CHAPTER-I

INTRODUCTION

Fragment to fragment clings; the things thus grow
Until we know and name them. By degrees
They melt, and are no more the things we know.

-LUCRETIUS
INTRODUCTION

When India became free, it was rightly felt that independence will be incomplete without economic self-reliance and social justice. Heavy investment was therefore made in public enterprises (PEs) to: (i) build infrastructure (ii) promote rapid economic growth and industrialization, (iii) ensure balanced regional development, (iv) create job opportunities, where persons belonging to socially disadvantaged communities could have their due share, (v) prevent concentration of economic power, and (vi) reduce disparities in income and wealth.

Till the mid-eighties, the PE policy was, by and large, guided by the industrial policy Resolution of 1956, which gave PE a strategic role in the economy. Massive investments resulted in PEs having a commanding position in the economy. Many key sectors of the economy continue to be dominated by PEs, which have successfully opened up new areas of technology and have built up a reserve of technical competence in a large number of fields. However, the operation of the PE system was unfavourable to the autonomy required for the success of these business enterprises. As the plans to make the main system meet the needs of the business, sub-system have come a cropper, it has been decided to do away with the PEs themselves, to the best possible extent. It is now argued that the national interest would be served better, if private enterprises is entrusted with a much larger role in the economy, as is happening at present.

The wave of privatization the world over and the failure of communism in the eastern block, have strengthened faith in private enterprise. The international financial institutions are also pressing to get rid of the "inefficient" PE. In the line with the global scenario, our government's policy is to restrict and limit PE operations to the best Possible extent. But the strategic nature of PEs and their economic and social importance would continue to keep them important for many public sector projects: Energy, (Power Petroleum, coals etc
Rs.2, 22,375 crore), Transport (Rs.1, 19,373 crore), Industry & minerals (Rs.65, 148 crore), and communication including Information Technology (Rs.1, 47, 280 crore). Source Economic Times.

The moves towards privatization have not materialized so far. The political compulsions are so overwhelming that the central government has not been able to close down even terminally sick, heavily losing and most inefficiently managed PEs.

TWO ROUTES TO ECONOMIC DEVELOPMENT:

The controversy about efficacy of the capitalist versus the socialist route is perennial and basic. The 'capitalist' feels that the aim of the 'socialist' is to destroy the foundation of the market economy system, which is, to a large extent, based on the inherent qualities of human nature, namely, initiative and performance. The 'socialist' emphasizes self-aggrandizement, self-service, and "something for nothing" weakness of human beings as problems of capitalism, which socialism alone can meet. The socialist system believes that PE is inherently good. Under the capital system, PE is considered inherently bad and a conscious effort is made to keep the government out of it is far as possible, except when due to pressing needs, it is accepted with reluctance. For instance, in national emergencies like war, or major economic dislocations like depressions, PEs are created to be dissolved after there purpose is achieved.

It is felt that in the day to day working, the capitalist market mechanism often does not operate in the public interest, and some answer to it must be found. In real life. Shareholders in large corporations are mere passive recipients of dividends and capital gains. The tradition of privacy accords the technostucture (managers who guide the enterprise) autonomy in setting its own compensation and in continuing and enlarging the differentials. Even inefficient and incompetent managements drags on and on. As for labour, we also need an exit policy for getting rid of infirm, decrepit and inept
managements. The few cases which go to the BIFR take too long with too little meaningful results. The shareholders cannot muster adequate voting power against intransigent and recalcitrant managements. The financial institutions which can make the difference are often far too indulgent in regard to the erring managements. The nominee directors do not often go beyond keeping themselves informed, and reminding the managements of the dues to be paid to the nominating institutions.

PE has served an important and significant purpose in developing countries. Even in developed economics, for supersonic travel or communication by way of earth satellites, state initiative was accepted without hesitation. Similarly, for the development of atomic energy there was no alternative to government action. These were big leaps for many developed countries, where the market could not be relied upon. For a developing country, a steel mill, a machine tool plant or production of basic chemicals and intermediates could be its leaps, depending upon its stage of development, requiring state intervention.

It is argued that once the private sector has come of age, it could be entrusted with more and more responsibilities, as is being done at present. But the question remains of management and ownership of the existing well-managed and strategic PEs. Will the national interest get adversely affected if they are put in private hands, particularly the multi nationals, directly or indirectly?

Socialism which aims at the greater good of the masses and protection of the national interest is a sound concept. The label socialism is now at a heavy discount, but to ignore its core values of equality of opportunity and distributive justice could lead to disruption in the country. If we have failed to manage or democratic socialism, fault lies with us and not with the system. The baby should not be thrown with the bath water.

Capitalism has the basic weakness as it has no other goal than maximizing individual freedom and personal preferences. The capitalist theory is dominated by a religion of economic efficiency and consumerism, keeping
clear of the social issues. The thesis that efficiency in the use of means of production will lead to economic growth providing resources for redistribution of income and for combating poverty, conveniently winks at the time frame involved in achieving the objective. Capitalism rewards those who have skill and resources and can encash them. The reward and punishment relationship is taken care of through the market mechanism, where the law of jungle prevails, and it has been often found difficult in practice for the state to control the powerful and protect the vulnerable.

Both the capitalist and market socialism models have their pitfalls. Economic history contains innumerable examples of both market and government failures. A pragmatic approach would be more proper, balancing between the two alternatives, keeping in view the socio-political and institutional constraints. But success under both the alternatives would require a government with drive, imagination, capability and capacity to take decisive actions, a requirement very difficult to meet in India, as in most developing countries excluding China.

THE CONCEPT AND MEANING OF PE:

The economist (London) perceptively observed that the term "public enterprise" is a neat label for a very untidely concept. Verily, the concept of PE is very vague and imprecise. There is no nationally or internationally accepted definition of PE.

It is each country's prerogative to draw the line between PE and other government organizations and activities. The line may not be logical or rational. For example, a large number of our ordnance factories are to considered PEs, but Bharat Dynamics Ltd at Hyderabad, which supplies defence requirements like other ordnance factories, is a PE being registered under the companies Act. Similarly, port trusts which are autonomous commercial bodies providing landing facilities to ships, are not often listed along with PEs. But the Airport Authority of India, providing a similar service
for the air transport, is always listed with other PEs. Then, we have some enterprises registered as co-operative societies like Petrofits Ltd. And Krishak Bharati Cooperative Ltd. These are not considered PEs, even though their majority ownership and management vested in the government.

Many departmentally run economic activities like printing presses and opium factories are not reckoned PEs because they do not have an autonomous status. But departmental activities when given an autonomous status become PEs, for example, the Bharat Sanchar Nigam Ltd., which was the department of Telecommunications till the end of September 2000. Then a large number government activities- both at the centre and in the states- which are purely promotional, developmental and welfare, are being listed along with other PEs. For example, the following eight non-commercial central government companies from part of the annual Public Enterprises Survey: (i) Artificial Limbs Manufacturing Corporation of India, (ii) India Trade Promotion Organisation, (iii) National Research Development Corporation of India, (iv) National Scheduled Castes & Scheduled Tribes Finance and Development corporation, (v) National Backward Class Finance & Development Corporation, (vi) National Safai Karmacharies Finance and Developmental Corporation, (vii) National Minorities Development and Fianance Corporation and (viii) National Handicapped Finance and Development Corporation (Being under section 25 of the Companies Act, meant for non-profit making bodies, they are exempted from using 'limited' as a part of their names).

A huge and sprawling PE sector exists in 28 states and seven union territories. This comprises about 1100 government companies and statutory corporations, and hundreds of co-operatives and departmentally run commercial activities. The total investment in state level PEs would easily be over Rs.1,50,000 crore. They carry out multifarious activities, some of which are more akin to the functions of the state than those of the business world. Little information is available about the activities and the state of health of numerous state level PEs, except for state electricity boards and road transport services, the two most important enterprises in almost all the states.
The vagueness as to what constitutes PE makes it impossible to consolidate data about PEs in the country. I have no figures available of investment, value of production and services, and the number of persons employed in PEs in the country. Be that may PEs share in the economy and their contribution is significant. According to the corporate sector (Centre for Monitoring Indian Economy, Bombay, May 2000), the value added by government companies was 58% and their gross savings were 55% of the total of the corporate sector during fiscal year 1998-99. The ninth plan document reckons PEs contribution to the domestic savings as 3.8% of the GDP during the plan period (1997-02), as compared to 4.7% for the private corporate sector as a whole.

Balancing 'Public' and 'Enterprise' Characteristics:

The two components of the term PE, namely, 'public' and 'enterprise' need judicious balancing. It is found again and again that the managerial efficiency is curbed by undue emphasis on the use of 'public' funds by PEs, damaging the 'enterprise' dimension in the process. Similarly, an unlimited emphasis on the enterprise dimension may defeat the very purpose of government ownership. In practice, it may seem impossible to secure the most efficient, stable and acceptable synthesis of the 'public' and 'enterprise' concepts. An excessive shift towards the former brings the activity near a public non-enterprise situation, while an excessive shift towards the latter may result in a non-public enterprise.

The right balancing between the two dimensions can be ensured by stating PE objectives unambiguously. For example, a clear declaration that PEs would operate on sound business principles and behave, as responsible social entities should be of much help. It would also be necessary to make clear that whenever a PE is asked to deviate from its basic financial responsibility, it would be compensated for it. Specific rates of return on investments expected from various PEs could also be laid down. It may be noted that, in proactive, governments all the world over have found it extremely difficult to carry out their good intention of allowing PEs to operate as efficient commercial and industrial enterprises. This has been mostly due...
to the tendency of securing short-term gains, resulting in PEs losing their 'enterprise' values and character.

In conclusion, there are many difficulties in defining the term of PE. Heavy degrees of non-commercial considerations continue to get built into apparently economic activities. PEs are a very heterogeneous group of entities in terms of size. Nature, social contents, legal forms of organization, public expectations, and so on. Though PEs are expected to follow the methods and techniques developed by private enterprise, yet they cannot be equated with private business in view of their social contents. Hence the need is to strike a balance between "public" and "enterprise" dimensions of PEs.

PEs in varying measures continues to utilize the approach, systems and procedures of the government rather than of the business world. Those who favour business flexibility have to face resistance at various levels including the Board, which is often dominated by government directors. Some critical decisions continue to be made outside the Board room. PEs is a sub-system of the larger governmental system, which is in constant interaction with the latter and with the broader environment in which it operates. As the environment places constraints and makes various demands, it has to be studied closely and carefully with reference to the multiple links which PE has with it.

Without this, a true appreciation of PE problems would not be possible. Further, the study of the external factors is necessary, as they themselves need to be changed.

PEs have been transformers of our economy. They have played an important role in the development processes and borne a heavy proportion of the burdens of national development. Their contributions are manifold: investment in infrastructure, securing balanced regional development, creating new skills and competence, generating new employment potential, meeting many social obligations including preferential employment for the disadvantaged
communities, developing backward regions, securing economic self sufficient and projecting themselves as model employers.

PEs with burdensome legacies, which cannot be easily shaken off, the difficult, turbulent and unpredictable environment, a larger part of which is uncontrollable at the enterprise's end, their imprecise, flexible and ever changing objectives, their undefined social obligations, and the no-holds barred type political and bureaucratic interference, the limelight of publicity in which they operate, and expectations about their performance not related to realities of the situation, make it difficult to correctly judge their managerial performance.

There are a few good PEs which are less affected by their environment, and feel less circumscribed because of the historical circumstances, the nature of their product or service, their commanding position in the market, their dynamism because of consistent good leadership, and their adequate emphasis on effective training and management development. Training appears to be a curiously neglected area of management responsibility. It is of course much easier to tell somebody to do something than to instruct him how to do it. When a manager himself suffers the mistakes of untrained subordinates. It is again simpler to lay the blame than to find the cause.

But the neglect of training in industry exists on a remarkably wide scale. A few years ago the National Institute of Industrial Psychology carried out a survey of operator training schemes in the United Kingdom. From a total over 2,00,000 manufacturing units in the country as a whole, the institute experienced difficulty in finding even 200 examples of systematic training. This reluctance is not confined to the training of operators. It took four years of the Second World War before; the "training within industry" programme for supervisors was officially introduced in the various countries including India. Why is it that education and training in industry receive such a poor attention? When a firm decides to reduce its staff, the training department is often the first to go. Also when a firm wishes to expand its production it will often push
trainees into the production line before they are fully skilled. This results the reducing their chances of attaining higher output more quickly.

Not only training departments but also training officers come and go. There is no prescribed recognized qualifications for the senior training officers. Even in research the study of training within the organization, as distinct from training situations in the laboratory, has been almost entirely neglected. It almost looks as if there is a gap on training in the industrial settings. The gap does not apply to any other fields of management in such a large extent. The armed forces are always in training. They use their slack periods to develop their skills. Sportsmen, athletes, musicians and many others scarcely miss a day without practice and training, they do everything possible to keep in form because they know the dangers of over-training. Even race-horses receive more training than many non-apprenticed industrial workers. Then always a question strikes to the mind, why such training programmes are neglected in the industrial sector?

WHY IS TRAINING NEGLECTED:

There are of course a number of good reasons why training in industry should be rather neglected. Many managers view the establishment of systematic training as added expenses. They never agree to a point that instead of expense, training is an investment. The relationship of education and training to improve profit margins is seen clearly by only a few advanced firms.

Since training tends to be an investment, it needs to be viewed in the long term. This means its benefits must be waited for sometime at least. “We cannot waste time on training when we have got to get production out” is a commonly hard remark. It may have some justification but only in the short run. Too many managers as individual’s also small training in a little bit different wonderful ways. When instructed or invited to attend a training course, some of them say, “I do not want to go back to school again”. Training, it seems has an unfavourable image.
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 often found in the training department. The instructors have not been taught to instruct. Teaching aids are the expectation rather than the rule. Training is also not adequately geared to the requirements of the job. As the incentives to learn are always almost non-existent in all the public sector undertakings specially. On the other hand training staffs do not like to feel neglected. In some cases they react by over asserting themselves in matters on which line managers really have the authority. They take it upon themselves on certain matters on training like how long it should last and so on. They forget that their role is to provide a service. The result often is that a battle develops between the training department and the line managers. This helps nobody. The real solution that the function of training should be thoroughly understood and a training policy developed is seldom achieved.

In such a way as this, a vicious circle seems to be perpetuated. Training staff lose heart when management neglect their managerial responsibility for training. And managers are likely to remain apathetic towards training as long as training staff do not provide adequate services in the proper manner. This means among other things that training staff approaches their managers as if they were customers. They must explore jointly with their managers the problems in the company which training could help to solve. Having obtained agreement on such problems the training staff can propose ways in which training services can help towards the solution.

In this chapter an attempt has been made to present an overview of training methodologies. It is obvious that it could not contain everything that everyone wanted to know about training methodologies, But it does not discuss the concepts, the processes of innovation and change in training technologies, and their relevance to the continuously changing real life situations which are becoming the determining factors in the selection, use of and furthering the never ending urge for creativity in training technologies.
The first reading gives an overview of the Current Trends in the use of Teaching and Training methods. It surveys the main methods of training and explains the special feature of each method as well as the key points to remember about their use.

This chapter deals with the methodology adopted in collection and analysis of the data for the study. The scope of the study, procedure followed for selection of sample, collection of data, classification of the data are elaborated in the following groups. The hypotheses to be tested in the course of analysis and the various limitations, which are associated with the study, have also been discussed in this chapter.

OBJECTIVES OF THE STUDY

The main objective of the study is to find out the effectiveness of management training and development programmes conducted by the HAL (Koraput Division, Sunabeda). The study is also aimed at finding the attitudinal changes of the executives brought about through training and to correlate the training needs of the executives with that of the actual training undergone.

SCOPE OF THE STUDY

The scope of the study covers by taking in to such executives belonging in to the category of Grade I to grade - VI, and those who had undergone various management training and development programmes organized by the HAL (Koraput Division, Sunabeda), Orissa. The executives of both direct and indirect departments are covered by the study.

METHODOLOGY

The study is basically oriented on the secondary data collected from various sources. However first hand information are also collected by
personal visit to the officials of the HAL Sunabeda and by contracting the officials of the other Public Sector undertakings. Besides these, several books, journals, reports and records will be used for collecting relevant information and data.

TOOLS AND TECHNIQUES
In my study the following tools and techniques have been used:

(i) **Trend Percentage**: This is an useful analytical device which are immensely helpful in making a comparative study of the financial statements for several years. The method of calculating trend percentages involves bears to the same item in the base year. These percentage can also taken as index numbers showing relative changes in the financial data resulting with the passage of time.

(ii) **Trend Indices**: Index of change n a variable has also been computed with the following formula.

\[ I = \frac{Y_1}{Y_0} \times 100 \]

Where, \( Y_1 \) stands for the year for which index is to be computed and \( Y_0 \) stands for the variable of the base year.

(iii) **Simple growth rate**: This tool indicates the percentage increase over the previous year:

\[ G = \frac{Y_t - Y_{t-1}}{Y_{t-1}} \times 100 \]

Where, \( g \) stands for the simple growth rate and \( Y_t \) and \( Y_{t-1} \) are the values of the variables, \( Y \) is year \( t \) and \( t-1 \) respectively.

(iv) **Compound growth rate**: It works out change for a given period on the basis of the base year and the end year values.

\[ G = \left( \frac{Y_1}{Y_0} \right)^{\frac{1}{n-1}} - 1 \] \times 100

Where \( Y_1 \) and \( Y_0 \) represent the values of the variables at the end year and base year respectively; it is the difference of years between the end year and the base year & represents the compound growth rate.
Operational definition: Effectiveness of training programme is given by the following equation.
$$E_t = F(v_o, i_t, p_e)$$

Where $E_t$ = Effectiveness of the training programme.

$v_o$ = Values and goals of the sponsoring organization.

$i_t$ = Expectations from the training institute.

$p_e$ = Performance of the trained executive.

$F$ = Functions

For the purpose of the study, it is assumed that $v_o$, and $i_t$ are constants, hence the effectiveness of the training programme is a function of $p_e$ i.e. performance of the executive which is measured by their attitudinal changes after having undergone the training.

VI. OTHER FORMULA USED

I. Mean = $\frac{f \cdot M}{N}$

Where $f$ = frequency

$M$ = mid-point.

$N$ = total no. Of subjects.

II. Median = $L + \frac{(N/2 - c.f) \cdot f}{F}$

Where $L$ = Lower limit of the median class.

$N$ = No. Of subjects.

$c.f$ = cumulative frequency up to the median class

$F$ = frequency of the median class.

$I$ = class interval.

III. Mode = 3 median - 2 mean.

IV. Standard deviation = $\frac{f_d^2}{N} - \left(\frac{f_d'}{N}\right) \cdot c$

Where $f$ = frequency.

$D'$ = difference.

$N$ = No. Of subjects

$C$ = common factor.

V. Relative skewness = $\frac{\text{Mean} - \text{mode}}{\text{Standard deviation}}$.

VI. Standard error of Mean = $\frac{\text{Standard deviation}}{N}$

VII. Estimation of population Mean = $\bar{X} = 2.58 \cdot \frac{\text{standard deviation}}{N}$ (At 99% level of confidence)

Where $\bar{X}$ = Mean.

$N$ = No. Of subjects.
VIII. Difference between the mean of two samples t
\[ T = \frac{X_1 - X_2}{S} \]
\[ S = \frac{n_1}{n_2 + n_2} \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

N1 = No. Of subjects before training
N2 = No. Of subjects after training

SOURCES OF THE DATA

The data required for the analysis has been drawn by administering questionnaires to the executives of HAL (Koraput Division, Sunabeda). The executives belong to the grade -I to Grade -VI. The executives are requested to give their opinion in two ways. The first way of giving the answers to the questionnaire is a forced responsive type and the second way of giving answers to the questionnaire is free responsive type. To evaluate the training programme, the opinions of the executives likes Deputy General Manager, senior Administrative Manager, Training Manager, Assistant Training Manager and others are also obtained by conducting interviews. On the whole we can say that the answers to the questions made the executives working in the HAL (Koraput Division, sunabeda) and of them who had undergone the various training programmes conducted by the organization form the basis for analysis.

SELECTION OF SAMPLE

Keeping in view the scope of the study, it was decided to choose the executives on the basis of purposive sampling rather than taking the whole universe. To maintain uniformity of the sample, the executive are taken from the various grades. In our present study a sample of forty executives
are served with the questionnaire. Out of them, ten executives are from the Grade-I, eleven executives from the Grade-II, seven number of executives from the grade-III, fair six number of executives are from the Grade-IV, four number of executive from the grade-V, and two number of executives are drawn from the Grade-VI. The sample taken for our analysis constitutes ten percent of the total (400) executives working in the organization. Though this number is small, still then it gas been well distributed among the population representing the whole universe.

CLASSIFICATION OF THE SAMPLE

The sample has been classified in terms of age, qualifications and grades. On the basis of age, the executives are unevenly distributed. To facilitate the study, the executives who have undergone training are further classified in to three groups. They are less than 35 years of age, 35 to 45 years, and executives belonging to the age group of move than 45 years. According to the qualifications, the executives are also classified in to graduates and non-graduates.

TECHNIQUES OF ANALYSIS

The questionnaire was divided in to two parts, part-I and -II. Part -I was forced response type and part-II was free response type.

Table-1

The questionnaire consists of 60 items, covering such areas as that of management, human relations, communication skills, personality, development, attitude to change and the applicability of the training programme. The items falling under these are as follows.
<table>
<thead>
<tr>
<th>SL NO</th>
<th>Areas</th>
<th>Item No</th>
<th>Total no of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Company objective</td>
<td>1,8,5,2</td>
<td>04</td>
</tr>
<tr>
<td>2</td>
<td>Decision-making and the process of management.</td>
<td>2,9,16,22,27, 52,55,57</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33,36,39,42,46,47,51,52,55,57</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Human relations</td>
<td>3,10,17,23,28,34,37,43,45,58</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Communication skill</td>
<td>4,11,18,38</td>
<td>04</td>
</tr>
<tr>
<td>5</td>
<td>Personality development</td>
<td>5,12,19,24,29,36,42,51,57</td>
<td>09</td>
</tr>
<tr>
<td>6</td>
<td>Attitude change</td>
<td>6,13,20,25,30,35,40,44,48,50,59</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>Applicability of Training</td>
<td>7,14,21,26,31,41,45,50,53,60</td>
<td>10</td>
</tr>
</tbody>
</table>

These items were scattered throughout the questionnaire (see annexure I) in order to test the consistency of the responses. Some of the items were common to more than one area and therefore such items were included in those of each area. All the items were put in the form of statements and each subject was requested to tick against the item based on the following system of forced responses.

*Yes*-If one agrees with the statement.
*Undecided*-If one cannot decide for or against.
*No*-If one disagrees with the whole.

The items were broadly classified into two types i.e. positive statements and negative statements.
Positive item-
1, 2, 3, 4, 8, 9, 11, 16, 17, 23, 25, 26, 28, 32, 44, 45, 46, 48, 51, 52, 54, 57

Negative item-
5, 6, 7, 10, 12, 13, 14, 15, 18, 19, 20, 21, 22, 24, 27, 29, 30, 31, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 49, 50, 55, 56, 58, 59, 60

The respondents were requested to tick off under one of the three responses against each item both before and after training. The points fixed for different responses under positive and negative items are as follows.

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>Undecided</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Negative</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

In the questionnaire the respondents were asked to give free responses to five different types of questions covering the areas regarding the training programme and etc. For example the questions like:

“Did your boss discuss as to what for you were being sent for training”?
What are the dimensions in which you have benefited from the training programme”?

The questionnaire was administered with a covering note stating the purpose of the study and the manner in which it is to be filled up. The respondents were assumed that their responses would be kept strictly confidential and would be used for the research purpose only.
INTERVIEW

In order to elicit the views of the senior executives in the present practice of deputing officers for training and what should be done to make training more effective, a total of ten executives were interviewed. The following questions were posted to them.

1. What were the deficiencies observed in the subordinates that prompted you to send them for training?

2. What were the areas in which you observed major changes after their return from the training programme?

3. What specific recommendations would you like to make in order to remove the shortcomings if any in the existing system of selecting and conducting the training programme?

HYPOTHESIS OF THE STUDY

The research study is based on the following four hypothesis:

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

2. Middle-aged executives were benefited a very little from the training programmes conducted by HAL (Koraput Division, Sunabeda).

3. Non-graduates are immensely benefited out of the various training programmes than that of the graduates.

4. The executives should be sent for training after their bosses have been only trained.

PLAN OF THE STUDY

The study is confined to seven chapter heads. They are namely;
LIMITATION OF THE STUDY

In spite of all efforts to overcome the prejudice of omission, the researcher can never ignore the limitations of the study.

1. The study is based mostly on secondary and published data.

2. HAL, Sunabeda, being a very important public sector strategic undertaking fulfilling one of the key urgency of the defence department i.e. various engines for IVIG Aeroplanes, no statistical data is available from the internet/website.

3. The inadequacy of time factor led to take a very small sample in spite of the vastness of the universe of the organization.

4. As the organization is a defence undertaking, though the management is too gentle, but the employees are denied by the manager that some confidential records will not be given to anybody.

5. HAL, Sunabeda, being a defence unit does not publish any annual report or Year Book.
6. In spite of these handicaps, all the attempts have been made to bring clear report on the effectiveness of training programme of HAL.

REFERENCES: