Training is the act of increasing the knowledge and skills of an employee for doing a particular job.

-FLIPPO
This being the last chapter, an attempt has been made to present a summarized version of our study in the form of summary of major, findings and suggestions. In order to have an easy and better understanding this chapter is divided into two broad sections. Section-1 represents methodology & test of hypothesis where as section-2 lays down summary of major findings with suggestions.

Section - 1

MEHODOLOGY

The effectiveness of a training programme (Et) is the sum total of the impact functions of the three factors such as (i) Vo, values and goals of the sponsoring candidates (ii) (It) expectations from the training institute and (iii) (pe), the performance of the trained executives. In our study Vo and It are assumed as the constants. Hence the effectiveness of the training programme is a function of pe only. And this effectiveness is measured by the attitudinal changes of the executives after they have trained. For the purpose of the study, a stratified sample of Eighty Personnel are chosen out of the whole universe of 3213 employees. The executives are chosen from the different grades having different educational backgrounds and age groups. A questionnaire is divided in to two parts i.e. Part - I and Part-II had been supplied to these executives to seek their opinion. Part-I is a forced responsive type and part-II of the questionnaire is a free responsive type. Forced responsive type questionnaire were evaluated by giving various marks to the opinions of the executives. Further, to substantiate the findings, some statistical values like mean, median mode and standard deviation values have been calculated.

The Methodology adopted in order to accomplish the objectives of this project report was through the collection of data from different sources.
Primary sources:
1) Questionnaire.
2) Direct Interaction with employees.

Secondary sources:
1) Past Project Records
2) Files and Formats
3) Training Manuals of HAL

TEST OF HYPOTHESIS

Hypothesis No-1

"On the whole training has not played any effective role in increasing the efficiency of the executives".

This hypothesis is tested by taking the 80 executives. A questionnaire was administered to them. The answers obtained from the executives are used to test the hypothesis after that assigning due points. Further to prove the hypothesis, we have also calculated the mean value. We have also chosen certain specific fields like communication skill, company objectives, etc in order to prove the impact of training on the executives. From the analysis, it has been discerned that the mean value of the effect of training on the executives, after training increased from 8.90 point to 10.05 in case of communication skill, from 9.25 point to 10.30 point in case of company objectives, from 23.90 to 26.80 point in case of attitude change, from 24.90 to 27.02 point in case of human relations personality development. A remarkable shift in the mean values in these specified areas amply proves that the training management development programmes conducted by the organization from time to time have made a magnificent impact on the executives.

From the analysis, it is evident that the management development and training programme have helped the executives to broaden their outlook,
skill thereby playing an effective role in increasing the efficiency of the executives. In the light of these arguments, we reject the hypothesis.

**Hypothesis No.2**

'Middle-aged executives were benefited a very little from the training programme conducted by HAL, Koraput Division, Sunabeda'. (35-45 years age of executives).

This hypothesis is tested by taking the total 80 executives of the sample. For the sake of analysis the sample is categorically divided into three age groups such as executives less than 35 years of age, executives in the age group of 35-45 years and the executives belonging to the age group of more than 45 years. Executives falling in the group of 35-45 years are termed as middle aged, age group of less than 35 years are known as young, and more than 45 years age of executives are known as old. From the analysis, it has been observed that the outlook of the executives about the organization belonging to the age group of 35 to 45 years had not changed much nor they have been also benefited profusely after undergoing training as compared to other two age groups of executives. The validity of this argument is further substantiated by the mean points obtained by the different age group of executives while an assessment was made by serving a questionnaire to evaluate their outlook about the organization before and after the training. It is noticed that before training, the mean point secured by the executives of less than 35 years, 35 to 45 years and above 45 years were 132.91, 138.66 and 135.10 points, respectively. But, after training it is marked to be 145.00, 145.16 and 145.90 points, respectively. In the post training period the increased mean values in all the three cases leads us to conclude that a change in the outlook is marked in almost all the three age group of executives. But the increase in the mean points is observed to be higher in the age group of less than 35 years and more than 45 years as compared to 35-45 years of
age group. This happened because the executives belonging to the age group of less than 35 years of age are quite young and energetic. They also take pride and interest in learning new things from training programmes. Executives in the age group of more than 45 years should have availed few opportunities during their younger days to come close to the various complex modern management processes. But now, after they are trained, they are allowed to expose themselves to various complex situations and to different facts of management development. As a result of which now their outlook about the organization became relatively more clear and sharpen. They also view management as more of an applied social science rather than an art. On the other hand the executives in the age group of 35-45 years are mostly graduates with a broader outlook. More or less due to education they had a clear understanding about the objects and goal of the organization. They have also proved their worthiness by successfully going up in the executive ladder. They are also capable enough to manage with all types of work situations whether good or bad. Endowed with vast experience, they also never look training as the only agent of change. Hence, training has brought a little impact on these categories of executives as compared to the other two groups of executives. In the light of these arguments, we accept this hypothesis.

HYPOTHESIS NO.3

'Non graduates executives are immensely benefited out of the various training programmes as compared to graduates'.

This hypothesis is tested by all the 80 executives of the sample, to the questionnaire. Statistical tools such as measure of central tendency and dispersion are applied to analyse the data. For the analysis, according to the qualification, the sample is distinctively divided into two classes such as graduate and non-graduate executives. From the analysis, it has been discerned that the graduate executives had relatively a poorer outlook.
about the organization, before the training. The mean value with effect to the outlook of the graduates was only 130.46 points. But, after they are given proper training, the mean value increased by 10.84 points. In other words, after training the mean value relating to the outlook of the graduate executives about the organization is found to be 145.30. Further, we also noticed a reduction in the dispersion value of standard deviation, in the outlook of the graduate executives about the organization after training. Before training, the standard deviation was 12.12 point. But, after training, it came down to 9.26 point. The mean and standard deviation values of non-graduates executives are found to be 136.10 and 17.10 point respectively. No doubt, after training, we noticed an increase in mean values, both in the case of graduates and non-graduates yet they are marked to be relatively higher in the case of graduated than in non-graduates.

A significant increase in the central tendency (mean) value and decrease in the dispersion (standard deviation) value, relating to the outlook and perception of the graduate executives, amply prove that the graduate executives have benefited a lot by undergoing training and management development programmes, as compared to the non-graduates. Education plays a vital role to grasp quickly the various modern management techniques and concepts. Hence, it is quite natural that the graduate executives will certainly be benefited more from the various training programmes than that of their non-graduates counterparts. In the light of these arguments we reject this hypothesis.

HYPOTHESIS NO.4
"The executives should be sent for training after their bosses have been duly trained".
This hypothesis has been tested by considering the answers given by the executives in response to the questions from Part-II of the questionnaire. In almost all the cases, the executives opined that the training policy should
be guided by the slogan "Train my boss before training me". Management training and development to be effective must begin with the bosses. As they acquire new insights and skills and as they begin to practice them in their work, they are in a sound position to launch formal developmental activities for their subordinates. Training would help the bosses to encourage the innovative and risk-taking ability of the subordinates and develop the ability to protect them when they make bonafide errors of judgment, the hallmark of a truly successful manager.

Hence the hypothesis "the executives should be sent for training after their bosses have been duly trained" is correct.

Section - II

Summary of Major Findings

(1) Training and development programmes are the neglected areas in the field of management. This negligence is due to a large number of factories. Some of them are inside and outside the organizational peripheri. Many managers view that establishment of systematic training is an added expense. They are not ready to accept that the amount spent on training as an investment. Even in some cases when the opinion of the executives are sought for sending them to various training and development programmes, they are reluctant to go to the training institution.

(2) The apathy of many people in industry towards training is certainly not without justification. Much of it is due to the poor quality of instructors which are found in the training department. The instructors have not been taught to instruct. Teaching aids are the exception rather than the rule. Training is also not adequately geared to the requirements of the job.
Management training and development programmes are basically meant for the executives of an organization to increase their skill and efficiency. The efficiency and skill of a manager are affected by various external and internal factors. Faulty selection and recruitment, favourtism and nepotism in the appointment, limited scope for the managers to undergo training before their assignments and deputation of the civil servants to the managerial stream in the public enterprises are some of the factors responsible for the low efficiency and skill of a manager.

Hence, it is the responsibility of the organizations to increase the competence of their managers by imparting various management training and development programmes. A management development programme is based on certain principles such as, self development is the best development, top-level officers of the organization must be trained first, and the establishment of the organizational climate.

Emphasis to increase the perceptual capability, technical capability and problem solving capability of a manager are the main contents of a management training and development programme. The main task of a manager is to get the work done through the people. Still then, all the managers are not in the same position in an organization. The positions and power assigned to each manager differ widely from manager to manager in the same organization.

During the discussion it has been observed that there are three levels of manager are there in the central government public sector undertakings. They are junior cadre, middle cadre and senior cadre managers. Generally the different training and development programmes carried out for them are known as junior management development programme, middle management development programme & senior management development programme.
(7) Managers are the most expensive resources in a business. So their development through various training programmes is highly essential. Therefore, many public enterprises have built up their own training facilities. Management training is the act of enhancing skill and knowledge of a manager. The objective of the management training programme is to maximize the managerial effectiveness as well as the personal growth of the trainee.

(8) The principles if management training programme include the various points like, it is meant for behavioral changes, rewards must be related to each and every successful trainee, the trainee must be constantly informed concerning the progress of his development and the training programmes should be started from the top.

(9) Determining the training needs is a crucial area in every management development programme. There are different types of methods like problem survey, manpower performance data, and skills inventory analysis that are used for determining the training needs.

(10) The public sector managers. Those who administer training programmes have a great choice of methods for imparting learning in trainees. And the most commonly used methods are on-the-job training, vestibule method, classroom methods, and other methods like demonstration and simulation and games.

(11) While designing and conducting a training programme certain common problems are associated with it. The most common problems are lack of recognition to the management training, lack of management policy, difficulty in determining the training needs, incompetent staffing of the training department and the lack of the training materials.
A huge amount of money is generally spent by organizations for training and development programmes. Evaluation of the training programme is made to ensure that training is periodically adopted to the needs of both the individual and the organization.

The primary and over riding objectives of an evaluation programme is to collect data that will serve as a valid basis for improving the training system. In an evaluation programme generally four partners are there to be evaluated. These are,

(i) The participants,
(ii) The training institute,
(iii) The trainers,
(iv) The client organization.

The various aspects of a training evaluation programme are the areas of evaluation, design of evaluation and the techniques of evaluation.

The areas of evaluation includes,

(i) The pre-training factor,
(ii) Training events,
(iii) Training management,
(iv) Training process,
(v) Participants development,
(vi) Organizational development
(vii) Post-training factors.

An evaluation design may be either longitudinal or ex-facto design. Longitudinal is one in which data are in form of groups which have been exposed to training only when the training programme is over.
The important evaluation methods include responsive technique and secondary technique. As per the responsive technique the opinion of the trainees are measured before or before and after the training.

According to secondary data techniques, the data from the various records like absenteeism, accidents records and production quantity, are taken in to consideration;

After the world War-II, India government permitted to start an aircraft industry in the country. The present HAL is the brain child of the then industrialist Hirachand and Walachand. Today HAL is a giant public sector undertaking under the ministry of defence having twelve divisions to its structure.

HAL (Koraput Division) Sunabeda is to manufacture various air-craft engines that are required for the defence purpose. There are nearly 3125 employees, including the managers, are working in this Division. The General Manager is the chief executive of this division.

To meet the ever-changing technical requirements, training and management development programmes are conducted in this division by the training department independently. Training manager is the head of the training department and is assisted by various other highly trained executives.

The training department imparts training to the new entrants and prepares a second line competent officers for the future need of the division. A verity of facilities are available in the training department for conducting different types of management training and development programmes.

The facilities include a technical training school, a library, laboratory, workshop and an auditorium having the capacity of 300 people. HAL has
adapted lecture method, case study, games and exercises, role-playing, lesson plan and demonstration method to impart training to the executives and employees.

(24) In order to meet the specific requirements, HAL (Koraput Division) Sunabeda conducts four different types of training, programmes, such as (i) apprentices training, (ii) in-house training, (iii) training and development programmes outside the organization and (iv) training programmes in HAL staff college, Bangalore.

(25) To know the usefulness of the various training and development programmes, continuous evaluation is made by the training department programmes, continuous evaluation is made by the training department as well as the organization.

(26) A questionnaire is served by the training department to the trainees after the completion of each and every programme for this purpose. The evaluation of the management training and development programme is different from that of the apprentices training. Half yearly and annual examinations on theory and practical are conducted to measure the skill and knowledge of the apprentices training.

(27) From the analysis, of the data collected from the questionnaire, it is evident that the training programme as a whole benefited the executives in to a great extent. When the factor-wise considerations have been made it is found that after undergoing the training, the communication skills, decision making power, understanding the company's objectives and human relations factors etc. have been enhanced among the trainees.

(28) When the sample have been analysed on the basis of the age group it is also noticed that the executives belonging to the age group of 35 to 45 years benefited less from the training programme.
(29) When the executives are classified and analysed according to educational backgrounds, it is remarked that the graduate executives benefited more than that of the non-graduates. Because the graduate executives got some basic educational backgrounds which helped them to grasp the rigorous management process more easily.

(30) On the analysis of the answers of the free response type questionnaire, it is learnt that the executives are getting benefit from the training programme. But they showed their dissatisfaction in some areas.

(31) They grumbled that their bosses send the employees to the various training programmes without consulting them. The various theories that they have learnt during the training is just not possible to apply in to the real situation.

(32) When the top level executives are interviewed, they gave different opinions some of the executives told that sometimes training programme has been carried out just because of the policy matter without looking in to the specific training needs of the organization.

(33) The last minute drop of the participants from the training programme is seriously criticized. They also pointed out that the conventional teaching methods must not be adopted to make a training programme successful.

(34) Blind adoption of western models is again a serious drawback in the various training programmes as it is not suitable to our need. Again determining the training needs is not an easy task. No doubt, there is no suitable method so far has been developed for this purpose.

(35) After going through the data received by means of questionnaires, we can make out the fact that training is considered as one of the most important elements in the organization.
Almost all the employees are in need of training and they really want to improve on their performance. They say that the seniors are interested in the development of the sub-ordinates but the drawback over here is that they never really discuss in career developments.

The response on the rewarding factor of the organization has been very lukewarm i.e. after analyzing the reviewed questionnaires, it is found that good performance is appreciated and rewarded but only in few instances.

This brings the same equation when considering the opportunities given to the employees.

At large the employees are satisfied with the training programmes and believe that these programmes would help the organization.

They have also shown interest for some other training programme on Computers-technology Awareness, Personality Development, and Quality Management etc.

Of the data collected from the questionnaire, it is found that the training programme as a whole benefited the executives to a great extent.

On the analysis of the impact of training on the executives in certain specific areas, it has been observed that the training has helped a lot in increasing the capacity of the executives in the areas like communication skills, decision making power, understanding the company's objectives, human relations and applicability of the training needs.

When the sample has been analysed on the basis of the age group it is also noticed that executives belonging to the age group of 35 to 45 years are benefited less from the training development programme.
When the executives are classified and analysed according to educational backgrounds it is remarked that the graduate executives benefited more than that of the non-graduates. Because the graduate executives got some basic educational backgrounds which helped them to grasp the rigorous management process more easily.

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A brief look at the analyzed data brings into light many areas which should be considered by the management of the Company.
Past studies as well as this study show that the employees of the organization are in need of training and that need should be satisfied by the management.

(49) The seniors are not able to guide their subordinates with regard to career development as this is discussed rarely. Moreover, the employees are not benefited to the full extent by the training imparted to them because of improper feedback.

(50) Personally talking to the employees it was found that the present training programme conducted are not of much importance to the employees because these programmes do not help in acquiring new skills and techniques. The employees who have been working for 15-20 years in this organization believe that the policies of the organization look forward to the development of the employees, but it is not the same with the employees in the 5-10 years experience group.

(51) The interview with the superiors revealed the following facts.

(a) Most of the superiors pointed out that it is rather a matter of policy than any conscious observation of any deficiency in their subordinates which prompted them to send the executives for training.

(b) A large number of superiors were of the opinion that significant changes in the trained executives were observed in the following areas:

   ii) Outlook towards their subordinates
   iii) Reduction of problems, which are interpersonal in nature.
   iv) Better planning and execution of work
   v) Good housekeeping
   vi) General awareness of management information systems and consequent exhibition of interest in recording data.
The following are the problems identified by the executives that hinder the effectiveness of the training programmes in meeting the challenges of the organization.

(a) In congruency of training inputs
Most of the executives feel that the inputs imparted during the training period seem to be square pegs in round holes since much of the inputs are irrelevant and just not feasible to be applied to the actual work situation. There is no congruency of purpose among individual aspirations, organizational expectations and training goals.

(b) Conventional teaching methods
The executives are of the opinion that in most of the cases the training classes are no different from the conventional approach followed in various schools and colleges where teacher reigns supreme and has the final say in all matters. This traditional approach to training makes the classes boring, passive and demotivating.

(c) Blind adoption of western models
Blind adoption of western models is one of the lacunae pointed out by the executives, responsible for the ineffectiveness of the training programme. The concepts like transactional analysis and sensitivity training cannot be just applied to our industrial environment.

(d) Absence of a rational framework for the selection of trainees and training programmes
A large number of executives feel that there is no realistic indicator to identify the training needs of the executives. It is seen that in some of the cases, persons identified to attend the training programme are dropped in the last minute on some pretext or the other.

SUGGESTIONS

(1) Training is an organized procedure for increasing the knowledge and skill of people for a definite purpose to achieve a change in the behaviour of those being trained.

(2) The workers have to be encouraged more to elicit responses and due efforts should be made to identify the potentials of the employees.

(3) This can be achieved by means of constant interaction at the shop floor level and immediate feedback from the superiors.

(4) It has been seen that good performance is rewarded occasionally, and this may lead to negative motivation in the mind of the employees.

(5) The present method of promotion (time-based) should be changed and promotions should be made on the basis of performance.

(6) The employees who undergo training must be given personal involvement to get into the training programme.

(7) Opportunities should be given to practice the newly needed behaviour norms.

(8) Job rotation must be practiced to make an employee multi skilled to build up generalistic characteristics, with a view to ensure that personnel acquire experience in various types of work in this respective disciplines.
9) From the point of view of maintaining the desirable levels of integrity in sensitive areas of work, job rotation of officers should be effected periodically.

(10) There should be proper identification of training needs.

(11) The management should consider project reports of this kind to ascertain those needs.

(12) The areas which need to be covered are:
   1. Creation of database of employees with educational qualification, age, training and experience profile.
   2. Compelling HRD recommendations for training areas and those identified through performance appraisal.
   3. Compelling HRD recommendations of chief of Project Cell for training in new projects.
   4. Summary of compilation and updating of the training Data Bank.

(13) The management should aim at developing new programmes in the division to cater to the different needs to the employees in areas like Computers, technology, quality etc.

(14) Last but not the least the management should Co-ordinate efforts to ensure team development which can make all the difference.