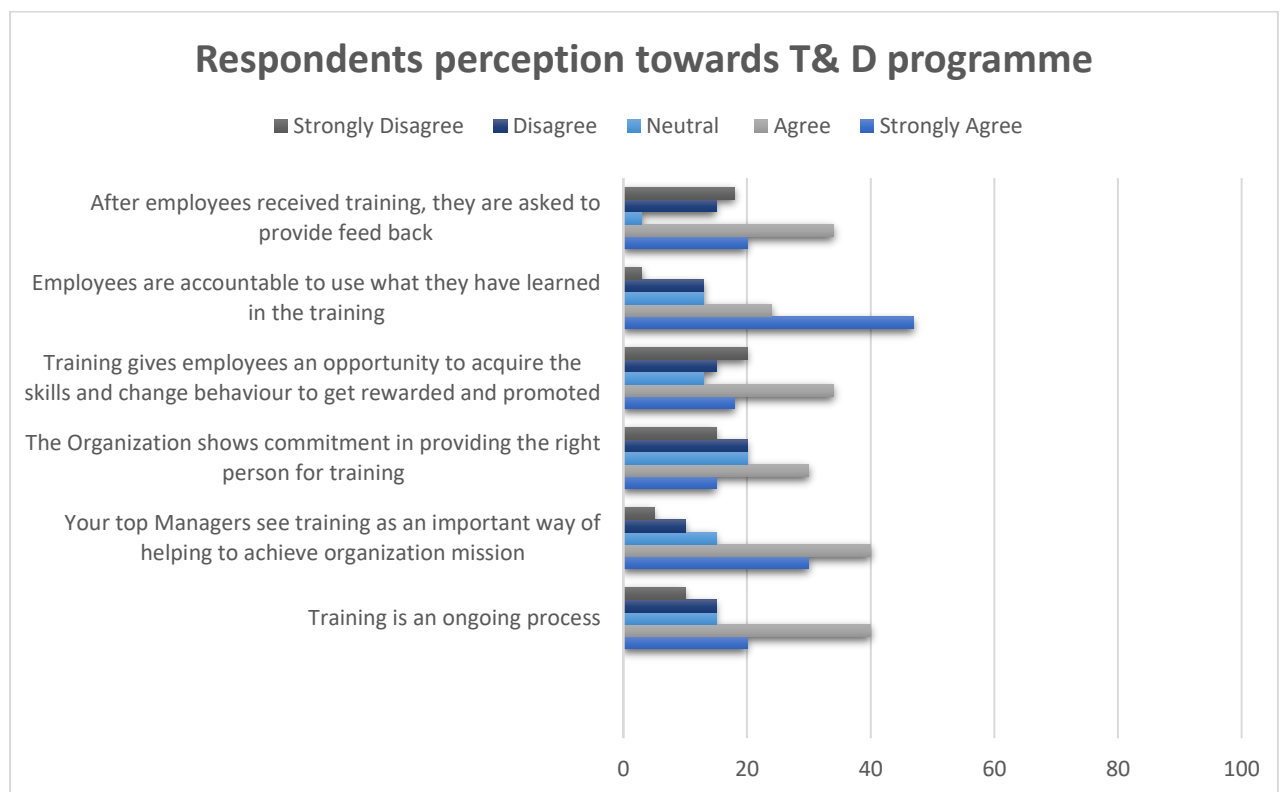


- **RECEIVED TRAINING SINCE JOINING:** The above table shows that significantly huge no. of respondents (96%) have received training since joining & only (4%) of the respondents have not undergone training since they are employed.
- **TYPES OF TRAINING RECEIVED:** In this a larger part of the respondents (62%) had attended technical training & a reasonable number of respondents (25%) had attended attitude-based training & a considerable number of respondents (3%) had attended communication training & the remaining (10%) respondents attended had computer skill training programmes.

➤ ISSUE 3: VARIOUS DIMENSIONS OF TRAINING AND DEVELOPMENT

Following section gives views of respondents in INDRAPRASTHA APOLLO HOSPITAL, NEW DELHI, related to training & development programme, are analysed. The dimensions such as PERCEPTION towards training, course material & course layout, course instructors & methodology, course administration, training climate & (ROI) return on investment are discussed elaborative

Respondents Attitude towards T & D Programme



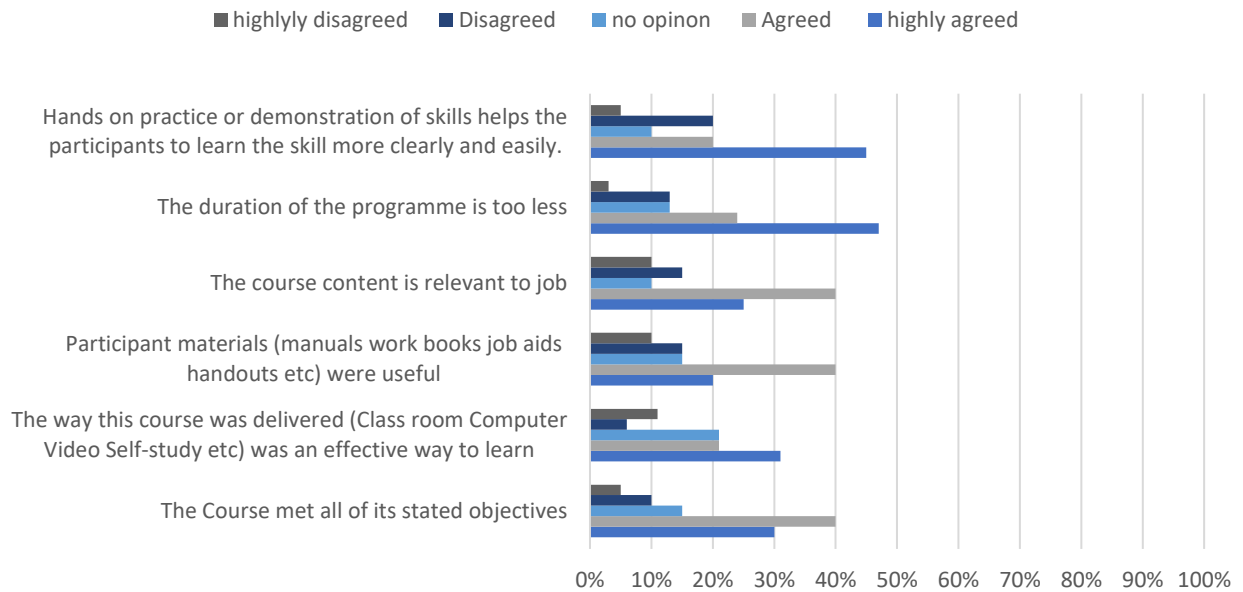
1. Table. clearly gives the attitude of the employees towards training & development programmes implemented in APOLLO HOSPITAL towards training process. A maximum of 40% agree & 20% of them highly agreed that training is an ongoing process., however 25% of the employee report the other way such as disagreed & highly disagreed respectively as they believe that there is no need for them to attend training programme as they are knowledgeable enough.
2. 20% of the employees agreed to the high level personnel see training as an essential tool of helping employees to achieve organization mission, while 15% of the employees strongly agree to this measure. 5 % of them along with a smaller number of 3% employees disagree & strongly disagree to the above statement as they

believe that higher managers see training just as a task which they have to finish for the sake of their target not for the benefit of employees while the remaining 7% of the employees remain neutral to the statement

3. For organization responsibility in giving the right personnel for training 15% of the employee's report agree in organization commitment & 8% of the working mass said strongly agrees. Similarly, 17% of the employees disagreed & strongly disagreed & by felt out 10% of the employees failed to respond.
4. In connection with training programmes which gives employees an opportunity to acquire the skills & change behaviour. 18% & 9% of the employees agree & strongly agree respectively. 17% of the respondents disagrees & highly disagreed with the statement as they think that it is not training that has helped them to acquire skills but their hard-work and consistency to complete the assigned task is responsible, & 6% of the respondents are neutral to the statement
5. Vast majority 12 % & 24% of the employees agree & highly agrees with accountable use what they have learned in the training. Similarly, 6% & 2% of them have disagreed & highly disagreed to the statement and think that training is just a waste of time, while 6% give no opinion to the statement.
6. In relation to the employee feedback on training 18% & 10% of the workers of the employees Disagree & strongly disagree respectively because according to them taking feedback is just a formality no measure is taken for the improvement , while 7% & 9% of the respondents agree & strongly agree, & the remaining 6% has failed to address the statement.

Respondents' perception on Course Content & Course Design

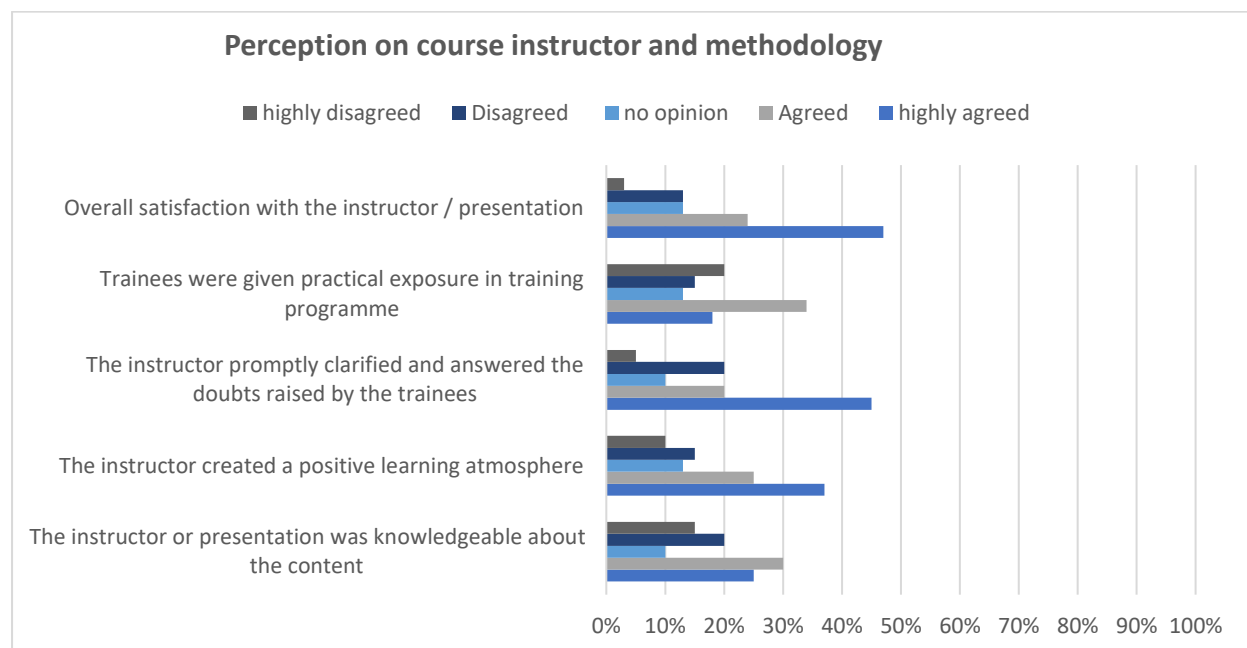
Perception on course content & design



1. Table clearly gives views of employees toward course content: design & respondents opinion towards the training development. Regarding this aspect 30% & 40% of the respondents agree & strongly agree for that the course met all of its stated objectives, while 10% & 5% of them disagree & strongly disagree within the above statement according to them course objectives are not clear . The remaining 15% were ideal to the statement.
2. With regard to the satisfaction of course delivery 31% & 21% agree & strongly agree, while 6% & 11% of the respondents disagreed & highly disagree & remaining 21% remained neutral , they have a thought process that the T&D should use a advance version and also updated module.
3. Majority 40% of the respondents along with 20% agreed & strongly agreed for the utility of the participation material 15% & 5 % respondents disagree & strongly disagree for the same statement the reason for their disagreement is same course material is used since beginning the modules are not updated as per requirement & the remaining 15% of the employees as usual remained silent for this statement.
4. 12% & 40% of the respondents agree & strongly agree for the course content is relevant to the job. Similarly, 13% disagree & 3% strongly disagree for this statement & remaining 13% hesitated to share their views.
5. 45% & 20% of the workers agree & strongly agree for which the duration of the programme is less. Similarly, 10% disagree & 5% strongly disagree while the remaining 10% said nothing about this statement.

6. With regard to the statement on Hands on practice or demonstration of skills helps the participants to learn the skill more clearly & easily, 45% & 20% of the respondent agree & strongly agree, while minimum of 10% strongly disagree & 2% disagree with the statement & the remaining 10% as usual remained neutral.

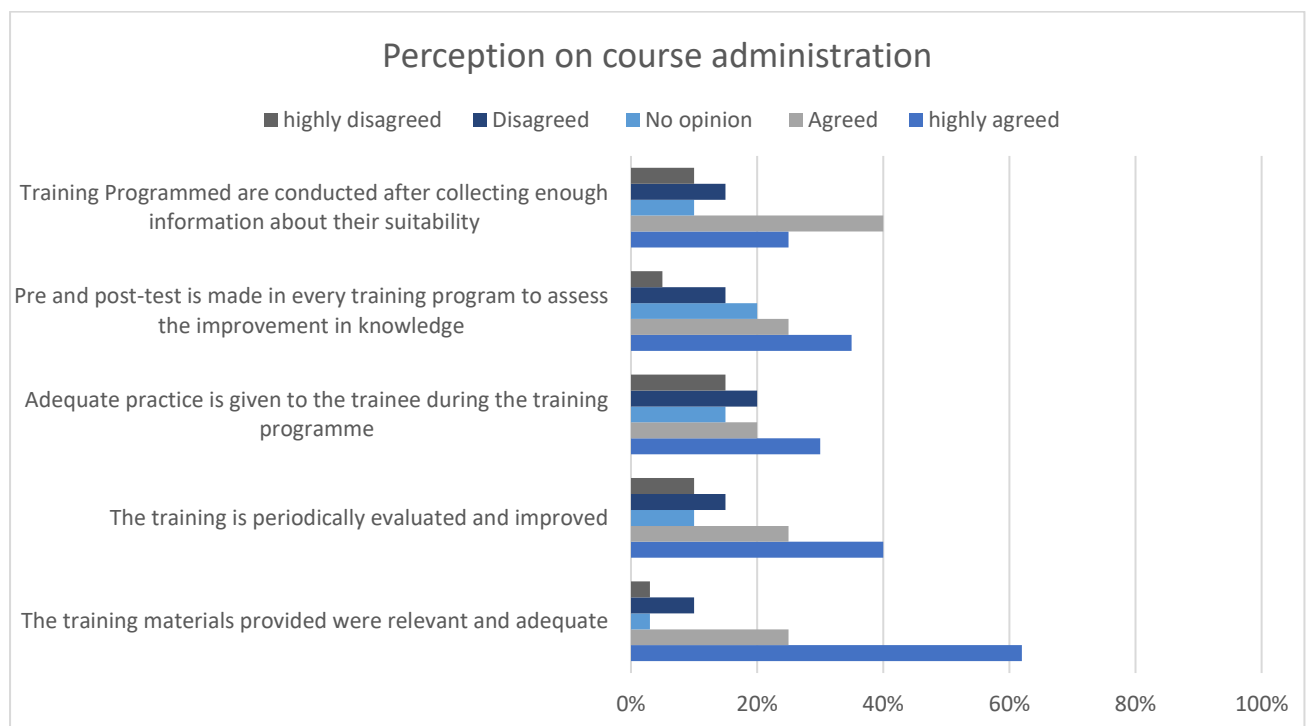
Respondents Perception on Course Instructors & Methodology



1. Table explains the opinion of the employees related to the course instructor & methodology which was implemented by APOLLO HOSPITAL, NEW DELHI. Regarding instructor was knowledge about the content 15% agree & 13% strongly agree, while 20% disagree & 15% strongly disagree to the statement according to them they are more knowledgeable then the trainer in terms of the skills being taught during the programme & finally 10% said nothing to this statement.
2. In relation to creating positive learning atmosphere, a maximum of 37% agree & 25% strongly agree, while 15% disagree & 10% strongly disagree because they believe (for external trainer) they their motive is to just earn money not to teach or terin them 13% cent gives no opinion about this statement.

3. Similarly, 45% & 20% of the employees agree & strongly agreed that, the trainer clarifies & answers the doubts expressed, the same is disagreed & strongly disagreed by 10% & 2% of the respondents respectively the remaining 10% did not express their views.
4. More than half 34% & 18% of the employee agree & strongly agree with the statement of trainees' practical exposure in training programme whereas 15% & 20% of the employees disagree & strongly disagree for the same statement, & 13% failed to address to the statement.
5. Vast majority 47% & 24% of the respondents agreed & strongly agreed from the satisfaction instructor & presentation similarly 13% disagreed & 3% highly disagreed by the same, & 13% of the them have no opinion.

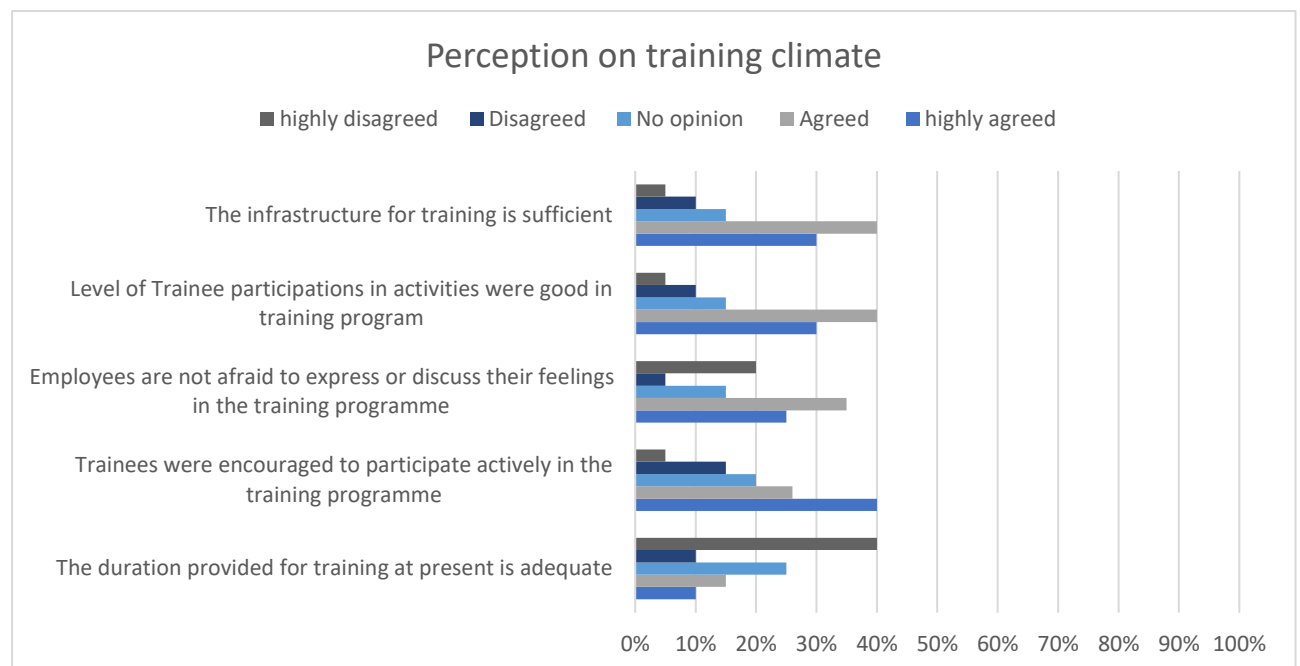
Respondents Perception on Course Administration



1. Vast majority 62% & 25% of the employee agree & highly agree with the training material provided were relevant & adequate similarly 10% & 3% disagree & strongly disagree to the core. Were as remaining 3% disagree to share their views.
2. In accordance with the training programme periodically evaluated & improved 40% agree & 25% strongly agree with the statement, while 15% disagree & 10% strongly disagree with the same & remaining 10% expressed nothing.

3. Majority 20% & 30% of the employee agree & strongly agreed with the practice given during the training programme. Similarly, 20% & 15% disagreed & highly disagreed & remaining of 15 %have no opinion for this.
4. In accordance with the pre & post-test is made in every training programme to assess the improvement in knowledge 25% agree & 35% strongly agree with the statement, while 15% disagree & 5% strongly disagree with the same & remaining 20% expressed nothing.
5. In connection with the training programmes which are conducted after collecting enough information 40% & 25% of the respondent agree & strongly agree whereas15% & 10% disagree & strongly disagree to the same statement & finally 10% said nothing for this benefit.

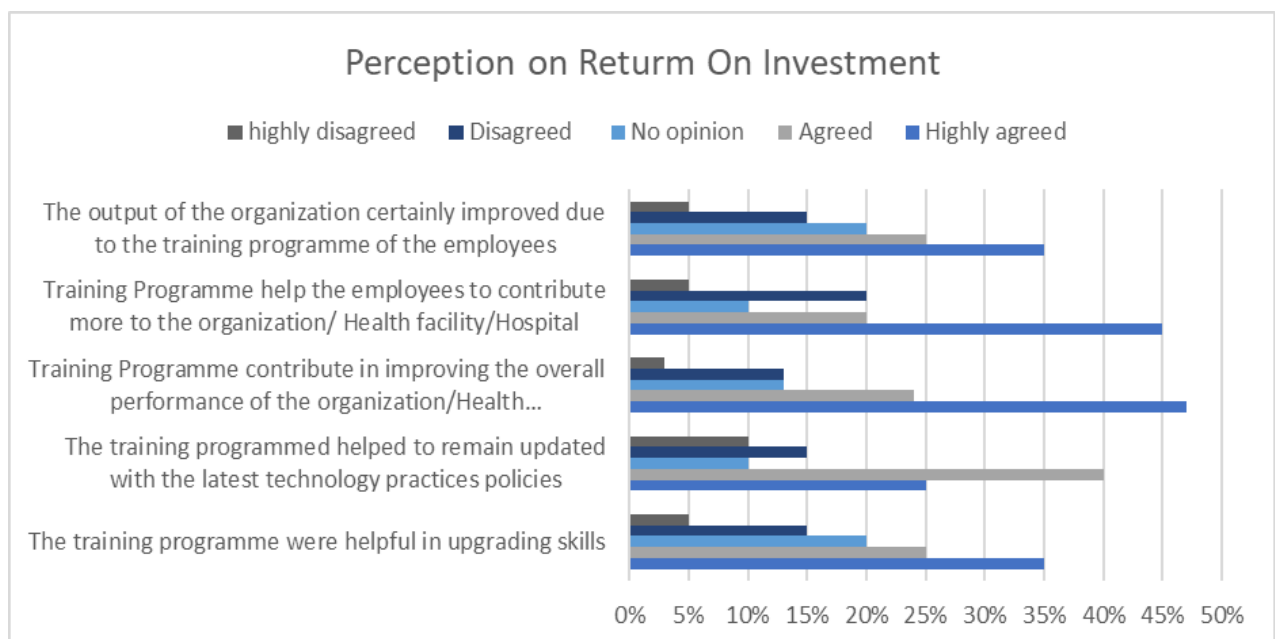
Respondents Perception on Training Climate



1. 25% respondents believe that the period of the training programmes is sufficient but 50% of the respondents differ to this. They believe that the duration of training programmes organized in a year should be increased as some training programme require more practice session and they should be planned accordingly not just following the format of 1 hour per session & remaining 25% have no opinion about it.

2. Towards the encouragement to participate actively in training programme 26% agree & 40% strongly agree, while 15% & 5% disagree & strongly disagree respectively as they believe it is more of a threat rather than encouragement as attending a training programme is related to their appraisals if they are not attending the sessions there will no hike in their salaries for the above statement. 20% of them remain neutral.
3. Majority 35% of the employee have agreed that those were not scared to voice their emotions in the training programme 25% strongly agree to this measure. Minimum of 5% & 20% disagree & strongly disagree for this statement & 10% of the respondent remains neutral for the above statement.
4. With regard to the level of training participation in the 40% & 5% & strongly agree for the statement whereas 10% disagree & minimum 30% strongly disagreed & remaining 15% of respondent behaved neutral.
5. In connection with the sufficient infrastructure for training 40% & 30% agree & strongly agree, while 10% & the minimum of 5% disagree & strongly disagree respectively believe that the place is bit crowded & by the by 15% of the respondent failed to respond.

Respondents Perception on Return on Investment (ROI)



1. Table clearly explain views of employees related to return on investment with regard to the training & development programme in APOLLO HOSPITAL, NEW DELHI. With regard to the statement that training programme helps in upgrading their skills 25% agree & 35% highly agree to this statement. While 5% & 15% cent disagree & strongly disagree respectively remaining 20% failed to respond.
2. Majority 40% agree 25% of them have agrees strongly to which the training programme helped to remain updated whereas 15% disagree & 5% strongly disagree to the above statement & the remaining 20% remain neutral.

3. In relation to the statement that training programme contributes in improving their overall performance of the organization. 24% agree & 47% strongly agree, while 13% & disagree 3% & strongly disagree respectively.
4. Vast majority 20% & 40% of the employee agree & strongly agree for that training programme help them to contribute more to the organization. Similarly, 20% & 5% of the respondents disagree & strongly disagree with the same benefit, & 10% of the remaining were neutral to the query.
5. With regard to the training programme enhanced the organization's production 25% agree & 35% strongly agree respectively. 15% & 5% of the respondents disagree & strongly disagree with same benefit according to them is it not training that had increased there overall production it is they themselves & remaining 20% failed to address the statement.

CHAPTER – 7

Suggestions & Conclusion

SUGGESTIONS

Some recommendations are made to the company & the personnel based on the findings.

- An app or software should be launched which will contain a dashboard an employees can nominate themselves for the training session which they believe is essential for them as per their choice. And the same app will contain all the info. Regarding the session i.e. their duration, venue, objective and also the modules will be uploaded in the same software

- **NOMINATIONS**
 - When they were nominated for training, trainees should be made more aware of the training & development program's aims so that they may grasp & accomplish the program's objectives & goals.
 - Employees must be encouraged to participate in Training Programs on a regular basis in order to upgrade their abilities & learn new techniques for performing their jobs effectively & efficiently.
 - Employee preferences & choices for teaching techniques should be collected & followed throughout the training.
 - Employee projections must be taken into account while developing a training programme.

- **CLEARLY DEFINED OBJECTIVES**
 - Before the training programme it should be made sure that all the trainee should be clear with the objective of the session.
 - The training program's objectives must be in accordance with the needs of the trainees & must be properly stated to them in order for them to be readily accomplished.
 - A training programme must be implemented on a regular basis to keep employees up to speed on new technologies & improve their performance.

- **TRAINING MODULES AND CONTENT METHODOLOGY**
 - High-quality training materials & training aids supplied to trainees will boost their interest & participation in the training, which will help them perform better, communicate more effectively, & build excellent relationships with co-workers.
 - Audio-visual training programmes should be given more attention.
 - An entertainment session should be implemented during training hours to alleviate trainee boredom

➤ **TRAINING NEED ASSESSMENT AND EVALUATION**

- The process of assessing training needs should be unbiased & open, & it should be based on genuine needs.
- There should be close synergy between the training catalyst & the trainees on a regular basis in order to improve the effectiveness of the training inputs.
- On a regular basis, the organisation should utilise methods for assessing training & development initiatives. So that the organisation transforms into a learning organisation, with training & development as critical components of efficiency & effectiveness, as well as the incorporation of a performance management system into the training plan.
- To effectively evaluate T&D many initiatives should be taken that aims at enhancing individual, team, & organisational performance, a comprehensive & supportive culture, leadership, the establishment of a learning organisation, & an effective performance management system must be established & has to be maintained.

➤ **FACULTY MEMBERS/ TRAINERS**

- Trainers must create personal care & concern to establish a welcoming environment, & they must constantly be ready to assist trainees in tough situations.
- The role of trainer is crucial to the success of training programmes, & all faculty members, internal or external, should be well qualified. As a result, prior to implementing training programmes, the trainer's recommendations must be taken into account.
- For specialist programmes, a faculty member from outside the organisation should be brought in. The sessions' duration might be increased, & instruction on new technology, techniques, & ways of operation could be emphasised more.

➤ **AWARDS AND ACCOLADES**

- Merit awards & incentives will motivate the learner & that will make him want to participate.

➤ **EMPLOYEES**

- Employees must take training in a serious way for their own growth as well as the organization's.
- Employees should adopt an enthusiastic behaviour/attitude toward training.
- Before attending the training session, employees should speak with their supervisors to address any questions they may have.

➤ **ORGANISATION**

- Organization must take efforts to see that trainees are provided with the best of facilities bringing in new improvement with every training programme
- Suitable training programme development & implementation will aid in increasing training effectiveness
- Organizations must develop a training rules that directs the training department & the rest of the company on how to manage training & evaluate its effectiveness.,

- Effective training will help personnel in becoming a highflier & developing skills such as leadership & teamwork, as well as increasing their motivation to pursue more training.

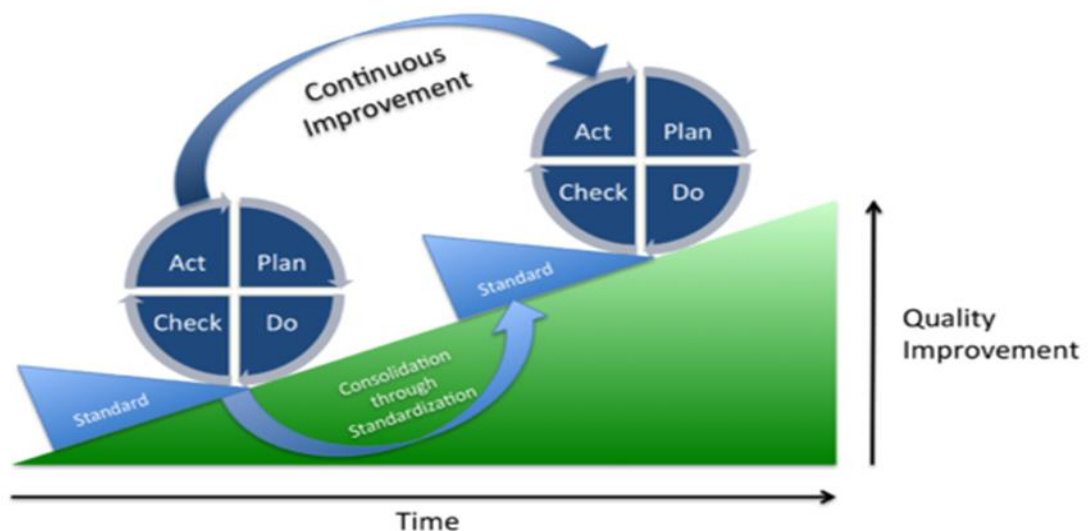
CONCLUSION

At the INDRAPRASTHA APOLLO HOSPITAL, NEW DELHI sites, the study examines the impact & shortcomings of training & development programmes. Management could adjust & design new training material for the training & development programme based on the findings, allowing employees' resources to be fully utilised. Training is an unparalleled resource among the universe's riches; "without training, there is no development." As a result, training & development are an important aspect of any firm.

Knowledge & competition will be the hallmarks of the new millennium. As a result, the Apollo Hospital will make every effort to ensure that all employees have a career that they enjoy & that provides many chances for personal growth. When a need for knowledge arises in the system, the business should take steps to keep employees' knowledge & skills up to date by holding training sessions. To assess individual & team performance in terms of organisational efficiency & effectiveness, efficient training & development assessment methodologies are required.

Scope for Further Research

- comparable research might undertake at the hospital for assessing & determining differences in current training system are expected.
- To determine the relative strength of the training system, a comparative research in organisations may be conducted.
- Staffs at various levels can participate in a similar research to learn about the training system.
- In order to determine the dominant area of the training system, a research study on the current conditions of various areas of the hospital may be conducted.
- In conducting the further research PDCA cycle can be incorporated.



- PDCA cycle can be used for the continuous improvement The PDSA (or PDCA) is also known as THE DEMING CYCLE, the DEMING wheel of continuous improvement spiral. For continual growth and learning, it consists of a logical series of four recurring steps:
- Prepare: Make a change plan ahead of time. Analyse and forecast the outcomes
 - Do: Carry out the strategy in tiny increments under controlled conditions.
 - check: Examine the results.
 - Take action: make changes to the process to standardise or improve it.

CHAPTER – 8

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Mishra, P 2008, 'Training & development need analysis for ushering change: a study in Jindal Steel & Power Ltd', Indian Journal of Training & Development, vol. XXXVIII, no.3, pp.63–70.

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Saks, Alan & Burke-Smalley, Lisa. (2012). An investigation into the relationship between training evaluation & the transfer of training. International Journal of Training & Development. 16. 10.1111/j.1468-2419.2011.00397.x.

Textbook

Book	Author
Effective planning in training & development	Leslie Rae
Human resource management part 1	CB Gupta
Human resource management	TN Chhabra
Human capital journal	

CHAPTER – 9

ANNEXURE

ANNEXURE I

QUESTIONNAIRE

Assessment of Process and Quality of Training given in a Corporate Hospital at New Delhi, India

Introduction and Consent Form

Dear Sir / Ma'am

I'm Nupur, a first-year student perusing MBA in Hospital Management from IIHMR University, Jaipur. As a part of my internship programme under the course, I have aimed to study and understand the issue of Training and Development of Employees in a Corporate Hospital. Keeping this in mind few questions are framed below to undertake the above-mentioned study.

I request you to give your fair opinion/views about the questions asked below. I am assuring you that all the info you submit shall remain secret & not be shared with anyone within the organisation/outside the organisation. Your insights and perspective are important and valuable for my research and help the hospital to develop the training interventions to provide quality services in coming future.

Thanking you and looking forward in anticipation.

Yours Faithfully
(Nupur)

QUESTIONNAIRE

Please provide the following information

Part A

Personal information (optional)

Gender	
Age	
Designation	
Qualification	
Working grade/Level in the hospital	
Length of service within the hospital (in completed years). Put ZERO for less than 12 completed months)	
Did you receive any training since your joining?	Yes.....1 No.....2

What types of trainings did you receive so-far?	1. 2. 3. 4. 5.
What kind of training do you expect that the hospital should provide you to give better services to the patient?	1. 2. 3. 4. 5.

Part B

It has been seen that following Factors affects training and development of Human resources to provide quality services in any organisation. Kindly let us know your opinion on the following on a scale of "1 to 5".

Respondents Attitude towards Training and Development Programme

s.no	Questions	Highly agreed	Agreed	No opinion	Disagreed	highly disagreed
1	Training is an ongoing process	1	2	3	4	5
2	Your senior managers regard training as a critical component of achieving the organization's purpose.	1	2	3	4	5
3	The company demonstrates its commitment to supplying the proper person for training	1	2	3	4	5
4	Training gives staffs an opportunity to modify the skills & change behaviour to get rewarded and promoted	1	2	3	4	5
5	Employees are responsible for putting what they've learnt in training into practise.	1	2	3	4	5
6	After employees received training, they are asked to provide feed back	1	2	3	4	5

Respondents' perception on Course Content and Course Design

s.no	Questions	Highly agreed	Agreed	No opinion	Disagreed	highly disagreed
1	The program achieved all of its declared goals.	1	2	3	4	5
2	The way this course was delivered (Class room Computer Video Self-study etc) was an effective way to learn	1	2	3	4	5
3	Participant materials (manuals work books job aids handouts etc) were useful	1	2	3	4	5
4	The material of the training is applicable to the work.	1	2	3	4	5
5	The duration of the programme is too less	1	2	3	4	5

6.	Hands on practice or demonstration of skills helps the participants to learn the skill more clearly and easily.	1	2	3	4	5
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Respondents Perception on Course Instructors and Methodology

s.no	Questions	Highly agreed	Agreed	No opinion	Disagreed	highly disagreed
1	The instructor or presentation was knowledgeable about the content	1	2	3	4	5
2	The instructor established a good environment for learning.	1	2	3	4	5
3	The instructor quickly explained and addressed the trainees' questions.	1	2	3	4	5
4	Trainees were given practical exposure in training programme	1	2	3	4	5
5	Overall satisfaction with the instructor / presentation	1	2	3	4	5

Respondents Perception on Course Administration

s.no	Questions	Highly agreed	Agreed	No opinion	Disagreed	highly disagreed
1	The training materials provided were relevant and adequate	1	2	3	4	5
2	The training is assessed and enhanced on a regular basis.	1	2	3	4	5
3	During the training programme, the trainee receives adequate practise.	1	2	3	4	5
4	Pre and post-test is made in every training program to assess the improvement in knowledge	1	2	3	4	5
5	After gathering sufficient information regarding their appropriateness, training programmes are implemented.	1	2	3	4	5

Respondents Perception on Training Environment

s.no	Questions	Highly agreed	Agreed	No opinion	Disagreed	highly disagreed
1	The duration provided for training at present is adequate	1	2	3	4	5
2	Trainees were urged to take an active role in the programme.	1	2	3	4	5
3	Employees are not afraid to express or discuss their feelings in the training programme	1	2	3	4	5
4	In the training programme, trainee involvement in activities was high.	1	2	3	4	5
5	The infrastructure for training is sufficient	1	2	3	4	5

Respondents Perception on Return on Investment (ROI)

s.no	Questions	Highly agreed	Agreed	No opinion	Disagreed	highly disagreed
1	The training programme were helpful in upgrading skills	1	2	3	4	5
2	The training programme aided in keeping up with the most recent technological rules and practises.	1	2	3	4	5
3	The training programme helps to improve the organization's/health facility's/overall hospital's functioning.	1	2	3	4	5
4	Training Programme help the employees to contribute more to the organization/ Health facility/Hospital	1	2	3	4	5
5	The organization's productivity has undoubtedly increased as a result of the employees' training programme.	1	2	3	4	5

ANNEXURE II**TIME SCHEDULE**

SR. NO	NAME OF THE DEPARTMENT	DATE OF VISIT	% OF TIME SPENT	INTERACTED WITH (NAME & DESIGNATION)
1	OP PHARMACY	15TH JUNE 2021	2.5 HOURS	MR. LOKESH (MANAGER OP PHARMACY) & MR. ANUJ (ASSISTANT MANAGER OP PHARMACY)
2	TPA	16TH JUNE 2021	2 HOURS	DR. ANIL KUMAR (HOD TPA)
3	PHYSIOTHERAPY	17 TH JUNE 2021		MS. MANISHA (FRONT DESK) & DR. SEEMA GROVER (HOD)
4	MRD	19TH JUNE 2021	3 HOURS	MR DEEPAK SAINI (HOD)
5	LABORATORY	21ST JUNE 2021	0.5 HOUR	DR. LEENA (HOD)
6	IP PHARMACY	18TH JUNE 2021	1 HOUR	Mr. Moorty (Executive Pharmacist)
7	DIALYSIS	22ND JUNE 2021	2 DAYS FOR 2 HOURS	MR. AHMER KHAN(MANAGER) & MRS. SUSHMA (DIALYSIS TECHNICIAN)
8	CSSD	23RD JUNE 2021	1 HOUR	MR. RAJ KUMAR VAIDYA (CSSD INCHARGE)
9	BLOOD BANK	24TH JUNE 2021	1.5 HOURS	MR. MOHIT CHAUDHARY (HOD), MR. UDAY(MANAGER), DR. ADITI (BLOOD BANK INCHARGE)
10	EMERGENCY	25 TH JUNE	2 HOURS	DR. POOJA (MANAGER)
11	OT	26 th JUNE	1 day	Sis. Bhuvneshwari (OT In charge) & sis. Nisha (TL)
12	F & B	28 TH JUNE	1 HOUR	SHUKHBIR (MANAGER)