

Competency Based Training in Public Sector Banks in Context of Competency Development

Nilay Ranjan Singh*

ABSTRACT

Competency is one important determinant of the success of an individual and the organization. It is an important aspect of the banking sector, with it being a service industry that provides specialized facilities and needs a knowledgeable and skilled staff. Competency required in the banking sector needs to be nurtured and developed. It can be acquired through a competency-based training process. The present study is an attempt to understand the training and competency development in public sector banks, the backbone of the economy and the carrier of financial inclusion. The Reserve Bank of India has made it mandatory for certain positions in banking to have the necessary training and qualifications. The present study uses a qualitative approach with data collected through the primary source in the form of interviews of a select group and secondary sources in the form of reports, journals and other existing materials and a content analysis was also performed.

Keywords: *Competency; Competency development; Competency-based training; Banking; Public sector banks.*

1.0 Introduction

Banks are the backbone of the economy and one of the important contributors to growth. Banking and financial services are not only wealth creators but are also employment generators. The traditional role of the bank as the collector of money and channelizing deposits of money from the customers (depositors) to give loans to other customers (borrowers) has seen a vast change and now banks are working as a financial powerhouse wherein the major role is still the traditional one but it has entered into insurance, advisory, syndication of loans, credit card business, trusteeship, fund

*DGM, State Bank of India, Delhi, India (E-mail: nilay.r.singh@gmail.com)

manager and many other businesses, though many of such businesses are provided through subsidiaries of the banks. This has created lots of job opportunities and banks along with their subsidiaries as well as agency channels are one of the prominent employers in the current economic scenario.

Amongst banks in India, the public sector banks have played a significant role in bringing banking to the masses. These banks have faced stiff competition in the recent few years. The complex banking scenario of today requires the workforce of these banks to be abreast with the latest developments, technology, and specialized banking practices. Today, the competition is not only from the private banks but also from the neo banks like payment banks and small finance banks, which pose business threats. Another development is the entry of upcoming fintech which is hitting out at the base of these banks through their technology-based swift and easy services. Technological as well corporate giants like Google and Amazon are also not behind in posing competition, especially in payment services. 'Buy now pay later' and balance in wallets are the new-age alternatives for deposits and advances.

In this context, the focus came upon not just training but specialized and focused training aimed at competency development. Various banks have taken steps in this direction and after mandatory role-based training requirements framed by the RBI, the focus has changed from mere training to competency-based training.

With technology at the forefront, banks started investing in training through the online mode, being a very cost-effective model. The sudden advent of Covid-19 disrupted the whole industry and changed many facts and practices. This made online training the only option for a large point of time and public sector banks didn't hesitate in embracing this change of the mode to online and digital.

1.1 Current banking scenario

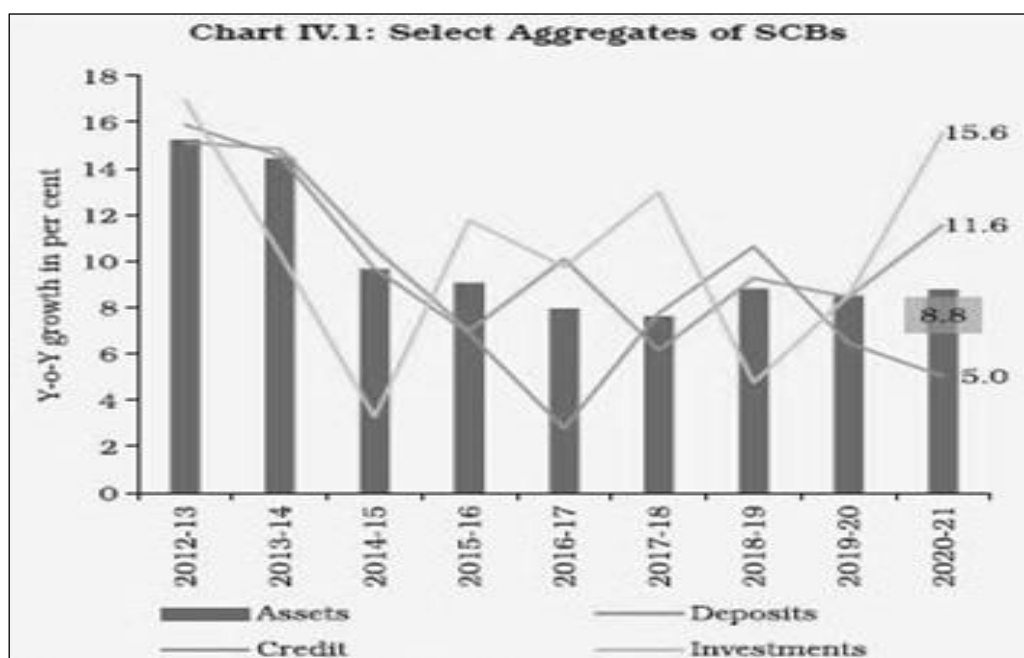
As of September 2021, India has 12 public sector banks, 22 private sector banks, 56 regional rural banks, and 46 foreign banks. 96,000 urban cooperative banks and 1,485 urban cooperative banks are also operating in the country. During FY 2016–2021, deposits grew at a CAGR of 12.38% and reached US\$ 2.06 trillion by FY 2021 while assets grew to US\$ 2.48 trillion in FY 2021.

The Indian banking sector has worked as a financial intermediary to be the growth engine for the national economy. At present, the banking industry contributes around 7.7% to the national GDP and employs around 1.5 million people in the country. Banking sector intermediation as measured by total loans as a % of the GDP is 30%.

According to a 'Report on Trend and Progress of Banking in India' (RBI 2021, December, p.46), the consolidated balance sheet of scheduled commercial banks

witnessed growth during the FY 2020-21, despite battling the pandemic and the contraction of the economy. Credit delivery remained subdued, however, deposits grew across the banking sector so the investments were on the assets side. During 2020-21, deposit mobilization by SCBs during FY 2020-21 was the highest in seven years and the major contribution came in from low-cost deposits - current accounts and savings accounts. Figure 1 shows the year-on-year growth of scheduled commercial banks.

Figure 1: Growth Statistics of Scheduled Commercial Banks



Source: Report on Trend and Progress of Banking in India (2021, December, p.48), RBI

The report also highlights that the share of PSBs in total advances as well as in deposits has been declining since 2010-11 and shifting towards private banks.

1.2 Public sector banks

Before the nationalization of some banks, banking was limited to very few sections and the overall reach of the public to the banks was very limited. The presence was also in specific regions only and the contribution towards the economy of the country was sparse. The government decided to nationalize some banks and after

nationalization, public sector banks came into existence wherein the majority shareholding of these banks was with the government. This was with the intent to support the growth of the country's economy and extend banking services to the public-rich or poor alike. The journey of these banks till the present day is the testimony of that trusteeship.

As of the end of 31.03.2021, total assets across the banking sector, taking into account both the public and private sector banks, reached US\$ 2.48 trillion. The major contributors are PSBs which have taken banking to the hinterland being a proponent of inclusive banking.

The Global Findex Database (Demirguc-Kunt *et al.*, 2017) also indicates that overall, there has been an improvement towards financial inclusion worldwide and 1.2 billion adults have gotten access to an account since 2011. Today, 69% of adults have an account and in countries like China, Kenya, India, and Thailand, 80% or more of the population have accounts. India has been specially mentioned for its drive of the Jan Dhan account as it has achieved the most progress toward financial inclusion. It (financial inclusion) has been identified as an enabler for 7 of the 17 Sustainable Development Goals.

Table 1: Pradhan Mantri Jan - Dhan Yojana

Bank Name / Type	Number of Beneficiaries at rural/semi urban centre bank branches	Number of Beneficiaries at urban metro centre bank branches	No of Rural-Urban Female Beneficiaries	Number of Total Beneficiaries	Deposits in Accounts (In Crore)	Number of Rupay Debit Cards issued to beneficiaries
Public Sector Banks	22.13	13.29	19.54	35.41	126819.03	27.06
Regional Rural Banks	7.16	1.07	4.76	8.23	32640.46	3.40
Private Sector Banks	0.70	0.60	0.71	1.30	4716.46	1.10
Grand Total	29.99	14.96	25.01	44.95	164175.94	31.56

Source: <https://pmjdy.gov.in/account>

Beneficiaries as of 16/03/2022 (All figures in Crore)

As shown in Table 1, as of 16.03.2022, a total of 44.95 crore Jan Dhan accounts have been opened and out of that, 1.30 crore accounts have been opened by the private sector banks and 35.41 crore (around 27 the times of accounts opened by private banks) accounts have been opened by the public sector banks.

As of 31.01.2022, there is a total of 12 public sector banks. The merger of 10 banks on the 1st of April 2020 to affect 4 public sector banks eventually resulted in 12 PSBs from 27 public sector banks earlier. The statistics of the PSBs are placed in the Table 2.

Table 2: Public Sector Bank statistics at the time of the merger

Anchor Bank	Merged Banks	Total Assets	Revenues	Branches	Established	Headquarter
State Bank of India (61.00%)	<ul style="list-style-type: none"> State Bank of Bikaner & Jaipur State Bank of Hyderabad State Bank of Indore State Bank of Patiala State Bank of Travancore Bhartiya Mahila Bank 	₹52,050 billion (US\$730 billion)	₹2,110.00 billion (US\$30 billion)	24,000	1955	Mumbai, Maharashtra
Punjab National Bank (70.22%)	<ul style="list-style-type: none"> Oriental Bank of Commerce (77.23%) United Bank of India (92.25%) 	₹17,940 billion (US\$250 billion)	₹774.22 billion (US\$11 billion)	11,437	1894	New Delhi, Delhi
Bank of Baroda (63.74%)	<ul style="list-style-type: none"> Vijaya Bank Dena Bank 	₹16,130 billion (US\$230 billion)	₹422 billion (US\$5.9 billion)	9,583	1908	Vadodara, Gujarat
Canara Bank (72.55%)	Syndicate Bank (81.23%)	₹15,203 billion (US\$210 billion)	₹558.30 billion (US\$7.8 billion)	10,342	1906	Bengaluru, Karnataka
Union Bank of India (67.43%)	<ul style="list-style-type: none"> Andhra Bank (84.83%) Corporation Bank (84.96%) 	₹14,594 billion (US\$200 billion)	₹696.39 billion (US\$9.8 billion)	9,609	1919	Mumbai, Maharashtra
Bank of India (87.0535%)		₹9,030 billion (US\$130 billion)	₹418 billion (US\$5.9 billion)	5,000	1906	Mumbai, Maharashtra
Indian Bank (81.73%)	Allahabad Bank (79.41%)	₹8,080 billion (US\$110 billion)	₹405.74 billion (US\$5.7 billion)	6,104	1907	Chennai, Tamil Nadu
Central Bank of India (88.02%)		₹4,680 billion (US\$66 billion)	₹259 billion (US\$3.6 billion)	4,666	1907	Mumbai, Maharashtra
Indian Overseas Bank (91%)		₹3,750 billion (US\$53 billion)	₹235.2 billion (US\$3.3 billion)	3,400	1911	Chennai, Tamil Nadu
UCO Bank (93.29%)		₹3,170 billion (US\$44 billion)	₹185.61 billion (US\$2.6 billion)	4,000	1937	Kolkata, West Bengal
Bank of Maharashtra (87.01%)		₹2,340 billion (US\$33 billion)	₹130.53 billion (US\$1.8 billion)	1,897	1943	Pune, Maharashtra
Punjab and Sind Bank (79.62%)		₹1,710 billion (US\$24 billion)	₹87.44 billion (US\$1.2 billion)	1,554	1908	New Delhi, Delhi

Source: Department of Financial Services

The merger of some of the PSBs has generated a better synergy and robust balance sheet which is expected to make them more competitive and effective. For the present study, we have taken the five largest public sector banks in the country.

The 1st largest Public Sector Bank: the State Bank of India is the largest bank in the country and it was the biggest bank before the merger as well but when it merged its associates and the Bharatiya Mahila Bank, its reach increased further. Though the merger has placed it with around 2400 branches, as of 31.03.2021, it has 22,219 branches.

2nd largest Public Sector Bank: the 1st of April 2020 witnessed the formation of the 2nd largest public sector bank, the Punjab National Bank with the merger of the Oriental Bank of Commerce and the United Bank of India into it. PNB, with this merger, saw an asset size of Rs 17.95 lakh crores and the merged entity had 11,437 branches. As of 31.03.2021, it has 10,769 branches.

3rd largest Public Sector Bank: the Bank of Baroda is the third-largest public sector bank after the merger of Dena Bank and Vijaya Bank. This merger happened in the FY-2019. The success of these two banks' mergers (SBI and BoB) paved the way for the merger of other public sector banks. The merged entity had an asset base of Rs 16.13 lakh crores and the number of branches was 9,583. As of 31.03.2021, it has 8,214 branches.

4th largest Public Sector Bank: Canara Bank amalgamated the Syndicate Bank into itself, creating the fourth-largest public sector bank with an asset size of Rs 15.20 lakh crores and a network of 10,324 branches. As of 31.03.2021, it has 10,416 branches.

5th largest Public Sector Bank: Andhra Bank and Corporation Bank are functioning as the branches of the Union Bank of India creating India's fifth-largest public sector bank with an asset size of Rs 14.59 lakh crores and a number of branches of 9,609. As of 31.03.2021, it has 9,315 branches.

1.3 The importance of the proposed investigation

As of the end of 31.03.2021, total assets across the banking sector reached US\$ 2.48 trillion. Out of these, the assets in public sector banking were at US\$ 1,602.65 billion and in private sector banking, the assets reached US\$ 878.56 billion. Thus, it is a considerable fact that public sector banks contribute around two-thirds of assets in the banking sector.

PSBs are the pivot of the development agenda of the government and the growth of the rural economy including priority sector lending and lending to the infrastructure sector.

The fast-changing environment, the rapid advancement of technology, new age customer requirement, intense competition, and customer services requirement has made it inevitable that banks put more focus on the competency development of their people and invest in their human resources.

The Report of the Committee on HR Issues of Public Sector Banks (2010, June), observed that banks need to invest in capacity building by analyzing the training practices and systems in PSBs, private banks, and foreign banks. RBI's Committee on Capacity Building reported and recommended that bankers will need to specialize in different business functions while maintaining basic general competency. It, therefore, becomes imperative to study the competency development system and approach of banks.

Training and development in public sector banks are also not very different from private sector banks. However, private sector banks rely on lateral recruitment and campus selection while PSB recruitment is through competitive examination, and a small part is recruited through lateral recruitment. With the recent merger of various PSBs into each other wherein a complete cultural shift has been brought upon the system and the people as well as the process, it is more relevant to study competency development and competency-based training (CBT).

Hence, the present study is focused on public sector banks and their training and the development approach for the enhancement of competencies. As PSBs follow the same processes of recruitment, promotion, and training, the proposed study has made an effort to study the five largest public sector banks.

1.4 Competency and competency development

There are various definitions of competency according to various academicians and researchers as well as professionals. However, the common elements deriving out of it are knowledge, skill, and attitude.

David McClelland gets the credit for developing the concept of “competency” as the significant predictor of employee performance and success. Competencies are underlying characteristics of an individual which cause effective job performance. The workplace definition of competency refers to a person's fitness concerning his or her job (Palan, 2003, p.5).

Competency Development is related to the overall growth of executives and it is through skill and attitude enrichment. It encompasses the enhancement of competency for a broader perspective.

Competency-Based Training is learning and getting knowledge or skills for a particular job or work through scientific management of training need assessment, the understanding of the need for development, and then customizing the training program to address the need. It thus aims in improving competency. Competency-based training (CBT) is the precursor of competency development which is a more focused and effective approach.

2.0 Literature Review

Rao (2002) in his research work 'New Competencies for Trainers in Banks ' has stated that the banking industry in India is fast changing its shape and that training is the medium for banks to transform themselves. Hence, it is necessary to analyse the training tools available for trainers, the methodology, and the future perspective of it that helps to march toward making the banking industry a vibrant one.

Vaishali & Kumar (2004) in 'Competency Mapping Based Training Need Assessment: An Empirical Investigation' explored competency-based training need assessment in Indian banks. The two levels of hierarchy undertaken in the study were scale 1 and scale 2 (middle management scales in PSBs). A scientific competency evaluation tool (psychometric scale) was developed with 218 items that were employed to measure 18 behavioral competencies. A climate survey of the organization was done to relate the competency-based training model for linking it with the vision and mission of the organization.

Janakiram (2007) in his book 'Training and Development' stated that a functional definition of 'training' is the acquisition of concepts, theories, knowledge skills, and attitudes. 'Development' is an application of the acquired knowledge, theories, skills, and attitudes to the job assigned, for increasing the level of overall organizational efficiency.

Kamen *et al.* (2010) in their study 'Climbing the stairway to Competency: trainee perspectives on competency development' found that competency-based training programs have gotten more traction and attention in the field of clinical psychology and these have focused on the development of competencies as a benchmark for training progress. Competence-based assessment is required for optimizing employee development and it gives rise to a 'culture of competence'. The stairway model prescribes a tiered, developmental pathway to competence.

Nash & Larkin (2012) stated that the standard of competence is the basic foundation for any profession. It brought out the study by Rodolfa and colleagues which outlined the six foundational and six functional competencies. The cube model has

three dimensions wherein the first dimension depicts foundational competencies, the second dimension includes other competencies and the third dimension includes stages of professional development.

‘A Conceptual Study on Training and Development Programs of Bank Employees’ by Hameed *et al.* (2014) has focused on the importance of training and development in the development of competencies, mainly functional competencies like skill, knowledge, and abilities.

2.1 Research gaps

Various studies on the process of training and development and its impact have been made but studies focusing on the competencies identified and existing competency development processes at the broad base of PSBs are very few.

Besides that, these studies are having more localized assumptions and assessments rather than broad perspective studies.

3.0 Objectives

The present study was done with the objectives of:

- Understanding the theoretical aspects of competency development based upon competency-based training.
- Review the competency-based training and development in public sector banks in India.

4.0 Research Methodology

The study is carried out in the five largest public sector banks. The Source of primary data was interviews of the stratified select group containing 4 officers and one clerk from each bank. Secondary data were collected from the bank’s website, documents, journals, annual reports, and the internet. Content analysis was also employed for better understanding.

5.0 Study, Analysis and Discussion

5.1 Competency-based training (CBT)

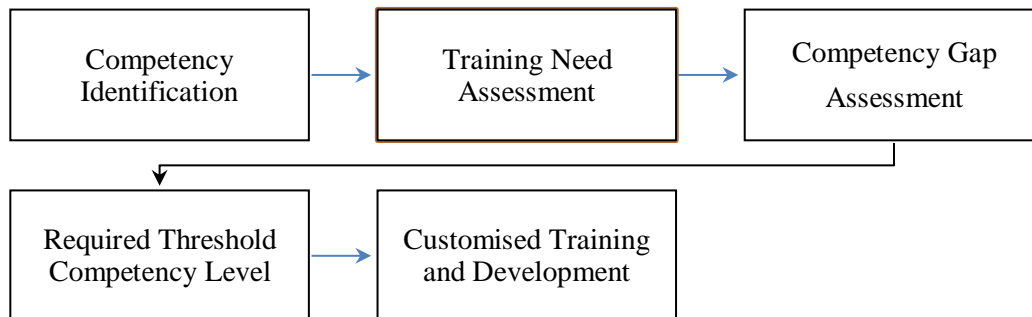
The Competency-Based Training (CBT) Framework includes the following:

- Competency Identification (CI)

- Training needs assessment (TNA)
- Competency-based training (CBT)

The Competency Based Training Framework has been explained in Figure 2.

Figure 2: Competency-Based Training (CBT) Framework



Source: Self

To implement the CBT, the organization needs to align its vision, mission, and objectives in its training program, and to do so, the first step is the job analysis. The job family and job analysis give rise to competency identification and further competency assessment helps in identifying the gap between the required competency and the existing competency. Based on the gap analysis, the training program is designed. After training, again an assessment can be done wherein the required and acquired competency or the existing vs. improved competency assessment will help in understanding the effect of competency-based training. However, it should be assessed at certain intervals to have a better understanding and effectiveness.

Figure 3: Competency Development Framework



Source: Self

Competency Development includes long-term sustainable development of employees in terms of their competencies for their career development and the growth of the organization. Figure 3 depicts the framework of competency development.

The present study has identified the competency development system in PSBs through the above model.

5.2 The identification of competency and functional areas: job family and job competency analysis

For the development of competency as well as competency-based training, the identification of the competency based on various jobs is the first and foremost task. In all the banks, various banking activities are segregated into major areas which are knowledge specific and are called the job family (a cluster of jobs/roles calling for related skills and knowledge requirements). It is the foundation for CBT and in turn, competency development. Job families help in the analysis of job competencies.

Major Job families in public sector banks, based upon their roles and requirements can be classified broadly as under:

- Retail banking
- Corporate credit
- Treasury and risk
- Human Resources
- Information Technology
- International banking and forex
- Agricultural, rural development, and government banking

Competency gap assessment or training need assessment (TNA): It is the second stage of the competency development framework. PSBs are now using the all-around approach for the identification of training needs which includes self-assessment as well as an assessment by the employer through departmental heads.

Competency gap = Threshold competency - existing competency

Public Sector Banks have come a long way in human resources development and training need assessment has also changed. Some of the modes are-

- Job family: Employees can train themselves for the job families they have opted for and also beyond these job families for career development.
- Self-Nomination: Self-nomination for various training programs (in-house or outside) related to various aspects of banking and professional development.

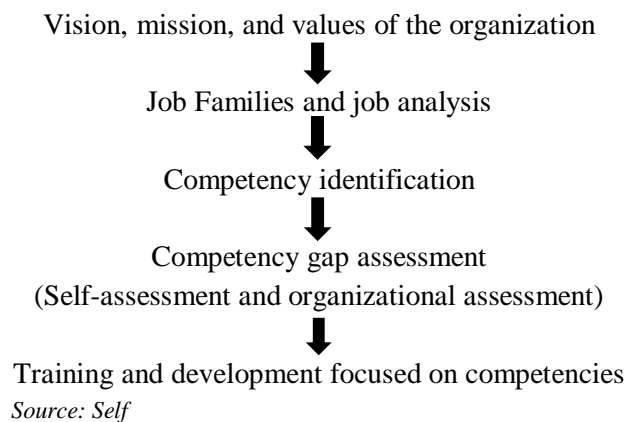
- Names asked from various business verticals and business heads for employee training and competency development.
- Training after recruitment and promotion: It helps in the assimilation of the employees into the organizational culture and the development of required competencies for jobs.

5.3 Competency-based training and competency development

Competency-based training is important in competency development and makes the training program more effective.

Banking is a knowledge-driven industry wherein learning and development activities are sine qua non for ensuring growth. Training, workshops, development programs, seminars, exposure to different work cultures – foreign office functions, inspection & audit as well as on-the-job training are some of the tools for competency development. The development of competency-based training is shown in Figure 4.

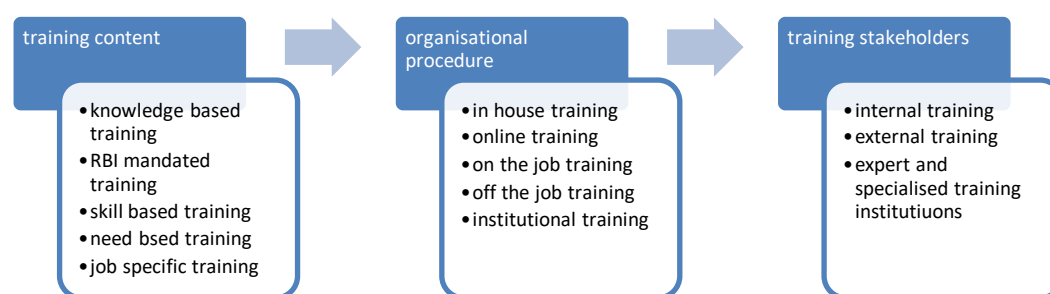
Figure 4: Developing CBT



The above model is being followed in public sector banks for implementing CBT and developing competencies. Besides that, there has been the intervention of a regulator like the RBI, which has necessitated the need for improvement or development of competency through training. The Indian Bank's Association (IBA) has identified, in consultation with the RBI, a list of institutions and courses that will meet the certification requirements for different work areas of banking. The RBI circular also stated that banks should put in place a board-approved policy. in this regard, mandating

such certifications by its employees working in the respective areas. Figure 5 shows the training process in PSBs.

Figure 5: Training Programs in Public Sector Banks



Source: Self

5.4 Mandatory training (RBI mandated)

The ‘Committee on Capacity Building’ (RBI 2014, July) recommended various steps related to capacity building in banks including streamlining training intervention and suggesting changes thereto the given competition and challenges. RBI mandated certificate courses are placed in Table 3.

Table 3: RBI mandated certificate courses

Treasury operations	Dealers, mid-office operations.
Risk management	Credit risk, market risk, operational risk, enterprise-wide risk, information security, and liquidity risk.
Accounting	Preparation of financial results, audit function.
Credit management	Credit appraisal, rating, monitoring, credit administration.

Source: RBI

5.5 Role-based certification

Public sector banks have made various efforts to implement the intent of the RBI in competency development. Training programs are scientifically designed and the implementation is well thought of. In the same spirit, all PSBs have started a role-based certification for various jobs and functions thus working on the development of competencies. These are done through internal courses as well as external courses or training programs, both online and offline.

In SBI, it has been linked with career development to give it serious consideration by employees and the top grade of assessment can be given to only those who have completed the training assignment (role-based and/or mandatory).

5.6 Courses of professional institutes

Employees are also encouraged to take related professional courses and training programs run by institutes like the Indian Institute of Banking and Finance (IIBF), the largest professional institute for banking and finance, IBA, etc. Various other courses like risk management etc. are also encouraged wherein employees have reimbursed the fees and are also rewarded for completing the courses. SBI encourages its employees to undergo certification from institutes or organizations like GARP, ACAMs, ISACA, PRMIA, IIBF, NISM, etc.

5.7 Institutional training

Institutional training is a very important mode in CBT and competency development. This can be in-house as well as outside. All PSBs have in-house arrangements which impart training to their employees but employees are also sent for outside institutional training in the training center of other banks or professional institutes. Banks have also moved a part of the training to the online mode and training during the banking hours through apps.

5.8 On-the-job training

One of the effective tools for competency development is on-the-job training as it not only skills a person better but also provides a live environment for better learning, understanding, and development. Experience is considered to be one of the best teachers. Probation in public sector banks after recruitment uses a mixed model of institutional training and on-the-job experience.

5.9 Training mode

According to Vashisht and Goswami (2017), the training and development program includes on-the-job-training; off-the-job-training; instruction & demonstration); (case study); (Job Rotation); (audio-visual); (Seminars & workshops); (Management games); (Role Playing); (Career & Counselling); (Seminar & Workshops); (Reading & References) etc. All PSBs are utilizing these modes and methods. Table 4 provides details of the methods of training in public sector banks.

Table 4: Training Methods in Public Sector Banks

On-the-job training	Off-the-job training
Planned progression	Classroom
Officiating the higher grade	Conference
Coaching and mentoring	Deputation
Business games	Business games, quizzes, etc.
Job enrichment	Online learning

Source: Self

5.10 Training centers and infrastructure

Training in the State Bank of India is a proactive, planned, and continuous process and forms an integral part of organizational and employee development (State Bank of India Annual report, 2021).

It has six domain-specific Apex Training Institutes and 51 Regional State Bank Institutes of Learning and Development, with a classroom training capacity of 4,200 staff per day for 2.54 lac employees. SBI has programs for junior employees to top executives. It is the largest in terms of the training infrastructure, facilities, content, programs, trainers, etc

The ‘Strategic Training Unit’ (STU) oversees the training and development in SBI. In a run-through-year training, program emphasis is given to the continuous development of competencies. The approach for competency development in the bank derives its inspiration from the vision of the STU:

“To make SBI Future Ready”

SBI was conferred the Business World Award for Excellence in Learning and Development (2018-19). It also won Brandon Halls Award in the category gold medal for the program ‘Nayi Disha’, the best learning program supporting a change transformation.

Punjab National Bank has a very robust training which comes under the Human Resources department. Like other banks, it has zonal training centers and regional training colleges beside apex training institutes. The objectives of training and development in PNB are to develop entrepreneurship and expertise as well as prepare them to meet the strategic business goals in the fast-changing environment. It has 15 institutional training centers (Punjab National Bank Annual Report, 2021).

Banks also sends the officers for specialized training and sponsors its officer/executives for a particular study in India/abroad. Induction training is provided

to clerical as well as officers after recruitment. Training is through all modes and methods similar to other PSBs. The E-Learning Portal of PNB for self-paced learning is “PNB UNIV”. The total classroom capacity in PNB is 1964 per day. PNB won the 2nd prize in the category of Services (BFSI & IT/ITES Category) for Innovative Training Practices 2019-20, awarded by the Indian Society for Training and Development.

Training in the Bank of Baroda is also like other PSBs. It has taken many initiatives in the areas of HR and training. BOB runs various programs for the grooming of officers in specialized areas of Credit, Forex, Treasury/ Dealing, Wealth Management, Branch heads, etc.

The training philosophy of the bank is to ‘Transform the Bank’s Human Capital into Ethical, Competent, Happy, Healthy, Customer-Centric and Process Focused Bankers through Training and Research.’

The Bank of Baroda has a Comprehensive Training Structure covering the Apex Institute at Gandhi Nagar and 13 Zonal Training Academies and 3 Baroda Satellite Learning Units. The entire training and development efforts of the Bank have been brought under one focused vertical of the “BARODA ACADEMY”

In 2018, it revamped the Learning Management System through the launch of ‘Baroda Gurukul’. The life cycle concept in training and development identifies the functional, mandatory and behavioral training needs for an executive/officer in the Bank at different levels of their career and systematically addresses those requirements. The Baroda Apex Academy was declared the winner of the prestigious Golden Peacock National Training Awards 2020 (Bank of Baroda Annual Report, 2021).

In Canara Bank, a robust training set-up with the Apex Centre of Excellence at Manipal and 26 Learning & Development across the country works for the overall competency development of its employees (Canara Bank Annual Report, 2021). Employees are also trained at external institutes of repute like IIMs, IDRBT, TISS-Mumbai, NIBM, IIBF, and CAB (RBI)-Pune. The focused area of training includes Credit Management, Risk Management, Forex, etc. The Orientation/ Induction Programs for directly recruited employees are mandatory. After promotion, executives are sent for 05 days for Leadership/Executive Development Programs at reputed institutes. The training methods and modes in Canara bank are also like other PSBs.

The Union Bank of India takes training and competency development very seriously which is also reflected in various awards conferred to it like the National Feather Award (2021)-Best Advance in Competency Management, Best in Training & Organizational Development, World CSR Congress (Feb-2021), Best Training Solutions during Covid-19 times; Golden Peacock National Training Award 2020, etc. (Union Bank of India Annual Report, 2021). The training centers of the bank are spread

across India and it includes the apex training institute as well as the regional training centers. The training programs, modes, and methods are like other PSBs including induction training. The training philosophy of the bank sums up the need and intent for competency development.

“Training System has now become necessary for Organizations to attune Attitudes, upgrade Skills and kindle sparks of Knowledge in their human capital to an extent and with a rapidity which has perhaps never been required before”.

5.11 A glimpse of various programs for competency-based training in PSBs

Certification programs: With the help of professional institutions like IIBF, NIBM, NISM, IIMs, Moody’s, etc.

Taking the classroom to desktop and mobile: PNB UNIV, SBI e- Gyanshala, Baroda Gurukul, etc. These have both web and mobile-based applications to support anytime, any channel learning.

E-learning, e-lessons, and e-circulars: SBI, PNB, BOB, Canara Bank, and UBI, have all mastered this domain of imparting training to their staff. The e-learning provides s 'Any Time – Anywhere' convenience.

Knowledge park, e-library and knowledge repository: Having exhaustive study material and information for the employees, these PSBs are very active and effective in this mode. SBI has e-capsules, m-Nuggets with snippets of information, designed for conceptual understanding & clarity on the subject

Quiz: All banks are running quizzes for imparting knowledge and encouraging the employees through certification as well reward programs.

A centralized training management system: Centralized Training Management Systems like iTRAMS in SBI, Baroda Gurukul in BOB, and PNB UNIV are one-stop solutions for the training need and learning orientation.

6.0 Limitations and Scope for Future Works

The competency development program and competency-based training in Public Sector Banks should reflect the need of the hour in the changing and challenging scenario. Further research in the area of the effect of competency-based training or the effectiveness of competency development programs can throw more light on the applicability and effectiveness of these CBT and competency development on organizational and employee performance in banks, especially public sector banks.

However, this study had various limitations due to time, resources, and other constraints. With a more in-depth analysis through primary data, the study could have been even more befitting to the objectives.

7.0 Conclusion

Based on the content analysis and interview of the participants as well as a critical analysis of the secondary data about training philosophy, training structure, methodology, and the overall competency development exercise besides examining the approach of the banks towards competency development programs, it can be concluded that Public Sector Banks have a fairly sound system of Competency-Based Training and in turn, for the development of competency. The whole process and approach categorically identifies and addresses the need based on competency and work towards competency development.

It is normally perceived that the skills and competencies of the majority of the banking professionals are not mapped or evaluated regularly. However, the study herein reflects that CBT and competency development are taken seriously by PSBs to invest in future-ready banking.

The competency development program of these public sector banks focuses on:

- Organizational mission, vision, values, and objectives
- Competency and competency assessment
- Training programs based on competency requirements
- Need-based training and customized program for competency improvement
- Assessment to analyze the competency improvement

The competency-based training and competency development intents to address three important dimensions:

- Organizational needs
- Professional needs
- Individual needs

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