CHAPTER I

EXECUTIVE TRAINING AND DEVELOPMENT IN INDIA — AN INTRODUCTION

All the world has acknowledged the vitality of trained Executives as life-giving elements in the process of organizational and national development. No wonder Yoder\(^1\), remarked that today's Managers have recognized training and development as highly influential in their effective application and utilization of all the human resources they employ.

In modern India, the race for Executive Training and Development (ETD) has also been on the rampage right from the era of Pandit Jawahar Lal Nehru, Lal Bahadur Shastri, Indira Gandhi to the present-day Rajiv Gandhi, Prime Minister of India. So important did he consider the positive role of developed human resources (and for that matter, Executive resource) as fuel in the engine of effective management and administration that he, in 1985, established a separate Ministry of Human Resource Development headed by a Minister of Cabinet rank (then, Mr. P.V. Narasimha Rao) and caused the Planning Commission of India to allocate a sum of Rupees 6,383 crores for human resource development through education in the 7th five-year Plan of India. Bureau of Public Enterprises\(^2\), accepted training as an

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important aspect of management development and pointed out that major action in this regard has necessarily to be taken by the individual Enterprises themselves, as they are in the best position to know the requirements and the gaps that are needed to be bridged, whereas at the national level, the concern of the Bureau is the formulation of overall policies as to ensure that Public Enterprises discharge this important responsibility "properly and adequately". For this reason, the Bureau organizes special programmes for middle, senior and top level Executives of the Public Enterprises in collaboration with India's premier Training Institutes.

In a bid to cross-examine the responses given to Question 3.9 of the research Questionnaire (see also Chapter 3, Section 3.9) it was confirmed by the views of all the Top Executives of the Sampled Enterprises (during interviews),

3. For instance, in ESPL, the senior Personnel Manager, Mrs. Remanjit viewed ETD as a major problem of the Management. MAICL's Chief Administrative Officer-cum-Secretary, Mr. R.K. Garg, regarded ETD as gateway to total Enterprise goal achievement. Managing Director of PAICL, Mr. Okul Patnaik commented that no Enterprise lives if ETD dies and none dies if ETD lives. Personnel and Administrative Manager of PKUL, Mr. R.S. Khokhar pointed out that effective ETD is a good measure of the effectiveness, mood and value systems of the Enterprise through the Top Management. Associate Vice-President (Human Resources) of PTL, Mr. P.K. Verma opined that India is sick without Effective ETD at Enterprise level. Manager (Human Resources) of AEL, Mr. A.G. Palia remarked that though his Enterprise lacked basic ETD facilities organizational success is the fruit of scientific and effective ETD. To ETL, planned ETD intervention will yield significant rewards even though the concept is not generally accorded its due place in actual practice in India. That was the view of ETL's Personnel Manager at Parwanoo Plant, Mr. A.G. Chatterjee. In the words of General Manager of JCTEL, Mr. Kashyap, ETD means the very soul and survival of business. In PPTL, the Personnel Manager, Mr. Raman Madhok highlighted that ETD is the mirror of
that ETD is and/or was regarded as Extremely important by the Top Management for the organization's growth.

This Chapter is a brief introduction to the theory and practice of ETD function, with special reference to India, based on a review of available and relevant literature, such as, books, periodicals and reports. For effective discussion of the Chapter it has been dichotomised into five broad Sections each representing one main objective. These Sections relate to the concept, application, problems, history of, and studies on ETD, with particular reference to India. A more detailed discussion of these Sections now follows.

1.1.1 CONCEPT OF EXECUTIVE TRAINING AND DEVELOPMENT: DEFINITION AND MEANING, OBJECTIVES, NATURE AND SCOPE.

This Section would attempt to define ETD and show its meaning, determine its Objectives, Nature and Scope. It would also endeavour to solve the Education, Training, Development controversy.

Ravishanker and Mishra, defined training for Public Enterprise Managers as a vehicle for boosting human effectiveness by using various instructional techniques ... ultimately

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the entire Enterprise — through which we see the Enterprise. For PBL, the General Manager, Colonel Judge said ETD is a measure of the relative strengths and weakness of Executives in particular and the Enterprise in general, it means total development or growth of the Executives to achieve organizational objectives His view is also supported by the Administrative Officer Major Cheema.

aimed to effect attitudinal changes, strengthen values and inter-personal relationships ... to enable Managers cope with rapid changes that face their Enterprises. Skertchly, used the term Management Development to symbolize a complex process of increasing managerial ability in order to improve the effectiveness of management actions. Jucius, used Executive Development as the programme by which capacities of Executives (for planning, organizing, leadership, and control) to achieve desired objectives are increased. Shamshul, believed that, Executive Development is concerned with inducing managerial behaviour change ... through acquisition, understanding and the use of new knowledge, insights and skills its objective being to encourage Executive Self-development ... for maturity and competence.

Craig and Bittel, used Management Development to mean planned experience, guided growth and training opportunities provided for those who perform management functions.

The International Labour Organization (ILO)\textsuperscript{9}, argued that Management Training is at times used narrowly to represent only the development of practical skills in the use of techniques and methods, and therefore, concluded that it should rather be seen as a systematic and continuous development of that knowledge and those skills and attitudes that will be beneficial both to the organization and the individual in achieving the objectives of the organization with the use of techniques and methods both on and off-the-job.

British Institute of Management\textsuperscript{10}, chose the term Management Education, to cover not only school and university education, but also, the furthering of education, training and development of managers ... during their entire practical career. ILO\textsuperscript{11}, added, that Management Education is designed to provide the student with a general knowledge of management as a basis with which to start or in some cases continue his career in industry and commerce. Zoll\textsuperscript{12}, supported this view when he defined Management Education as a continuous life-long

\textsuperscript{9} ILO, Geneva (1965), \textit{An Introductory Course in Teaching and Training Methods for Management Development}, Sterling Publishers Pvt. Ltd., New Delhi, P. 1\textsuperscript{15}.


education for Management. Krishnamurthy, while formulating a working definition for Human Resource Development felt it is broadly concerned with management education, leadership training, management development ... to equip the individual Manager to deal with both the tasks of his personal development and the meeting of challenges of innovation and change.

In the words of de Bettignies, Management Development "can be defined as the attempt to improve managerial effectiveness through a planned and deliberate learning process."

Objectives of Executive Development in India, according to Rudrabasavaraj, are to: (a) Develop managers for better on-the-job performance; (b) Prepare them for higher assignments; (c) Provide a steady source of competent persons at all levels to match organizational requirements; (d) Help them grow fast; (e) Prevent managerial obsolescence; (f) Replace elderly Executives, who have risen from the ranks by highly competent and academically qualified professionals; (g) create conditions and a climate which contribute to the growth process.


United Nations (1971), while recommending measures for improving performance of Public Enterprises in developing countries suggested that Management Development must basically be a planned and deliberate learning process for the Executives and the main objectives of training and development being: (a) Improving professional and technical skills; (b) Developing adequate generalists; (c) Upgrading and professionalizing the conventional generalists; (d) Re-orienting (Public Service Type) Managers to modern management practices; (e) Changing certain attitude and behaviour patterns; and (f) Providing proper appraisal and appreciation of the environment of an Enterprise.

The following authors have also stated their views about the objectives of ETD: (a) Scott, to increase productivity; this view has also been shared by Baum; (b) Boocock, to improve quality; (c) Fine, to help a company fulfill its future personnel needs; (d) Greer, to improve organizational


climate; (a) Florsheim\textsuperscript{21}, to improve health and safety; (f) Aronoff\textsuperscript{22}, to prevent obsolescence; (g) Bowley\textsuperscript{23}, for personal growth; (h) Gray\textsuperscript{24}, for improved performance and advancement.

While commenting about the nature of Management Development, de Bettignies (op. cit., p. 4-6) remarked that "Management development is not a choice left to the goodwill of top Management, a luxury of profitable corporations, a fringe benefit of large organisations. It is a must, a requirement of the economic system, a process imposed on the company as a result of organizational growth, changing technology, and a changing competitive environment in its broadest sense." The same author was emphatic that systematic development of managerial talent is one of the primary tasks of any organization, for its own survival in an increasingly changing environment, being a part of organizational learning process — one of the tools of organization development whereby it is conceived as a planned change involving the whole organization as a complex system and aimed at increasing the effectiveness


or health of the organization. The same author, therefore, saw it as a "social influence process of change" in attitudes, skills, and knowledge, all measurable in terms of job performance (as perceived both by the manager himself and his direct professional environment), and the operational results in terms of overt behaviour and organizational output. He further argued that management development as a planned effort to generate organizational learning does not comprise "the dispatching of managers to a variety of well-packaged Executive development programmes which promise to turn a plant engineer into a marketing executive in a fortnight."

Bhardwaj, pointed out that Management Development must be organically related to the development goals and ethos of the developing countries. It must fulfil rigorous criteria of utility and relevance, flexibility, national identity, responsiveness to socio-economic and political realities, urgency, and vigorous pursuit of efficiency, cost consciousness, time consciousness, and generation of surplus. It is the formalized and institutionalized aspect of management education and seen as a total and continuous process in the life-span of a manager. To him, it should help the manager to understand

25. Bhardwaj, Shyam B.L., "Management Development in the Developing Countries", in Taylor, B. and Lippitt, G.L. op. cit., PP. 149-165. The 18 developing countries covered in his study are: Burma, Ethiopia, India, Indonesia, Iran, Kenya, Khmer Republic (Cambodia), Laos, Malaysia, Mozambique, Nepal, Nigeria, Philippines, Singapore, South Vietnam, Sudan, Thailand, and Turkey.
and create "an effective relationship between his organization and national purposes, and enable him to play his role as a developer, a change agent, a resource optimizer, and a resolver of differences and conflicts, and foster an entrepreneurial climate of daring and excellence". No wonder he defined management development from a generic point of view — "planned and institutionalized interventions which aim at helping a manager to play his managerial roles more effectively by acquiring broader perspective and cognitive maps; clearer frames of reference and order of priorities; relevant information, concepts, and theories; updated professional and technical skills; creative and progressive attitudes relevant to his roles; and personal skills related to learning how to learn, and how to become an integrated, productive and growthful individual."

Scope of training (ED), according to Strayton Rex (ILO, 1985, P. 1(7)), is skill, knowledge, technique, attitude, and experience. Rudrabasevaraj (op. cit., PP. 11-270), saw his concept of Executive Development (ED) to be concerned with the following main areas: (a) Management philosophy towards it; (b) Its policies; (c) Objectives; (d) Top Management and ED; (e) Organizational climate; (f) Executive Resources Planning; (g) Their recruitment, selection and placement (induction); (h) Performance Appraisal; (i) Perception of ED needs; (j) Strategy of ED; (k) ED techniques;
(1) Its support systems; (m) Facilities; (o) Utilization of trained Executives; (p) Evaluation; (c) Responsibility; (r) Research; (s) Its organization; (t) A balance sheet on future of ED and a new model on ED.

Prasad, contended that employee development (which includes ETD) is concerned with: (a) Training — its strategies and policies, training efforts, nomination procedures for training programmes, placement after training, its challenges before the Enterprise, a model for future employee training; (b) Promotion; (c) Performance Appraisal; and (d) Transfer. Nwachukwu, regarded Training Function as a peculiar activity of Personnel Management ... involving its: (a) Planning; (b) Installation or Conducting; (c) Evaluation, and (d) Follow-up action. ILC (op. cit., p. 11(5)), advocated that in Management Development, the training activity occupies a major place, from a narrow point of view. From the broader perspective it includes other efforts and measures likely to enhance managerial competence in the short and long run, such as, career planning for Managers, their rotation and promotion, motivation for growth, improvement of leadership and

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communication styles, the manager's self-education, use of consultants and other steps in assisting managers to grow professionally and continuously improve their performance.

1.1.2 CONCEPT OF EXECUTIVE TRAINING AND DEVELOPMENT: EDUCATION, TRAINING, DEVELOPMENT CONTROVERSY

This aspect of Section I aims to attempt to solve the education, training, development controversies. Kazmi and Kishakkaili, have defined training as the process of assisting people in enhancing their efficiency and effectiveness at work by improving and updating their knowledge, developing their skills and inculcating appropriate behaviour and attitude towards people and work, and classified the Training Function into four phases: (a) Assessment of training needs and setting of objectives; (b) Planning and designing of training programmes; (c) Implementation and conducting of training programmes; and (d) Evaluation of training effectiveness. Strayton Rex (op. cit.), saw training for commerce and industry to be concerned with the acquisition or development of skill, technique, attitude and experience to enable one make most effective contribution to organizational teamwork, its objective being preparing one for satisfactory job.

performance or for greater responsibility. Pepper\textsuperscript{29}, believed that training is an organized process concerned with acquisition of capability or the maintenance of existing capability.

A distinction has been made between training and development. Canadian Government\textsuperscript{30}, opined that training is the process of teaching skills to an individual to enable him improve his performance on a particular job, while development is the process whereby an individual acquires new knowledge, habits, attitudes, self-awareness and values of maturity. Steinmetz\textsuperscript{31}, viewed training as a short-term process of education while development is a long-term educational process. Gupta\textsuperscript{32}, referred to development as the unfolding of the innate capacities or abilities of an individual. Seers\textsuperscript{33}, has seen development as creating conditions for the realization of human

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potential. Human Resource Development, according to Nadler (1984), is "organized learning experiences in a definite time period to increase the possibility of improving job performance and growth."

Difference between Training and Education have been explained by authors. Kuruvilla\(^{34}\), argued that education is a general preparation for life without specific regard to an immediate vocational goal, while training is a more specific and vocational preparation. Glaser\(^{35}\), contributed that education is linked with an individual's goals more than those of the organization, achieved through training though some overlapping between the two sets of goals may be visualized. The same author posited that training is normally paid for by the employer (though both the employer and employee may benefit) and management education may be transformed into education since it is more individual then company-oriented. In the opinion of Krishnamurti,\(^{36}\) "education is not merely a matter of training the mind, ... it is not merely acquiring knowledge,\)

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gathering and correlating facts, it is to see the significance of life as a whole — creating human beings who are integrated in thought and feeling and, therefore, are intelligent ... it should help man to discover the true values which come with unbiased investigation and self-awareness."

1.2 APPLICATION OF EXECUTIVE TRAINING AND DEVELOPMENT CONCEPT IN INDIA: RESPONSIBILITY, APPROACH, PROCEDURE

This Section would be devoted to determining responsibility for, approaches to and procedure of ETD, with special reference to India.

Rudrabasavaraj (op. cit., P. 35), discovered that responsibility for ETD in India lies with the Top Management but discharged on its behalf through any one of its appointed authorities, such as: (a) Executive Director; (b) Resident Director; (c) Personnel Director; (d) General Manager; (e) Chief of Personnel and Organizational Development; (f) Personnel and Industrial Relations Manager; (g) Executive Development Committee or Task Force; (h) Executive Development Centre. IIC (1985, P. 1(6)), regarded the Training Function as a Personnel Function (organizationally), but is the primary responsibility of the Line Manager, who is to be advised and helped by the Training Officer in analysis of his problems as to identify those which are training problems ... and to help him resolve
them. Khandelwal\textsuperscript{37}, said it is the responsibility of the Training Co-ordinator. Kar\textsuperscript{38}, gave the function to the Training and Development Department of an organization. Memoria\textsuperscript{39}, classified training responsibility into four main groups: (a) Top Management; (b) Personnel Department; (c) Supervisors; and (d) Employees — who provide feedback, revision and suggestions for corporate educational activities.

There are various views regarding approaches to STD in India. Rangekar\textsuperscript{40}, has suggested six approaches to Human Resource Development, which in effect, relate to STD practice as well: (a) Queen-Bee Approach, denotes that an individual (a chieftain, king or tribal leader) utilizes all available resources for his own development; (b) Brahmanic Approach, refers to the use of all resources for developing an elite group (such as Executives) or a section of the organization;


(c) Inputs Approach, which regards Human Resources Development as a mathematical equation of a given input and proportionate output in a mechanistic manner; (d) Automation Approach, believes rationalization and over-simplification of HRD process with the creation of ability to work with computers and modern technology; (e) Motivational Approach, sees HRD as a means of motivation to all employees for greater productivity and efficiency; and (f) Creative Approach, which insists on creativity and innovation as main planks of HRD efforts.

Rudrabasavaraj (op. cit., PP. 141-142), has, in a study, identified In-Company and Out-Company approaches to ETD. Mamoria (1985), has called for short-term and long-term approaches. Rudrabasavaraj\(^{41}\), also identified formal (systematic) and informal (unsystematic) approaches. He also pointed out that both development of a body of management and individual development should be practised.

Nwachukwu\(^{42}\), after a review of his Lecture Notes concluded that the various schools of Management\(^{43}\), as

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42. Nwachukwu, Uzoma Gabriel (1986), Lecture Notes on Management Thought and Thinkers for Pre-Ph.D. Class in Business Management, Panjab University, Chandigarh.

43. For instance, Management Process or Classical Approach or School, Behavioural or Human Relations, Social Systems, Decision-Making or Theory, Mathematical or Quantitative, Empirical or Case-Study, Systems, and Contingency or Situational Schools.
propounded and supported and/or propagated by Thinkers, such as, Koontz, Singh, Kasmier, George, have also influenced ETD approaches in India.

From Bhawdaj (op. cit), it becomes evident that most developing Afro-Asian countries (India inclusive) seem to adopt the following evolutionary pattern or approach in their indigenous management education and training efforts:


49. Singh, K.S. (1977), Management Thought and Thinkers, Sultan Chand and Sons, Delhi.


(a) Foreign investors take interest in training their local managers, either locally or abroad; (b) Then, the national government realizes the need for ETD and establishes institutions and programmes (in development administration and management education) to match the needs, either independently or collectively through foreign collaboration (with its former colonial master); (c) Aid and advice are consequently sought from international agencies and foreign management institutions until local ones grow; (d) Local public administration and business management institutions are then established, either within the network of existing universities and technological institutes or as independent agencies partly or wholly funded by the government and/or industry and may receive foreign aids for their maintenance; (e) Industrial progress fetch other professional agencies like management associations, productivity councils and so on, which assist in conducting training programmes, while individual entrepreneurs join the scene later; (f) Later, industrial houses develop interest in creating their private training institutions and programmes, and become ardent consumers of Off-House programmes — initially on a trial and error basis and later in a more enlightened and critical manner; (g) Management consultancy and research commences and is linked with management education and training while professional literature — books and journals — and indigenous teaching materials become richly available; (h) Different industrial sectors, such as, banking, insurance,
defence, establish their own national or regional management institutions and programmes; (i) The intensification of management education and training activities gives rise to constant doubts and problems as to evaluation of their effectiveness, giving rise to the model being thoroughly reviewed and appropriate changes effected (from time to time).

Aggarwal has enumerated seven "sequential steps (or procedure) of a typical managerial training and development programme" in India. These are: (a) Organizational planning; (b) Programme targeting; (c) Discovering key positions; (d) Managerial Appraisal; (e) Replacement skills inventory; (f) Planning individual development programme, and (g) Evaluating existing programme. Venkatachalam suggested intimate relationship between the Training and Development Cell and other major functional management areas on the basis of his Training and Development Cycle and Process (see the same author's reference).

1,3 PROBLEMS OF EXECUTIVE TRAINING AND DEVELOPMENT IN INDIA

Various views have been advanced on problems of ETD in India. All-India Management Association, in a study,


blamed it on the irrelevance of MBA training to the managerial needs of India, with special reference to: (a) admission problems; (b) Balanced and effective curriculum development; (c) Educational institution - industry co-operation; (d) Poor financial resources; (e) Inadequate faculty development; (f) Management research. Lavekare,\(^{55}\) identified (in a study) the problem of frequent job changing among Management Graduates during their first two years of industrial employment because they expect too much too early. Limited opportunities for advancement being the main problem. Seth,\(^{56}\) examined the changing managerial practices in India's Public and Private Enterprises from 1950's to 1970's and hoped that the only way out would be sophisticated management by 2000 AD with greater Public and Private Enterprise co-operation coupled with training and development activities, among others.

Varanasy,\(^{57}\) has severely criticized the imported style of management education in India whereby ETD programmes have "almost become an industry, registering the highest growth in the recent past ... (and) involves a large number of organizations and individuals, ... the prestige of the programme


is measured by the (number of) stars of the hotel where they are conducted and the amount of fee charged - the higher the fee the more prestigious the programme is supposed to be*, even though that "such programmes (with varying standards and confusing) achieve little beyond providing an opportunity for get-together, hero-worshipping and formulation of platitudes". He, therefore, called for a "Five-Star Management Education reform. Pareek and Rao, 58 accused Personnel Managers of adopting traditional approaches to Personnel Management.

Singh, 59 lashed out at organizations which "fall into the mediocrity trap when they accumulate incompetent men and women in crucial positions at different levels of the hierarchy" because of poor recruitment systems, poor training and development efforts and poor reward and punishment systems and called for recruitment tests, proper organizational climate for training and development, and best possible pay, coupled with merit-based promotion. Sadhak, 60 identified mainly personal traits and expectations of managers and poor


organizational policy in a study. Viswanathamurthy and Shankaraman, have identified on-going ineffective Induction and Orientation owing to: (a) Excessive dependence on individual learning instead of being taught; (b) Inability of programmes to distinguish between Induction and Orientation programmes; (c) Too short programme duration. These problems, to him, lead to half-baked employees. He, therefore, yelled for a 14-point function of the "Training and Development Wing" to right the wrongs done.

Lee's study, discovered the key problems such as:
(a) Limited resources of managerial leadership potentials;
(b) Educational and technological deprivation;
(c) Hostile economic attitudes to Private Enterprise objectives;
(d) Crises of definition of an ideal manager;
(e) Anti-American development approaches (such as Face-to-Face criticism). De in a study concluded that Indian Managers accord much importance to security and esteem needs and low importance to self-actualization need; their sensitivity to status, belief in collective participative decision-making, little faith in

their subordinate's capacity to take initiative and responsibility, their defence that Managers need to compromise morality and ethics as to accomplish a task, their total reluctance to share power, premium on prestige, dignity, individuality, obedience, loyalty, organizational stability as opposed to change constitute a problem.

Grant, 64 mentioned Indian managers' cult of individualism as opposed to Japanese industrial (management) experience that has attained phenomenal height because of Japanese Managers' devotion to duty resulting from their religion, ethics, culture, work philosophy, human relationship, management philosophy and nationalism which should be emulated by Indian Managers. Roy, 65 stated the epicurean attitude of Indian Managers, while Saxena, 66 included inappropriate reward system, unplanned post-training utilization, lack of interest by trainers and trainees, unsystematic programmes and lack of proper human resource accounting.


Methur (op. cit., P. 235, See reference No. 40 on page 16), long period of education and training of professionals requiring 18-20 years of formal education and one year of intensive training followed by periodic in-service training, structural imbalance in the labour market resulting from acute shortage of technical manpower ..., difficulties in identifying training needs and unscientific evaluation in objectively quantitative terms, are the key problems. Agrawal, 67 opined that managers like self-development efforts, while Rangaker, 68 lamented over the serious problems of narrowing the credibility gap in Indian Management as people seem reluctant to recognize the positive contributions of India's professional managers. Mehta, 69 could not see why total responsibility for training managers should be assigned only to trainers and holding them solely responsible for failures, in addition to the utter lack of awareness that learning from a training course and its implementation on-the-job have direct relevance to the management culture.


Murthy, 70 regretted the westernization of Indian Management which has greatly eroded the traditional Indian Management Thought based on Gandhian principles of trusteeship, self-renunciation and work ethic, and therefore, called for Indianization of management and training. Randera, 71 in a study, identified economic, social, political and technological environments which stand in the way of effective Personnel Management, while Latif, 72 believed that the problems involved those of conceptualization of "supervisor" for purposes of training and development, faulty supervisory manpower planning, poor training and development policies for supervisors, and inadequate manpower research. The same author, 73 saw the institution of organized training for managers as based on the philosophy that management is essentially a human relations job and training (as) the only rational means of developing it — to produce good leaders ... capable of grasping quicker basic essentials rather than a mechanical assimilation of technical procedural detail.


Various accounts have been advanced by authors regarding the origin of ETD in India. For now, it is not out of place to have prior knowledge of origin of training (in general) in India. Government of India, \(^7\) has pointed out that the traditional technique of acquisition of the required standard of skill in a trade or occupation involves initial learning from the family elder or family friend followed by its long years of on-the-job practice. The acquired skill is in due course transferred "to the younger generation in the like manner." In industrial houses, an unskilled worker gradually obtained the desired knowledge by emulating his senior. Gradually, the importance of workers' training in the industrial units became a recognized factor of effective management even though "training facilities have not got the desired attention".

Kautilya's observation that a solid foundation for systematic human resource management existed in India as early as 4th century B.C. may be considered (to be) one of the major sources of history or origin of ETD in India. During that time, the Government took active part in the working of Public and

Private Enterprises by providing systematic procedures for regulating employer-employee relations. Table 1.1 suggests the contribution of Kautilya to the growth, principles and practice of Personnel Management, with special reference to ETD in India.

**Table 1.1**

**KAUTILY A AND EXECUTIVE TRAINING AND DEVELOPMENT IN INDIA**

<table>
<thead>
<tr>
<th>KAUTILYA'S THOUGHT</th>
<th>MANAGEMENT CONCEPT TODAY</th>
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<tbody>
<tr>
<td>Comprehensive description of duties and responsibilities of superintendents.</td>
<td>Job Description</td>
</tr>
<tr>
<td>Prescription of very precise but especially high qualifications (in terms of family background and personality traits) for high officials and low qualifications for junior officials.</td>
<td>Job specification</td>
</tr>
<tr>
<td>The use of references, on-the-job tests, spying and discussion at various phases in the selection of high officials.</td>
<td>Hiring process</td>
</tr>
<tr>
<td>Elaborate life-long training programme for the development of the King and subordinate officers.</td>
<td>Executive Training and Development</td>
</tr>
<tr>
<td>Incentive scheme on the basis monetary incentives and punishment (penalties) used in controlling the performance and conduct of employees and citizens - stick and carrot Approach.</td>
<td>Wage and Salary Administration</td>
</tr>
<tr>
<td>Performance and conduct evaluation through regular supervision and espionage activities.</td>
<td>Performance Appraisal</td>
</tr>
</tbody>
</table>

Bhagoliwal, 75 confirmed the traditional account given by Lok Sabha Secretariat (see reference number 74 on page 27), but added that the increased growth of organizations resulted to the corresponding expansion of levels and numbers of supervisors and foremen. The rising problems of supervision compelled managers to sponsor special supervisory training programmes to enable their foreman face the complex and serious challenges effectively. Being influenced by the rise of trade unionism in United States of America and United Kingdom, Indian Unions began to contribute immensely by developing their own training programmes for stewards and other union officers. Managers joined the race by providing supervisory programmes for office supervisors, later, managerial programmes were started.

Administrative Reforms Commission, 76 believed that the origin of systematic and planned ETD in Public Enterprise is of recent origin following its formal recognition of the need for it (ETD) in the following words: "Scarcity of trained manpower operates as a severe constraint on the efficient running of Public Enterprise and the growth of Public Sector.


The Public Enterprises which generally operate on a big scale need a large number of specialists. Such undertakings have either to depend on training facilities abroad or create their own facility at their expense." On the other hand, Rudraba-

veraj (1977, op. cit., P. 34), in a study, traced the genesis of Executive Development in India's Private Sector to 1940, when it was started by one Indian-based foreign oil company and the 1950's saw three Indian private companies commencing theirs.

AIMA, 77 has given a comprehensive origin of "Manage-
ment Education and Training" in India. It all started with the

77. All-India Management Association (March 1975), "Background of Management Education in India", Indian Management, op. cit., PP. 8-11. All-India Management Association was estab-
lished in 1957 to satisfy the demands of India's business enviroment. It is the highest management body in India, having been recognized in 1959 by the Ministry of Education of the Union Government of India. Its objectives are: To ensure the improvement of the quality of Management Graduates to modernize the business scene of India, to co-ordinate activities of affiliated Management Associations in various parts of India and grant affiliation to qualified Management Associations in India, to improve the quality of Management education in India by conducting quality Management development programmes and Management research as a result of which it publishes several books and journals - including "Indian Management", published in New Delhi. Its publications have influenced management world, especially, in India. AIMA is duly represe-

nted on the policy-making agencies of Government and of the Institutes of Management—throughout India. Additionally, members of Local Management Associations of AIMA have got faculty appointments on the various educational institutions like University Departments of Business Administration/Manage-
ment, Institutes of Management. These have contributed immen-
sely to quality management education in India.
Historic development of western business (commercial) education in 1886, when the Trustees of Chingalveroy Naicker Fund established Chingalveroy Naicker's Commercial School in Madras. Before that period, the father-to-son traditional training was in vogue. In the same year, the Government of India, in order to fulfill India's requirements of technical education based on the recommendations of Education Commission issued a memorandum introducing technical education — adding a "modern side" to the existing literary schools and to affiliate them with a technical branch as an integral part of the educational system.

Planned education and training for executives in India, according to Hill, Haynes and Baumgartal (1973) in a study of International Collaboration in institution building, is a post-independence phenomenon. Though several Commercial Colleges existed, the only form of management education was through in-company training programmes led by Tata Industries in 1936 when they conducted management development programmes for their executives at Tata Staff College, Poona (inside Western India Turf Club premises). AIMA has regarded the present Tata Management Training Centre as, probably, the largest and most active in-company training institution in India. It emerged from former Tata Staff College. 1966 witnessed the race for extensive ETD efforts on the pattern of Tata in industries. Glowing tribute has also been paid by AIMA to Mr. T.T. Krishnamachari, "then Finance Minister and Chairman of the original
Management Education Committee, "as the one person who gave
the greatest filip to Management education in India", with
the support of two eminent public figures, Sir John Mathai
and Sir Jehangir Chandy.

Following the recommendations of the Council on
Technical Education, Administrative Staff College of India was
set up in 1957 (under the joint auspices of the business class
and Government). In addition, the Council recommended the es­
tablishment of a permanent Board of Management Studies to advise
the Government. It also called for the establishment of seven
training programmes in either Universities or technological
institutions. Andhra University, Waltair (Andhra Pradesh State
of India), in 1957, became the first Indian University to
introduce two-year University level Post-Graduate Degree pro­
gramme of Master of Business Administration (MBA). All-India
Management Association was also created in 1957.

India’s Ministry of Scientific Research and Cultural
Affairs had, in 1959, despatched a Study Team to important
Universities and educational centres in the United States of
America to discover how the American experience could assist

78. "Since then such programmes have been started
in many Universities in India and currently there is hardly
any University in a Metropolitan city that does not run a
degree course in Business Management". However, unlike the
Bachelor’s Degree Programmes in some Indian Universities, no
Indian University offers Bachelor’s Degree programme in
Business Administration.
improve management development programmes in India. Among its recommendations was the setting up of an Indian Management Council — as a statutory body on the model of Indian Medical Council — for establishment and maintenance of academic standards including accreditation of management courses, and planning, co-ordination and promotion of management education and research.

Government of India and Ford Foundation of U.S.A. had commenced negotiations by 1955, for possibility of exploiting American Collaboration to establish an Institute of Management Studies in India. The exercise, in late 1959, culminated in George Robins (then Associate Dean, University of California in Los Angeles School of Business Administration, U.S.A.) recommending the establishment of All-India Management Institutes on the style of American Graduate School, but without a University affiliation. They were to be organized under the "Societies Registration Act with a permanent Director" to develop a regular full-time staff through whom a detailed programme of teaching and research would emerge.

Consequent upon Robins Report, Indian Institute of Management, Calcutta was established in 1961 under technical collaboration with Sloan School of Management, U.S.A., while that of Indian Institute of Management, Ahmedabad was created through technical collaboration by Harvard Business School.
In tracing the background of management education in India, references have been made to the following other useful sources by AIMA: 79

1.5 STUDIES ON EXECUTIVE TRAINING AND DEVELOPMENT IN INDIA

There seems to be a scarcity of studies on ETD, with special reference to India in view of the contributions

of the following authors:

SUMMARY

With reference to the objectives of this Chapter as indicated in the text, the following major findings have become possible and are summarized below:

Indian authors, like their counterparts the world over, hold divergent views about the concept of ETD — its definition and meaning, objectives, nature and scope, difference between education, training and development. The distinction, by and large, is the immediate and natural outcome of individual differences of authors in reflecting their originality by using a particular language style in expressing their perceptions of what ETD is all about. Their ultimate goal seems the same — to paint the exact picture of ETD. In this wise, one may put forward the view that the difference in conceptualization of ETD is only of degree, not of kind. Specifically, authors associated ETD with such nomenclature as Management Development, Management Education, Executive Development, Management Training, Human Resource Development (for Executives), Management Training and Development, Managerial Development, Executive Training and Development. However, it was generally observed that while some authors based their views on available research data, some others simply managed to dish out empty slogans and visionary models int...ending to build heaven on earth in the guise of suggestions for ETD improvements.
By virtue of available data one may submit the operational definition of ETD as follows: Executive Training and Development, as a concept of Personnel Management and Industrial Relations is planned use of specialized complex management educational learning process to explode and update the knowledge, skill, experience and effect positive attitudinal change in the executives of an organization so that they become effective and grow progressively in their present and future organizational hierarchies thereby satisfying their personal and organizational needs which ultimately comprise vital elements of a national objective of social development through effective human resource development. The term, Executive, has been defined in Chapter 2.

ETD, therefore, involves education, training, development, for Executives. While education involves general life-long learning process in an academic institution, training on the other hand is concerned with specific short-term learning process on-the-job. Development, therefore, means overall growth of the Executive and in his organizational hierarchy as a result of impacts of education and training. ETD is part of management educational learning process because all the schools of management thought are employed in the process of teaching and learning — to develop skills, knowledge, experience and attitudes of Executives for effectiveness. ETD function is also concerned with general ETD policy, Planning.
Administration and Evaluation. Broadly speaking, its objectives have to do with achieving individual Executive, Enterprise and national objectives.

Authors are not also unanimous in their views regarding the application of the concept of STD in India. In terms of responsibility for STD, the following four main agencies have been identified: (a) Top Management; (b) Personnel and Industrial Relations Manager (or Human Resource or Manpower Development Manager); (c) Professional Management Consultants or External Faculty; (d) Employees (through their Trade Unions mainly).

On the approaches to STD, the following broad approaches have been classified and identified: (a) Traditional and Modern; (b) Systems and Contingency; (c) In-House and Off-House; (d) Formal and Informal; (e) Long-term and Short-term; (f) Evolutionary and Revolutionary; (g) Management Education (or Schools of Management Thought) Approaches.

Two major problems of STD in India have been identified. These are: (a) External Environmental Influences, over which an Enterprise has no control, and (b) Internal Environmental Influences, over which an Enterprise has control. The external environment may broadly be classified into: (a) Administrative/Political/Legal; (b) Socio-Economic; (c) Technological; (d) International environments. These influences regulate the working of the Enterprises to achieve national
objectives and deal mainly with the fulfilment of the managerial needs of India. The internal environment relates mainly to the following broad categories of influences: (a) Value Systems of Top Management as a group and those of Executives as individuals, regarding ETD; (b) Nature of product and size of an organization; (c) Marketing or competitive strength; (d) Nature and size of sophistication of technology involved; (e) Extent of Management Research, with special reference to ETD; (f) Financial status of an organization; (g) Time availability for ETD programmes.

Based on analysis of various accounts and sources the origin of ETD in India may broadly be classified into five: (a) Traditional; (b) Ancient or Ancestral; (c) Modern or Post-Independence; (d) Organizational Growth or Expansion; (e) Business Schools or Management Education origins. Traditional origin may be stated to involve Father-to-Son system of training through the family and Senior-to-Junior system in an organization by way of Induction, under-study and Apprenticeship programmes. An entire organization may also be regarded as Father or Senior, while the entire Executives may be deemed as Son or Junior. Similarly, the Trainers may be seen as Father while Trainees could be viewed as Sons. Ancient or Ancestral origin may be said to believe that systematic ETD effort started as early as 4th Century B.C. and draws factual evidence from Kautilya's contribution to the growth,
principles and practices of Personnel Management in India. With special reference to Kautilya in his Arthasastra, made provisions for elaborate life-long training programme for the development of the King and his subordinates.

Modern or post-independence origin may be taken to hold that planned and systematic ETD started in India in the 1940's through three Indian-based Private foreign (Multinational) companies led by one oil company in 1940. On that basis, three made-in-India (indigenous) Private Companies started theirs in the 1950's with Tata Engineering Industries being the pioneers in 1956. ETD by Indian Public and Private Enterprises is therefore, regarded as a post-Independence phenomenon. Organizational Growth Origin sees ETD to be the result of expansion of family or sole-proprietorship business leading to emergence of large-scale organizations with corresponding increase in organizational hierarchy leading to creation of many supervisory levels. Supervisory programmes were introduced to arrest the complex problems of supervision. Then, managerial programmes were also started later. Business School or Management Education Origin may be said to argue that ETD started in India following the historic development of westernized business (commercial) education in 1886, when the Trustees of Chingleveroy Naicker Fund established Chingleveroy Naicker's Commercial (business) School in Madras.
Available studies on ET&D in India show that hardly any research on the pattern of the present research has been made in the Public and Private Enterprises in and around Chandigarh. The only little attempt in this regard so far seems to be a Survey of Manpower Training and Development in Public and Private Enterprises in Chandigarh Region, India, by Nwachukwu Uzoma Gabriel in 1986, for his Pre-Ph.D. Project Report in Business Management.