

**A STUDY ON THE LEARNING AND DEVELOPMENT
PRACTICES IN THE INDIAN COMPANIES WITH
SPECIAL REFERENCE TO NTPC**

Project Report

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For the award of the degree of
MASTER OF BUSINESS ADMINISTRATION



University of Calicut

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DECLARATION

I do hereby declare that the project report entitled “**A STUDY ON THE LEARNING AND DEVELOPMENT PRACTICES IN THE INDIAN COMPANIES WITH SPECIAL REFERENCE TO NTPC**”, has been prepared and submitted to the University of Calicut in partial fulfillment of the requirement for the award of **Master of Business Administration**, is a record of original work done by me under the supervision of **Ms. Jis Jose, Assistant Professor, Naipunnya Business School, Pongam, Koratty East, Thrissur.**

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title or recognition before any authority.

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CHAPTER- I
INTRODUCTION

1.1 INTRODUCTION

Learning is acquiring knowledge and skills through various methods such as studying, training, or practicing and it focuses on absorbing information to understand better concepts. Development is applying and enhancing the skills acquired through learning and it involves the practical application of knowledge and skills in real-life situations.

Learning and Development (L&D) is a systematic process to enhance employees' skills, knowledge, and competency, resulting in better work performance. Learning & Development is a core human resource function and a significant part of an organisation's overall people development strategy. It plays a key role in attracting and retaining talent, enriching company culture, and engaging employees. According to **Deloitte**, the development of new skills has become a top human capital trend.

Learning and Development refers to the intentional and organized activities and processes that businesses or organisations use to enhance the knowledge, skills and abilities of their employees. It's a continuous process designed to support an individual's and, in turn, the organisation's growth and progression.

“Learning and Development is a journey that starts from the familiar world and moves through ‘confusion, adventure, great highs and lows, struggle, and uncertainty towards the new world’ in which nothing is different yet all is transformed, and its meaning has profoundly changed”. -**Daloz (1986)**

Employee development can be designed into various structures and forms, depending on the organisational needs and they can design L&D program using engaging platforms and activities i.e., depending on

company goals, the time and budget the organisation have and the preferences of the employees. The organisation can do this by offering training courses, online learning, mentorships, and development activities.

Learning and Development commonly referred to as training and development is a part of human resource. The primary goal of learning and development is to align employee goals and performance with that of the organizations and it tend to focus on upskilling and reskilling employees so that they can take on new roles in the organisation or perform their duties better and also increases employee satisfaction, enhances the employee experience, and decreases turnover. Learning and Development needs are recognised on the basis of analysis of environmental demand processes of internal change, analysis of work problems and analysis of manpower competencies of an organisation.

Employees absorb information through various ways. Some, learn through visual, excel with charts, graphs and videos. Auditory learners retain information through lectures and discussions. Reading or writing learners prefer manual and written instructions. Kinesthetic learners thrive on hands-on activities and practice. By incorporating visuals, audio explanations, written materials, and practical exercises, organisation can ensure employees learn, retain information and excel in their roles.

According to Kirkpatrick Model, this method is used for analysing and evaluating the results of training and learning programs. It is assessed in both formal and informal training. There are four levels of criteria in this model i.e., reaction, learning, behaviour and results. All these criteria are used regularly to analyse the data at each level which allows the organisation to evaluate the relationship between each level to understand the training results.

Learning and Development had a great impact on technology was flexibility i.e., the employees can easily access the training materials at their own convenience. They can access to resources by ensuring easy access to company specific training materials and updates and offer access to broad range of digital materials and courses and they can personalize content based on individual progress and preferences.

Learning and Development had a major impact during the Covid-19 pandemic, one of the work areas which affected most was employees learning and development. Due to the pandemic, the classroom learning shifted to digital learning. According to McKinsey report which discusses the challenges faced by the organization and the solutions they implemented during the pandemic work forced was shifted to remote work which made traditional in-person L&D difficult. Organization created virtual learning platforms and courses to develop their employees' skills while staying safe and the overall pandemic forced innovation in L&D and organization that adapted were able to thrive.

1.2 STATEMENT OF THE PROBLEM

In today's dynamic business environment, employee skills and knowledge are crucial for organizational success. Indian companies need effective learning and development practices to equip their workforce with the capabilities to adapt, innovate and achieve strategic goals. This study aims to analyse the current landscape of learning and development in Indian companies. It will take a deeper dive into NTPC, a leading power generation company, to understand the specific learning and development programs offered and the level of employee satisfaction with them.

By examining both the breadth of learning and development practices across Indian companies and the effectiveness within NTPC, this study

will identify potential strengths, weaknesses and areas for improvement. This will provide valuable insights for Indian companies to optimize their learning and development strategies and ensure their workforce is equipped to thrive in the ever-evolving business world.

1.3 OBJECTIVES

1. To understand the learning and development practices offered by the Indian companies with special reference to NTPC.
2. To study the satisfaction level of the employees towards the learning and development practices in NTPC.

1.4 SCOPE OF THE STUDY

This project aims to learn more about learning and development practices in the Indian companies. This study was conducted with employees of National Thermal Power Corporation Limited (NTPC Ltd.), Jharkhand. This study aims at finding the employees satisfaction level towards the learning and development programs of National Thermal Power Corporation Limited (NTPC Ltd.).

1.5 RESEARCH METHODOLOGY

1.5.1 INTRODUCTION

Research is the careful consideration of study regarding a particular concern or research problem using scientific methods. According to the American sociologist **Earl Robert Babbie**, “research is the systematic inquiry to describe, explain, predict, and control the observed phenomenon. It involves inductive and deductive methods.”

Research methodology is a method for approaching an exploration problem methodically. It is a study of concentrating on how to conduct

an examination logically. Essentially, it is the method by which the expert approaches their work of portraying, assessing and anticipating marvel. It anticipates giving the work plan exploration. It provides training in selecting strategies, materials, logical devices, and methods necessary for problem resolution. It is simply a plan of action for a research project that explains in detail how data will be collected, analyzed, and interpreted. Research methods can be defined as any method or technique used to conduct research. Formulating the research problem, conducting an extensive literature search, developing working hypotheses, preparing the research design, determining the sample design, collecting data, hypotheses testing, generalization and interpretation, and project preparation are all part of the research process.

1.5.2 RESEARCH DESIGN

The overall approach to carrying out research projects is referred to as research design. A rational strategy for gathering, interpreting, analyzing, and discussing data in order to respond to research questions. By creating one, you can ensure that your results address all research problem effectively, and selecting the type is critical.

According to **Jahoda, Deutch & Cook**, “A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure”.

This study used a descriptive research approach to its methodology. The primary subject of the research is described using the theory-based research method known as descriptive design.

This research aims to understand how learning and development (L&D) practices influence employee satisfaction in Indian companies, with a

particular focus on NTPC. To achieve this, a mixed-methods design will be employed. The first stage will involve a survey distributed to employees across various Indian companies, including NTPC. This quantitative data will provide a general picture of Learning and Development practices offered and employee satisfaction levels. Following this, in-depth interviews with NTPC employees will be conducted to gain a more nuanced understanding of their experiences with the company's specific Learning and Development programs and their impact on satisfaction. This qualitative approach will offer richer insights and allow for exploration of themes not captured in the survey. By combining these methods, the research will provide a comprehensive understanding of the relationship between Learning and Development practices and employee satisfaction in the Indian context, with a detailed analysis of NTPC's approach.

1.5.3 SOURCES OF DATA

The act of gathering and preparing data is referred to as data collection. To gather information for documentation, to make decisions about crucial issues, and to disseminate information to others, is the goal of data collection. In the main, information about a particular topic is provided by the collection of data. Because of its significance and influence on the research work, data collection for research projects is typically planned in the early stages of the research.

1. Primary data:

Primary data refers to data that is collected first hand by the researcher specifically for the research study at hand. It involves gathering new information directly from original sources or through direct interaction with participants. It is new data that is collected for the first time from a respondent and has an original character. This study will collect primary data through survey with the help of questionnaire.

2. Secondary data:

Secondary data refers to data that is collected by someone other than the primary user. Secondary data used for this study are articles and previous research papers.

1.5.4 TOOLS OF DATA ANALYSIS

Statistical Analysis is an important component of research as it allows researchers to drive meaningful understandings from collected data. The raw data collection provides the foundation, statistical treatment of data is vital for organizing and interpreting this information effectively. The statistical tool used for this study include the following:

1. Percentage analysis:

Percentage analysis is used to present data in a concise and meaningful way. It is commonly used in charts, graphs, or infographics to represent proportions or distributions visually.

This study investigates the learning and development (L&D) practices offered by Indian companies, with a particular focus on NTPC. We aim to achieve this through a two-pronged approach. Firstly, we'll analyze the percentage breakdown of various L&D practices offered across Indian companies. This might involve categorizing practices (e.g., classroom training, online courses, mentorship programs) and calculating the percentage of companies offering each. Secondly, we'll delve into NTPC specifically, analyzing employee satisfaction with their L&D programs. This could involve surveying employees and converting their responses on program effectiveness, relevance, and frequency into percentages. By analyzing these percentages, we can gain valuable insights into the overall L&D landscape in India and identify areas for improvement within NTPC's programs.

1.5.5 PERIOD OF THE STUDY

The study period for this project is from April 1, 2024, to May 26, 2024. This timeframe enables a thorough investigation of the subject, allowing for the collection of relevant data, conducting in-depth analysis, and putting into practice the necessary steps to achieve the project's objectives. Primary research will be done during this time through surveys and the collection of data from various sources.

1.5.6 QUESTIONNAIRE DESIGN

Questionnaire design in research methodology involves creating a structured set of questions to systematically gather data from respondents. It starts with defining research objectives and identifying the target population. Questions are carefully crafted, ensuring clarity, and absence of bias, and can be open-ended or close-ended. The sequence of questions is logically arranged to maintain respondent engagement. The questionnaire involves demographic part as well as the questions which directing to the objectives.

1.5.7 NATURE OF STUDY

The nature of the study is descriptive research, which aim to provide a comprehensive description of the Harvard Manage Mentor (HMM) & General Physics (GPI) at National Thermal Power Corporation. It will describe the various learning and development (L&D) practices offered by Indian companies in general. Then, it will delve deeper into the specific learning and development practices employed by NTPC, a major Indian power company. The project will then shift its focus to analyze the satisfaction level of NTPC employees towards the learning and development programs offered by their employer. This will involve

gathering data on employee perceptions of the program effectiveness, usefulness and overall value in their professional development. By combining these aspects, the project will provide a comprehensive understanding of learning and development practices in Indian companies and how they are received by employees, with NTPC serving as a detailed case study.

1.5.8 SAMPLE UNIT

A sample unit is the basic building block of a data set in research studies. It refers to the individual element or group of elements selected from the larger population that is being studied. In the context of this study, the sample unit is the employees of different departments employed at National Thermal Power Corporation, Jharkhand who participated in the learning and development practices.

1.5.9 SAMPLE SIZE

Sample size refers to the number of observations or individuals included in a sample, which is a subset of a larger population. It represents the quantity of data points or participants that researchers select and analyze to draw conclusions or make inferences about the entire population.

The sample size chosen for this study consist of 113 respondents of employees of National Thermal Power Corporation Limited, Jharkhand.

1.5.10 POPULATION

In the context of statistics and research, a population refers to the entire group or collection of individuals, items, or collection of individuals, items, or units that are of interest and share a common characteristic. It represents the larger set from which a sample is drawn to make inferences or generalizations. It refers to the total number of employees

in the organization. The total number of employees in National Thermal Power Corporation Limited, Jharkhand is 260.

1.5.11 SAMPLE FRAME

A sample frame is a defined list or set of elements that constitutes the entire population from which a sample will be drawn for research or survey purposes. The sample frame will ideally include all the elements of the population under study and be as complete and accurate as possible.

The study aims to ensure a representative sample of Indian companies, the sampling frame will encompass a variety of organizations across different sectors and sizes. This could involve utilizing databases of registered companies or collaborating with industry associations. NTPC employees will be a specific sub-section within this frame, allowing for focused data collection on their Learning and Development experiences. This approach will provide a broader understanding of Indian company practices while enabling a deep dive into NTPC's unique approach.

1.5.12 SAMPLING STRATEGIES

Sampling strategies are the methods researchers use to select a representative sample from a population for their study. They are crucial because a good sample allows you to draw conclusions about the entire population with some degree of confidence.

The study aims to ensure the findings which are generalizable to the wider Indian corporate landscape, a two-pronged sampling approach will be utilized. First, a stratified random sampling method will be employed for the initial survey. This involves dividing the population of Indian companies (e.g., by industry sector or size) and randomly selecting a proportionate number of employees from each stratum. This ensures representation from various company types within the data. Second, for

the in-depth interviews at NTPC, a purposive sampling strategy will be used. Here, employees will be selected based on specific criteria relevant to the research, such as job role, department, or experience level with NTPC's Learning and Development programs. This targeted approach allows for gathering rich insights from individuals who can offer valuable perspectives on the specific practices at NTPC.

1.6 LIMITATION OF THE STUDY

- The study conducted for a short period.
- Due to their busy schedules, employees were unable to set aside enough time.
- There is a chance that the respondent's responses are inaccurate.

1.7 INDUSTRY PROFILE

The backbone of any economic system is energy. The discovery, production, distribution, and sale of energy for multiple power needs including heat, light, propulsion and whatever else energy maybe needed and included in the energy industry. There are two primary sources of energy, they are renewable alternative fuels (wind, water, solar, geothermal, bio-diesel, or nuclear power) and fossil fuels (oil, gas and coal). Nearly 80% of the world's energy consumption is for fossil fuels.

In worldwide, there is a concentered effort to transition towards cleaner and more sustainable energy sources, with renewable energy leading the charge. Nations are increasingly investing in wind, solar, hydro and other renewable technologies to reduce carbon emissions, enhance energy security and foster economic growth.

In India energy sector is undergoing a significant transformation due to ambitious government policies, rapid urbanization and a growing economy with a population exceeding 1.3 billion people. After

recognizing the importance of balancing economic growth with environmental sustainability, the Indian government has implemented bold initiatives like the National Solar Mission, Wind Energy Mission and Saubhagya Scheme, demonstrating a firm commitment to transitioning towards a cleaner, more sustainable energy future.

In India, each situations differ greatly from state to state due to varying resources, needs and challenges. States like Gujarat and Rajasthan, blessed with ample renewable energy sources, lead in adopting green energy sources, attracting investments and fostering innovation. States like Uttar Pradesh and Bihar, facing energy shortages, prioritize enhancing access and reliability through modernizing grids and electrification efforts. Effective collaboration between states, the central government and private sectors is essential for addressing local energy needs and achieving common energy objectives.

Types of Energy Sector Companies:

There are different types of energy sector companies like Oil and gas drilling and production, Pipeline and refining, Mining companies, Renewable energy and chemicals. Each companies play a different role for bringing energy to businesses and consumers.

Leaders:

There are many different leaders in the industry because of the diversity of sources of energy. Industry has different specializes in its own section. All these sections are very profitable with the energy industry. The major player in petroleum, biofuels and natural gas production is Chevron. Conoco-Phillips is known for petroleum and natural gas while nearly in every sector BP is involved. The major company in the nuclear division of the industry is NRG.

Trends:

The industry is facing one of the major issues is its environmental impact. All the sources of energy impact the environment in a negative way. The global warming and disappearance of the ozone layer are the most common effects has been discussed and in February 2010, leaders from 120 countries met to discuss possible solutions in order to combat this global problem. There is a very realistic possibility where producers can set amount of carbon which they can produce and able to sell or buy excess amounts of these carbon caps is known as Carbon Cap Trading. The other major issue is petroleum as it is the principal source of energy and it is a non-renewable resource. All other resources are finite but petroleum is no exception as it takes millions of years to create and is used as much faster rate.

Future Outlook:

Last year, there was a large increase in government funding for alternative fuels of \$43 billion towards the development and implementation of alternative energies. The industry is very secure going into the future by looking current status and how it is contributing to the rise of the modern economy. Revenues for the petroleum division of the industry in the short run looks to be high like always while the alternative fuels division looks to increase and governmental policy and the environmental initiatives will likely either significantly reduce or completely eliminate the petroleum fuel division in favor of alternative fuel in the long run.

1.7.1 HISTORY OF ENERGY & ENERGY COMPANY

The history of energy is a tale of human innovation and adoption. During the 18th and 19th centuries of Indian Revolution which made a turning

point with the widespread use of coal power streaming engines and driving unprecedented economic growth. In the 20th century, the rise of oil and gas become as dominant energy sources, fueling transportation and industry on a global scale and the renewable energy sources such as solar, wind and hydroelectric power started growing concerns about pollution and climate change that has prompted a transition towards cleaner in the 21st century.

In ancient times, the energy industry was first comprised of burning wood and certain oils for heat. In 1769, James Watt invented the steam engine which was the first major change in the energy industry. It was run through coal and after sometime the demand of the coal increased rapidly and which led to commercial mining as well as for coal distribution. In Europe and the United States, the coal became the primary source of energy by 1800s. The energy source for lighting and residential use is from whale oil. The next change in the industry was oil extracted from coal. Oil became the primary source of energy for transportation, light and electricity while natural gas also used for private applications due to its lower price as compared to oil. In the 1970s, the usage of oil was in the peak.

There is a movement towards alternative fuel sources as the world's supply of petroleum is decreasing rapidly and can't be replenished. The petroleum and natural gas industry are divided into three processes: upstream, midstream and downstream. The exploration of resources and includes production and extraction companies is upstream and transporting the product to factories and the refining process is midstream and the last one is downstream which involves distribution and sales. In downstream process, gas distribution utilities, service stations and other oil product wholesalers are all involved. In the late 19th century, the hydropower which was introduced earlier as a fuel sources and during the great Depression with the construction of such generators

like Hoover Dam which is pushed by the government. In the early 1900s, there were political reasons for both their initial decline and uses of them are increased.

In 1934, Nuclear power was discovered by Enrico Fermi who had irradiated uranium and unbeknownst to him and the nuclear fission which was the world's first example which splits the atoms inside uranium. After that the new source of energy is being used that is Solar power and the first modern solar panel was made in 1973.

1.7.2 ENERGY SECTOR IN INDIA

The energy sector in India is a critical component of the country's economy and plays a pivotal role in driving industrial growth, sustaining agricultural productivity, and meeting the energy needs of its growing population. It explores the current state of the energy sector in India, its challenges and the initiatives undertaken

India's energy mix is diverse, comprising conventional source such as coal, oil and natural gas as well as renewable sources including solar, wind, hydro and biomass. However, the dominance of fossil fuels, particularly coal, remains significant, accounting for a substantial portion of the country's energy consumption. To increase the share of renewable energy is fossil fuel continue to play a crucial role in meeting the growing energy demand.

One of the major challenges faced by the Indian energy sector is the issue of energy access. A large portion of the population still lack access to reliable and affordable energy services, particularly in rural areas. In environmental sustainability, India is one of the world's largest contributors to greenhouse gas emissions which is due to its reliance on coal for power generation and industrial processes. Climate change

brings serious risks to India's economy, environment and public health, manifested through more frequent extreme weather events and higher temperatures.

The Indian government has launched several initiatives to promote renewable energy and enhance energy efficiency. The National Solar Mission which aims to increase the deployment of solar energy and to reduce the country's dependence on fossil fuels. Likewise, the National Wind Energy Mission which focuses on expanding wind power capacity to meet the growing energy demand sustainably. The energy efficiency is measured by PAT scheme (Perform, Achieve and Trade Scheme) which have been introduced to incentivize industries to adopt efficient energy technologies and practices.

In conclusion, the energy sector in India is changing for the better by using cleaner and more sustainable energy sources. Even though there are still many challenges faced by the government, business and people who are working together to make sure that we have energy that is good for the environment and everyone. India can become a leader in making the world cleaner and greener by being creative, building more renewable energy and using it in a smarter way.

1.7.3 LEARNING & DEVELOPMENT PRACTICES OF COMPANIES IN INDIA

1. ADANI GROUP

Adani Group is an Indian multinational conglomerate company with diversified organisation. It is founded by Gautam Adani on 20 July 1988 in Ahmedabad, Gujarat as a commodity trading business. The Adani Group became the India's largest private coal mining company after

Adani Enterprises and in 2014, it became the largest private power producer. More than 60% of its revenue is derived from coal-related business.

The services provided by the company are port management, electric power, mining, renewable energy, airport operations, oil and gas, food processing and infrastructure. The company began to enter the ports sector, acquired Mundra Port in Gujarat in 2006. Adani Ports & SEZ Ltd. (APSEZ) has grown into India's largest commercial port operator handling a significant portion of the country's cargo movement.

The Learning and Development practices platforms provided by the Adani Group are Adani Management Development Centre (AMDC) and E-Vidyalaya. The AMDC offers world-class facilities to deliver learning and development programmes to employees throughout the year and implement learning-edge best practices and innovative technology solutions to enhance and build capabilities in a continuous basis for organisation growth and sustainability. AMDC provides library for both in-house faculty members and the executives who were attended the training programmes across the Adani and its various companies with a wide collection of books, e-books, journals, etc. and all the core areas business practices and other areas.

E-Vidyalaya is a e-learning platform to support and reinforce learning within diverse businesses and locations of the Group and learning at Adani has no bound by time or place. It combines a variety of rich media and interactivity like audio, videos, quizzes, etc. which enhance learning retention and strengthen capabilities of employees.

2. TATA GROUP

The Tata Group is a group of companies and India's largest conglomerate. Its headquarter is in Mumbai, India and established in

1868. The founder of Tata Group is Jamsetji Tata and the key people are Ratan Tata (Chairman Emeritus), Natarajan Chandrasekaran (Chairman & Managing Director) and S. Parmar (Chief Corporate Counsel). The company has a vast array of industries from steel and automobiles (Tata Nano) to IT services (Tata Consultancy Services) and hospitality (The Taj Mahal Palace Hotel).

The products provided by the company are automotive, chemicals, defence, electronics, FMCG, jewellers, home appliances, salt, steel, cement and tea and the services offered are airlines, aerospace, consultancy, electric utility, electric power, finance, hospitality, hotels, information technology, retail, E-commerce, real estate and telecommunications. Its products and services are over 150 countries and operations are around 100 countries.

The learning and development practices by the company are Seniors Leaders' Development Program, Emerging Leaders' Program, mYCoach, Gyankosh, Future Skills Academics, Digital Academy, Sales Academy, Project Management Academy, Customer Centricity Academy and Focus Group Training.

The awards received for training and development are Golden Peacock National Training Award in 2007-2008 and Golden Peacock National Training Award in 2013-2014.

3. RELIANCE

Reliance Industries Limited is an Indian multinational conglomerate company, established in 1958 by Dhirubhai Ambani. The headquarter is in Mumbai, Maharashtra, India. The Chairman and Managing Director is Mukesh Ambani. Reliance began its journey as Reliance Commercial Corporation focusing on textiles. It is the 100th largest company

worldwide and the largest public company in India by market capitalization and revenue.

Reliance Infrastructure, Reliance Health, Reliance Power, Reliance Entertainment and Reliance Home Finance are the listed companies of Reliance Group. Through Reliance Power, Reliance Group entered the power sector. Reliance Industries partnered with Disney to introduce Reliance-Disney OTT platform in March 2024.

Under the visionary leadership of Dhirubhai and later his son Mukesh Ambani, the company diversified into various sectors transforming into the massive conglomerate and the products are petroleum, natural gas, chemicals, petrochemicals, oil refining, retail, telecommunications, media and entertainment. Reliance is likely to continue playing a pivotal role in India's growth story. It is India's largest private tax payer and largest exporter, accounting for 7% of India's total merchandise exports.

The L&D practices provided by the company are Career Acceleration Program (CAP), Annual Talent Review (ATR) and FLYER. The L&D programs provided on the campus are Graduate Engineer Trainee Program, Reliance Emerging Leaders Program (RELP), Reliance Summer Internship Program and Reliance TUP (The Ultimate Pitch).

The Reliance Group provide on campus learning and development programs for students like Reliance Summer Internship Program is a 2month full time experiential learning program for premier B-schools and Engineering colleges within the country and this 2month the student have a challenging project, industrial visits, face time with senior leadership and many more. Graduate Engineer Trainee Program (GET) is a program where Reliance Industries Limited (RIL) recruit engineers from disciplines like Chemical, Electrical, Mechanical, etc. from

engineering institutions across the country and the last one is Reliance Emerging Leaders Program (RELP) is an opportunity for young leaders of tomorrow and they have 2 challenging assignments in the first year and a final role in the second year to groom them into an effective leader.

The company received some of the awards like Bombay Chamber of Commerce and Industry Civic Awards in 2018-19 (Category: Social Development Category), Nagpur CSR Leadership Awards in 2018-19 (Category: CSR Leadership Award for Best CSR Practices) and CSR “Ek Kaam Desh Ke Naam” in 2018-19 (Category: Power Sector, inclusive Renewable).

4. OIL AND NATURAL GAS CORPORATION LIMITED (ONGC)

The Oil and Natural Gas Corporation Limited (ONGC) is founded on 14 August 1956 by the Government of India, an Indian central public sector undertaking and headquarter is in Dehradun. The Chairman and CEO of ONGC is Arun Kumar Singh. It is under the ownership of Government of India, Ministry of Petroleum and Natural Gas.

ONGC is the largest government-owned-oil and gas explorer and producer in the country and India’s domestic production of crude oil produces around 70 percent and natural gas around 84 percent. Across the entire oil and gas industry has vertically integrated by ONGC. In November 2010, the Government of India conferred as the Maharatna status to ONGC. The products offered by ONGC are petroleum, natural gas, LNG, lubricants, petrochemicals and electricity.

ONGC’s learning and development activities are coordinated by Corporate HRD and ONGC Academy. ONGC provides world class

learning opportunities to all levels of executives through a planned calendar of training programmes with pre-identified training partners like training for new graduate trainees, refresher trainings to middle and technical, techno-managerial and managerial domains, certification programmes, project management training and leadership development programmes by senior level executives. The calendar programmes are arranged in India, a vast number of training programmes, seminars and workshops organized in India and abroad for nominated executives.

5. INDIAN OIL CORPORATION LIMITED (IOCL)

Indian Oil Corporation Limited is the country's largest commercial enterprise. It is founded on 30 June 1959 and headquartered in New Delhi. It is a public sector undertaking and an Indian oil and gas company under the ownership of the Ministry of Petroleum and Natural Gas, Government of India.

Indian Oil is ranked 94th on the Fortune Global 500 list of the world's biggest corporations as of 2022. Indian oil has ventured into renewable energy and globalisation of downstream operations. In terms of capacity and revenue, it is the largest government owned oil producer in the country. The company has subsidiaries in Sri Lanka, Mauritius and the Middle East.

The company provides the world's best-in-class learning interventions like Harvard Manage Mentor (HMM), One-on-one Executive Coaching (Saarathi), Madhyama (mid-career training programme), introduction to new technologies, etc. While Kirkpatrick level 2 assessments are carried out for all programmes and level 3 are also carried out for specific key programmes to compute the learning impact in a scientific way.

The L&D practices provided by the company are Common Corporate Induction Module (CCIM). It consists of behavioural inputs to smoothen the transition from campus to corporate world. The company has won many national and international awards like ATD (Association for Talent Development, USA) Awards, LEAD (Leadership Excellence and Development, USA) Awards, ISTD (Indian Society for Training and Development) Awards, etc.

6. BHARAT PETROLEUM CORPORATION LIMITED (BPCL)

Bharat Petroleum Corporation Limited (BPCL) is established on 1976 and headquarter is in Mumbai, Maharashtra, India. It is an Indian public sector undertaking (PSU) under the ownership of the Ministry of Petroleum and Natural Gas, Government of India. In 2020, BPCL has ranked 309th on the Fortune list of the world's biggest PSUs. It operates three refineries in Mumbai, Bina and Kochi. The Chairman & MD is G. Krishnakumar and the products offered by the company are petroleum, natural gas, LNG, Lubricants and petrochemicals.

The company has setup a 'Development Centre' to assess competencies and developmental potential for the participants using a diagnostic process. Bharat Petroleum Learning Centre at Mumbai and the Regional Training Centre are used for imparting training on new initiatives and for skill upgradation of employees. In 2003-2004, with a view to differentiate performance and reward high performers company introduced a 'Performance Related Incentive Scheme'.

In 2007-2008, company delivered 22,736man days of learning and development to 9,885 employees at all levels. Inputs were given both in functional and managerial areas. The company is providing skill development programs to students like Skill Development Institute

(SDI) in Kochi, Technical Training, Vivekananda-BPCL Skill Development Centre, etc.

Skill Development Institute (SDI) in Kochi where BPCL along with other oil companies has promoted this institute to provide vocational training to youth and enhance their employability / entrepreneurship for the deserving youth both in Oil & Gas Industry and other industries. Industrial Electrician, Welding, Fitter Fabrication, etc. are some of the courses conducted at SDI, Kochi. All these courses are fully residential with a duration of 6 months and each batch contains 180 students (45*4 trades) and institute skill 360 student every year.

7. HINDUSTAN PETROLEUM CORPORATION LIMITED (HPCL)

Hindustan Petroleum Corporation Limited is an Indian public sector undertaking in petroleum and natural gas industry which is established on 5th July 1952, headquartered in Mumbai. It is owned by the Ministry of Petroleum and Natural Gas, Government of India and subsidiary of the Oil and Natural Gas Corporation (ONGC).

The CMD of the company is Pushp Kumar Joshi and the products produced by them are Petroleum, Natural Gas, LNG, Lubricants and petrochemicals. In 2016, it is ranked as the 367th on the Fortune Global 500 list of the world's biggest corporation. It operates five refineries in Mumbai Refinery, Visakhapatnam Refinery, Mangalore Refinery, Guru Govind Singh Refinery and Barmer Refinery. HPCL also operates other manufacturing facilities like Silvassa Lube, Lube & Grease manufacturing facility, LPG storage Cavern, Pipelines, HPCL Green R&D Centre and several terminals and depots.

The practices of e-learning programs on defined competencies of project management, supply chain management, etc. is one of the key features of learning and development interventions adopted by the company. Different programmes such as those related to induction training facilitate employees to build a sense of belongingness. The company has significantly increased size of the training team, training and development infrastructure and number of employees going for training and development programmes.

8. POWER GRID CORPORATION OF INDIA LIMITED (PGCL)

Power Grid Corporation of India Limited is founded on 23rd October 1989 under the Companies Act, 1956 and is an Indian central public sector undertaking. The CMD of the company is Ravindra Kumar Tyagi and headquartered is in Gurugram, Haryana. Its original name was “National Power Transmission Corporation Limited”. In January 1993, it commenced commercial operation.

It is under the ownership of the Ministry of Power, Government of India. The power grid transmits about 50% of the total power generated in India on its transmission network. The products produced by the company are transmission, distribution and energy trading.

The learning environment in PGCL is a significant increase in number of man-days trained and an integrated approach of induction, refreshers and advance training. The company also offers functional and behavioral training programmes for all levels of employees are designed on the basis of thorough Training Need Assessment. Human Resource was not only ensured that a robust acquisition and development process but it also lays emphasis on creating a Performance Oriented Culture and improving the Quality of Work Life.

1.8 COMPANY PROFILE

North Karanpura Super Thermal Power Project was originally proposed in 1999 is an upcoming coal-based thermal power plant located in Tandwa in the Chatra district, Jharkhand. North Karanpura Power Station is a 1980 MW (3*660 MW), is India's first coal-fired power plant to use air-cooled condensers to save 60% of water in power generation under development in Jharkhand, India. In 2023, the first unit of 660MW of the North Karanpura Super Thermal Power Station got ready and the project was declared on commercial operation with effect from 00:00 hrs of 1st March 2023. The other two units are expected to be in operation by 2023. The construction planned began in August 2014. The power station was planned for operation in 2018-2019, later moved to 2020-2021, 2021-2022, 2022-2023 and then 2022-2024.

The foundation stone of the NTPC North Karanpura project was laid by Bharat Ratna former Prime Minister Atal Bihari Vajpayee on March 6, 1999. It took about 23 years for the project to become operational. It was told that by the year 2023, there is a plan to start all three units of power plants.

After the successful completion of the trial operation of the first unit of 660MW of North Karanpura Super Thermal Power Project in Jharkhand. The project will provide affordable and cheaper power to Jharkhand, Bihar, West Bengal and Odisha. This plant is based on one of the most efficient Supercritical technologies and after the successful completion of the trial operation of the 2nd unit on 1st March 2024 and it came into commercial operation with effect from 00:00 hours of 20th March 2024.

North Karanpura Thermal Power Project is totally doing paperless work. The payment for vendors is centralized and policies are transparent for promotion and transfer for employees. North Karanpura Super Thermal Power Project is having one of the best work cultures.

1.8.1 VISION

Vision: To Be The World’s Leading Power Company, Energizing India’s Growth.

1.8.2 MISSION

Mission: Provide Reliable Power and Related Solutions in an Economical, Efficient and Environment Friendly Manner, Driven by Innovation and Agility.

1.8.3 CORE VALUES

I- Integrity

C- Customer Focus

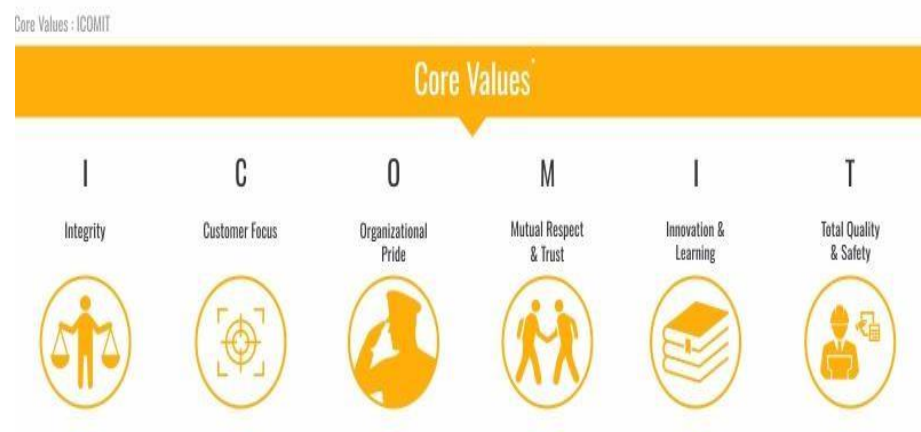
O- Organisational Pride

M- Mutual Respect & Pride

I-Innovation & Learning

T- Total Quality & Safety

Figure 1.1- Core Values



1.8.4 BOARD OF DIRECTORS OF NTPC

Table 1.1 – Board of Directors of NTPC

Designation	Name
Chairman & Managing Director	Shri. Gurudeep Singh
Director (HR)	Shri. Dilip Kumar Patel
Director (Finance)	Shri. Jaikumar Srinivasan
Director (Fuel)	Shri. Shivam Srivastava
Director (Projects)	Shri. K. Shanmugha Sundaram
Director (Operations)	Shri. Ravindra Kumar
JS (Thermal)	Shri. Piyush Singh
Independent Director	Shri. Jitendra Jayantilal Tanna
Independent Director	Shri. Vivek Gupta

1.8.5 FUTURE CAPACITY ADDITIONS

NTPC has formulated a long-term Corporate Plan to become a 130GW company into 2032. In line with the Corporate Plan, the capacity addition under implementation presently:

Table 1.2- NTPC Branches- Place & MW

Serial No.	Name of NTPC Branch	Place	MW
1	Barh-I	Bihar	660
2	Tapovan Vishnugud-Hydro	Uttarakhand	520
3	Lata Tapovan-Hydro	Uttarakhand	171
4	North Karanpura	Jharkhand	1320
5	Rammam-Hydro	West Bengal	120
6	Telegana	Telegana	800
7	TTPS-III	Odisha	1320
8	Lara- II	Chhattisgarh	1600
		Total	6,511

JV & Sub. Companies

Table 1.3- JV & Sub. Companies

Serial No.	Name of NTPC Branch	Place	MW
1	Durgapur-NSPCL	West Bengal	20
2	BIFPCL	Khulna	660
3	Patratu	Jharkhand	2400
4	Khurja-THDC	Uttar Pradesh	1320
5	Tehri PSP-THDC	Uttar Pradesh	1000
6	Pipalkoti-THDC	Uttar Pradesh	444
		Total	5,844
		Grand Total (NTPC + JV & Sub. Companies)	12,355

1.8.6 LEARNING AND DEVELOPMENT PRACTICES IN NTPC

Power Management Institute of NTPC Ltd. is capable of conducting up to 13 programmes simultaneously on any particular day. In this institute, there are lecture rooms, conference and seminar rooms equipped with the very latest in teaching aids and audio-visual facilities and for small group activities syndicate rooms are available and for large gatherings and conferences the institute have a 500seater auditorium.

Power Management Institute is located in the National Capital Region

which is well connected to Delhi by a state-of-the-art express way. PMI is well connected to all major markets and commercial centres of the National Capital Region.

NTPC believes that leadership should be developed at all levels, so they put in place a series of leadership development interventions at critical transition level in the organizational hierarchy, from functional specialist to junior manager, from junior to middle management and from middle to senior management. They use to share their approach to customers and creates transformational learning experiences for them. In PMI, they create a culture where learning drives strategy and leaders can be moulded and can be prepared to succeed in the future.

NTPC has e-learning courses on management and technical topics for employees to facilitate anytime or anywhere self-paced training facility where employees can schedule his/her learning at own ease. Web based portal is a platform where all the modules are available and can be accessed by the employees. In Harvard Manage Mentor (HMM) online courses which is for Human resource employees where 2000 executives were allowed to access and the employees has to complete 21 online modules in 11 months during 2017-18. During 2018-19, 2000 more executives has been allowed to access for the same. NTPC introduced General Physics e-learning for technical employees on various areas of Power Plant functionalities. During the period of one year, the employees have to complete 150 modules on Power Plant Familiarization and Safety.

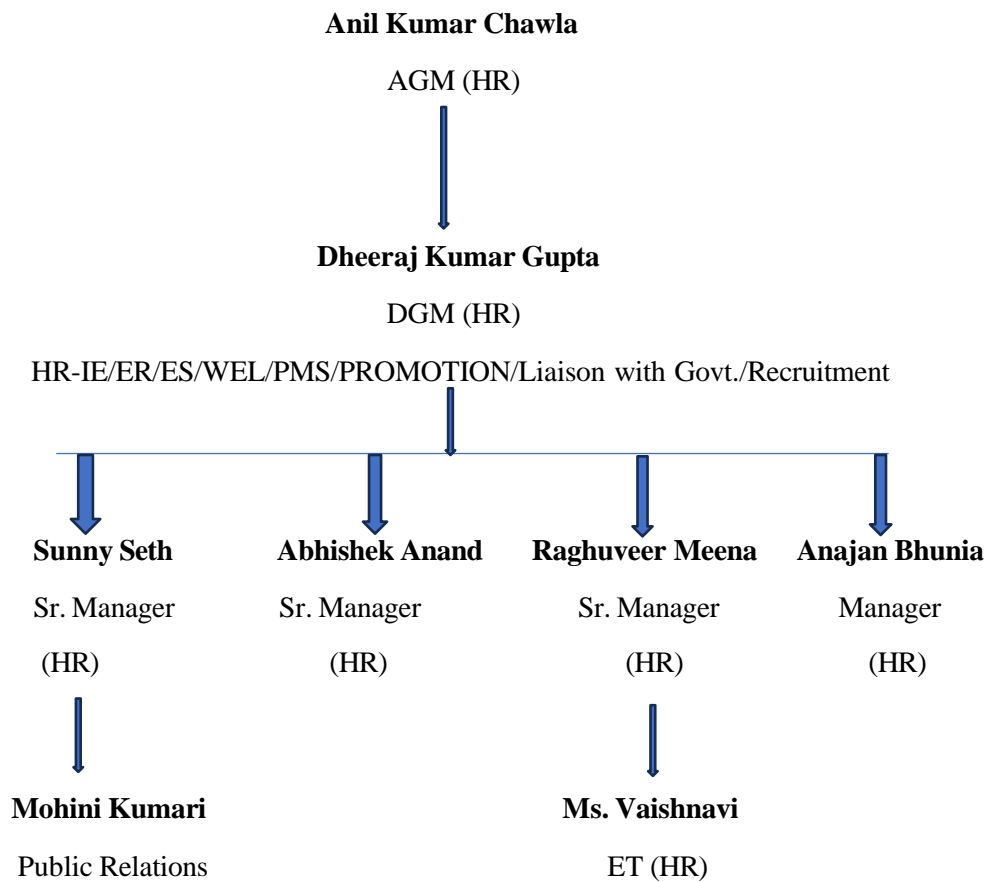
NTPC has received many awards for Corporate Social Responsibility, Human Resource, Environment, Corporate Governance, Performance, Individual Recognitions, Quality and Safety.

The awards received for CSR are Prestigious CSR Times Award 2023, Gold Award for CSR Waste Management Programme, CII-ITC

Sustainability (NTPC Sipat), CII-ITC Sustainability Award for Corporate Excellence (NTPC Tanda), Apex India Foundation Awards, etc. Human Resources also received many awards like NTPC won 4 awards at the Prestigious SHRM HE Excellence Awards 2023, Recognition for Employee Excellence, Gold Award in Brandon Hall Group HCM Excellence Awards 2023, Champion of Champions Award at PRCI Awards 2023, etc. CII National Award for Excellence in Energy Management 2023 (NTPC Sipat), National Award for Sustainable Efforts, National Award for Water Resource Conservation and Management (NTPC Barauni), Golden Peacock Award 2023 for Energy Efficiency (NTPC Ramagundam), etc. these all awards received by Environment.

NTPC has won awards for Corporate Governance like Platinum Award to NTPC for GeM Procurement, Digital PSU Award, RTI Compliance, Good Corporate Citizen Award, etc. Performance Awards for NTPC are Innovation Award for Simhadri, NTPC Team has declared as the Winners of the First Project Management Team, Golden Peacock Award on Energy Efficiency (NTPC Ramagundam), etc. are some of the awards. Safety awards for NTPC are International Safety Award (NTPC Vindhyachal), Greentech Safety Awards (NTPC Stations), Safety Innovation Award 2023 (NTPC Lara), etc. are some of the awards.

1.8.7 ORGANISATIONAL STRUCTURE OF HR DEPARTMENT



CHAPTER-II

REVIEW OF LITERATURE

&

THEORETICAL FRAMEWORK

2.1 REVIEW OF LITERATURE

The review of literature on learning and development (L&D) practices in Indian companies exploring the key practices implemented, their effectiveness, and the emerging trends shaping the future of employee development. Studies reveal a growing focus on upskilling employees to bridge the gap between current skillsets and evolving job demands. Training programs encompass both technical and soft skills, with an emphasis on areas like leadership, communication and critical thinking. Companies utilize a variety of methods for L&D including classroom sessions, e-learning modules, and on-the-job mentoring.

In conclusion, this review of literature highlights the growing importance of L&D practices in Indian companies. As the business environment continuous to evolve, companies that invest in creating a culture of continuous learning and adopt a strategic approach to L&D will be better positions to thrive in the competitive landscape. Further research is needed to explore the effectiveness of emerging L&D practices in the Indian context and identify best practices for overcoming the challenges faced by companies.

Dr. T. Narayana Reddy (2018): investigates the influence of Learning and Development (L&D) programs on talent management within the IT sector. The IT industry is highly competitive and reliant on a skilled workforce. This research likely explores how effectively designed L&D programs can contribute to an IT company's talent management strategies. By equipping employees with the necessary skills and knowledge, L&D programs can potentially improve employee performance, increase retention rates, and empower companies to stay competitive in the ever-evolving IT landscape.

Santosh Mohanty (2017): examines trends in Learning and Development (L&D) practices across three key sectors in India: service, manufacturing, and IT/ITES. The study investigates whether L&D approaches differ by industry and identifies specific trends within each sector.

Mohanty explores the following: Common and contrasting L&D trends across the three sectors, the alignment between training strategies and business goals in each sector, Emerging trends specific to each industry and challenges and opportunities associated with L&D in each sector.

The study involves a sample of 185 L&D practitioners and finds that while there's a general emphasis on aligning training with business goals, the IT/ITES sector prioritizes it the most. The research also highlights a preference for traditional classroom training methods across all sectors, despite the potential of new learning technologies.

Sasmita Nayak (2018): explores the connection between Learning and Development (L&D) strategies and organizational performance. In today's competitive landscape, Nayak recognizes the growing awareness among organizations of the strategic role Human Resources (HR) plays in achieving business success. The study emphasizes how well-designed L&D programs can foster a “learning organization” where continuous employee development translates into improved organizational performance.

The study focuses on a sample of 54 employees from UCO Bank's training centre. The analysis suggests a positive correlation between L&D and organizational performance, with employees perceiving the L&D programs favourably.

Nayak concludes that effective L&D strategies are essential for organizations to stay competitive and adaptable in a dynamic

environment. By investing in employee development, organizations can empower their workforce and achieve their performance goals.

Vijay Joshi, Laxmidhar Biswal, CMA Panigrahi (2019): investigates the impact of Learning & Development (L&D) programs on employee performance and productivity in Pune's IT industry.

The research employs a stratified random sample of 200 employees from various IT companies in Pune. The findings suggest that the implemented L&D programs were well-received by employees and had a positive influence on their performance and productivity.

The study concludes that effective L&D programs are crucial for boosting employee productivity and organizational success in the dynamic IT sector. They emphasize the need for continuous learning and skill development to maintain agility in a rapidly changing environment.

B. Naresh, Dr. D. Bhanu Sree Reddy (2015): explores the exciting world of e-learning and its future prospects. The study investigates the current trends that are shaping the e-learning landscape, including the growing use of mobile learning, gamification, and artificial intelligence. These advancements are transforming e-learning into a more accessible, engaging, and personalized experience for learners. By examining these trends, the research looks ahead to potential future scenarios for e-learning, where even more immersive experiences through virtual and augmented reality might become commonplace. The paper emphasizes the importance of understanding these trends to prepare for a future where e-learning plays an even greater role in education and training.

Dr. Nalla Bala Kalyan (2020): examines the effectiveness of Learning & Development (L&D) programs for employees in Andhra Pradesh, India. The study focuses on Amara Raja Batteries Limited (ARBL) in Tirupati.

Kalyan emphasizes the importance of L&D in equipping employees with the knowledge and skills necessary to excel in their roles and contribute to the organization's success. He highlights the alignment between employee development and organizational growth. The study involved a sample of 145 employees at ARBL. The findings indicate that a majority of employees rated the L&D programs favourably.

Kalyan concludes that understanding employee perspectives on L&D is crucial for tailoring programs to their needs and maximizing their effectiveness. He emphasizes the importance of continuous improvement in L&D strategies to ensure a skilled and engaged workforce that contributes to the organization's success.

Mohammad Faraz Naim (2021): explores how Learning and Development (L&D) practices are evolving in the dynamic Indian HR consulting industry. The study focuses on a specific, rapidly growing HR consulting firm as a case study to understand how they adapt their L&D programs to address the needs of a changing industry and a growing workforce. While the study doesn't specify a sample size, it appears to involve the entire population of the chosen HR consulting firm.

The research explores the potential for e-learning as a tool for employee development and hypothesizes that there might be a significant difference in its effectiveness compared to traditional learning methods within the context of the firm. Naim anticipates that the study will highlight the importance of L&D adaptability in a fast-paced industry like HR consulting. He expects the findings to emphasize the need for L&D programs that are tailored to address the specific needs of the firm and foster continuous employee growth.

Piyush Joshi, Dr. Shweta Dewangan (2021): examines the development and impact of e-learning in India's education system. The vast young population and increasing internet access in India create a

fertile ground for e-learning to flourish. The study explores how e-learning platforms leverage technology to provide accessible, flexible, and engaging learning experiences. It highlights the benefits of e-learning, including increased access to education, personalization, and improved skills development for employability. However, the paper also acknowledges challenges such as the digital divide, lack of infrastructure, and content quality that need to be addressed. Overall, the research concludes that e-learning has the potential to revolutionize education in India by addressing educational inequities and empowering learners across the country.

Fazal Uddin Syed, Sikandar Mohd Abdul (2023): delves into how employees in India's IT sector perceive e-learning programs. The study focuses on Hyderabad and utilizes a survey to assess employee perspectives on various aspects of e-learning. These aspects include factors like convenience, perceived usefulness, course content quality, and the overall effectiveness of the programs. The research also explores the perceived benefits for both employees and the organizations themselves. The findings suggest that e-learning programs are viewed favorably by IT employees and can contribute to enhanced workplace competency and potentially improved organizational performance.

2.2 THEORETICAL FRAMEWORK

2.2.1 MEANING OF LEARNING AND DEVELOPMENT

Learning and development (L&D) is the process of acquiring knowledge, skills and attitudes that enhance an individual's job performance, personal growth and career development. Learning & Development is an ongoing process as new skills and knowledge are required to keep up with changing technologies, market demands and customer needs.

Employees absorb information through various ways. Some, learn through visual, excel with charts, graphs and videos. Auditory learners retain information through lecturers and discussions. Reading or writing learners prefer manual and written instructions. Kinesthetic learners thrive on hands-on activities and practice. By incorporating visuals, audio explanations, written materials, and practical exercises, organisation can ensure employees learn, retain information and excel in their roles.

Learning and development programs may vary by organisation but a comprehensive strategy is the foundation for any successful L&D program. The steps of L&D strategy for the organization:

- Align the L&D strategy with the business strategy
- Collaborate with business leaders
- Assess employee capabilities and identify skills gaps
- Design learning journeys
- Plan the implementation of L&D initiatives
- Track performance
- Analyse effectiveness and make adjustments

L&D Key performance indicators (KPIs) helps to quantify that the company is experiencing greater productivity and achieving business objectives. Learning and development KPIs used to consider for the

purpose are:

- Employee Productivity Rate
- Revenue growth
- Net Profit Margin

2.2.2 DEFINITION

Learning and Development refers to a purposeful and structured process created by learning and development manager or HR to nurture the ongoing learning and skill development of their workforce.

Learning and Development (L&D) is crucial for continuous learning and skill development of the workforce. It is a subset of human resource (HR) aims to improve group and individual performance by increasing and honing skills and knowledge.

The core components of learning and development are training programs, skill enhancement, career development and sharing of knowledge. There are several ways to create a culture of continuous learning to motivate employees like workshops, seminars and lectures, video training, webinars, peer-learning, social learning formats, training sessions, coaching, mentoring and microlearning.

The importance of learning and development are employee benefits, advantages when looking for new talents, retraining is cheaper than hiring, customer benefits, and business performance and profitability. There are four learning and development best practices for success, (1) Encourage ongoing feedback, (2) Encourage peer-to-peer knowledge sharing, (3) Invest in quality content, and (4) Create learning experiences that will feel natural to your audience.

The model of learning and development is the 70-20-10. According to this model, (1) **70% On-the-job experience**: In this model, most of an individual's learn during their work by handling new projects, responsibilities and having a tight deadline which helps them to acquire new skills and expertise in their work life, (2) **20% Social interactions**: Most of the individuals learn through social interactions with others, (3) **10% Formal Education**: Some of the individuals learn from webinars, seminars, etc. mainly by online platforms and classroom based training.

2.2.3 LEARNING PROCESS

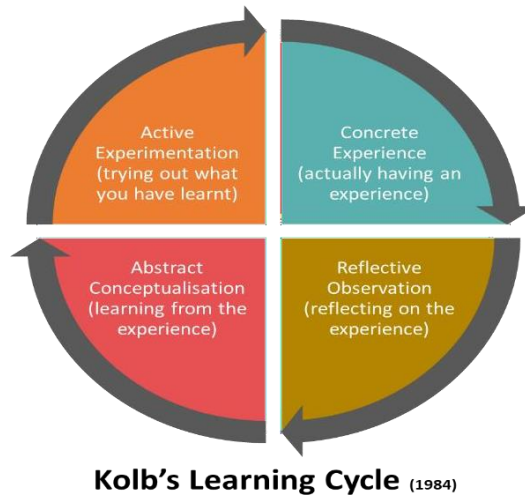
David A. Kolb is an American psychologist, professor and education theorist published his experiential learning theory (ELT) in 1984 who is inspired by the work of the gestalt psychologist Kurt Lewin as well as John Dewey and Jean Piaget. Effective learning can be seen when the learner progresses through the cycle. At any stage the learner can enter the cycle.

Kolb defined learning as “the process whereby knowledge is created through the transformation of experience”. According to Kolb's Experiential Learning Theory has two levels: a four-stage learning cycle and four separate learning styles. There are four stages in learning cycle:

The figure showing is the Kolb's Learning cycle which has four stages:

- Concrete Experience
- Reflective Observation
- Abstract Conceptualization
- Active Experimentation

Figure 2.1- Kolb's Learning Cycle



- **Concrete Experience:**
The learner encounters a concrete experience. This might be a new experience or situation of existing experience in the light of new concepts.
- **Reflective Observation:**
The learner reflects on the new experience in the light of their existing knowledge.
- **Abstract Conceptualization:**
The learner reflection gives rise to a new idea or modification of an existing abstract concept.
- **Active Experimentation:**
The learner applies their ideas to the real-world situation to see what happens with the newly created or modified concepts that give rise to experimentation.

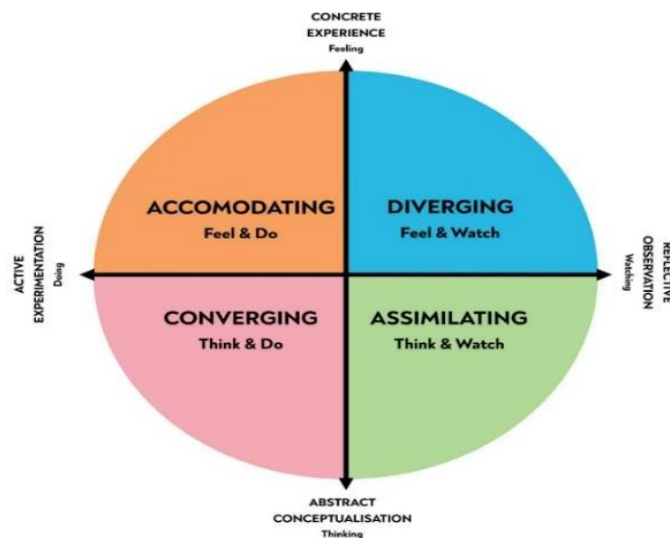
According to the Kolb, there are four separate learning styles which is based on a four-stage learning cycle. Kolb believed that we cannot

perform both variables on a single axis simultaneously (eg., think and feel). Our learning style is a product of these two choice decisions.

Kolb construct a two-by-two matrix in learning style which represents a combination of two preferred styles. The matrix highlights Kolb's terminology for the four learning styles:

- Diverging (Feel & Watch)
- Assimilating (Think & Watch)
- Converging (Think & Do)
- Accommodating (Feel & Do)

Figure 2.2- Kolb's Learning Styles



1. Diverging (Feeling and Watching- Concrete Experience/Reflective Observation)

Divergers are thoughtful observers who excel at brainstorming and seeing things from different perspectives. They're interested in the arts, enjoy gathering information, and prefer to learn through watching and reflecting.

2. Assimilating (Watching and Thinking- Abstract Conceptualization / Reflective Observation)

Assimilators are all about clear logic and understanding. They crave concise explanations and excel at organizing complex information into neat, logical frameworks. Ideas and theories hold more weight than practical applications and they thrive in formal learning environments with lectures and readings. These strengths make them well-suited for information-heavy fields like science.

3. Converging (Doing and Thinking- Abstract Conceptualization / Active Experimentation)

Convergers are the “get things done” learners. They take theories and abstract concepts and turn them into practical solutions. They excel at problem-solving through experimentation and enjoy technical tasks. Social interaction is less important to them than finding the most effective way to apply knowledge. This makes them well-suited for technical and specialist fields.

4. Accommodating (Doing and Feeling- Concrete Experience / Active Experimentation)

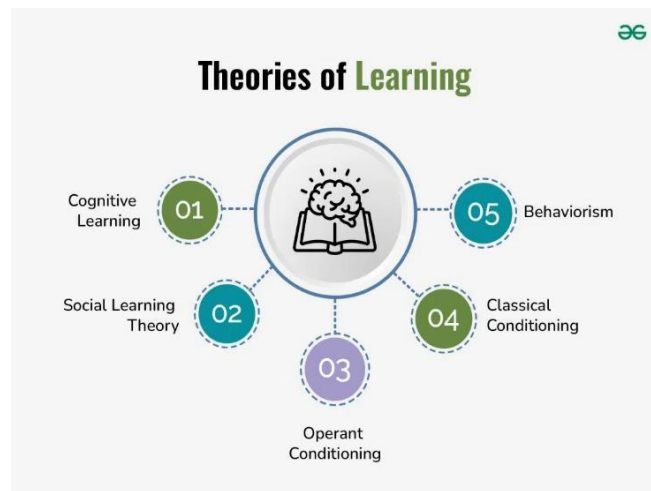
Accommodators are all about action and experience. They’re the “jump right in” learners, energized by new challenges and practical application. Intuition reigns supreme over logic, and they often rely on others analysis to spring into action. This hands-on approach makes them natural team players who thrive on carrying out plans and tackling new experiences.

2.2.4 LEARNING THEORIES

Learning theories are roadmaps to understand how people learn. These frameworks, developed by psychologists, educators, and researchers, delve into the mental, behavioral, social, and environmental aspects that

influence how we acquire new knowledge, skills, and even attitudes. By studying these theories, educators and instructional designers can equip themselves with the knowledge to create effective teaching methods, foster optimal learning environments, and implement successful interventions – all with the ultimate goal of maximizing learning outcomes.

Figure 2.3- Learning Theories



1. Cognitive Learning

Cognitive learning theory focuses on how our brains process information. It emphasizes active engagement with new material, connecting it to prior knowledge, and using problem-solving and critical thinking to truly understand and retain information. This approach promotes methods like constructivism, where students build their own knowledge, and encourages active learning strategies that emphasize thinking and doing.

2. Social Learning Theory

Social learning theory, developed by Albert Bandura, emphasizes learning through observation and imitation. People learn new skills by watching and mimicking others, particularly those they admire. This

theory highlights the importance of social environments, positive role models, and opportunities to observe and practice desired behaviors. It suggests that creating conducive learning environments with positive influences can be a powerful tool for shaping behavior and promoting learning.

3. Operant Conditioning

Operant conditioning, B.F. Skinner's theory, revolves around learning through consequences. Behaviors that lead to positive outcomes (rewards) are strengthened, while those with negative consequences (punishments) are weakened. This theory explains how we learn to modify our behavior based on past experiences. It's used in various fields, including education, where desired behaviors are encouraged through rewards, shaping students' actions towards positive learning outcomes.

4. Classical Conditioning

Classical conditioning, pioneered by Ivan Pavlov, explains learning through associations. In his experiment, dogs learned to link the sound of a bell (neutral stimulus) with receiving food (unconditioned stimulus), eventually salivating (conditioned response) just at the bell. This highlights how unintentional learning can occur by forming connections between stimuli. It's used to understand various human behaviors, from phobias to how we learn in general.

5. Behaviorism

Behaviorism is influenced by Skinner and Watson, emphasizes observable behavior as the key to understanding learning. They believed psychology should focus on what we can see and measure, not internal thoughts or emotions. Their core principle is that we learn through interacting with the environment. Our behavior changes based on the consequences we experience positive consequences (reinforcement)

strengthen a behavior, while negative consequences (punishment) weaken it. This theory is widely used in training programs and educational practices.

2.2.4.1 BENEFITS OF LEARNING THEORIES

Learning theories provide a framework for understanding how people acquire, process, and retain knowledge. Here are some key benefits of learning theories:

1. Understanding Learning Processes:

Learning theories help educators and psychologists understand the mechanisms and processes involved in learning. They explain how individuals absorb new information, make sense of it, and apply it in various contexts.

2. Effective Teaching Strategies:

By understanding learning theories, educators can develop more effective teaching strategies. They can tailor their methods to match different learning styles and preferences, ensuring that students grasp concepts more effectively.

3. Improving Learning Outcomes:

Applying learning theories can lead to improved learning outcomes. When educators align their teaching practices with theories such as behaviorism, constructivism, or cognitivism, they can create environments that foster deeper understanding and retention of knowledge.

4. Personalized Learning:

Learning theories emphasize that learners have different preferences, styles, and abilities. This understanding encourages

personalized approaches to education, where instruction can be adapted to suit individual needs and strengths.

5. Enhancing Motivation:

Some learning theories, like social learning theory or self-determination theory, emphasize the role of motivation in learning. By incorporating these principles, educators can create motivating learning environments that encourage students to engage actively and persist in their studies.

6. Informing Curriculum Design:

Learning theories provide insights into how curriculum can be structured and sequenced to optimize learning. They help educators prioritize content, determine appropriate learning goals, and select appropriate instructional methods and materials.

7. Facilitating Skill Development:

Different learning theories highlight the acquisition of specific skills and competencies. For example, social learning theory emphasizes observational learning and modeling, while constructivism focuses on hands-on learning and problem-solving. These theories guide educators in fostering the development of both cognitive and practical skills.

8. Promoting Lifelong Learning:

Understanding learning theories encourages a lifelong learning mindset. Educators can equip students with strategies and metacognitive skills that enable them to continue learning independently throughout their lives.

In summary, learning theories serve as foundational frameworks that inform educational practices, enhance understanding of learning processes, and contribute to more effective teaching and learning experiences.

2.2.4.2 IMPORTANCE OF LEARNING THEORIES

1. Effective Instruction:

Learning theories help educators tailor teaching to different learners, improving outcomes and motivation.

2. Enhanced Learning:

Applying learning theories leads to better learning experiences, promoting deeper understanding and skill development.

3. Professional Growth:

Understanding these theories allows educators to reflect and improve their teaching methods.

4. Research Foundation:

Learning theories guide educational research on teaching methods and learning processes.

5. Fueling Innovation:

These theories inspire educators to explore new and innovative teaching approaches.

2.2.4.3 ADVANTAGES OF LEARNING THEORIES

Learning theories offer several advantages that contribute to our understanding of how learning occurs and how it can be facilitated effectively. Here are some key advantages:

1. Structured Understanding:

Learning theories provide structured frameworks that help researchers, educators, and psychologists understand the complexities of learning. They organize and explain the processes involved in acquiring knowledge, skills, and behaviors.

2. Predictive Power:

By understanding learning theories, educators can predict how students might respond to different instructional methods and environments. This predictive power allows for more effective planning and implementation of teaching strategies.

3. Improving Teaching Practices:

Learning theories guide educators in selecting appropriate instructional strategies and techniques that align with how students learn best. This alignment enhances teaching practices and improves the overall learning experience for students.

4. Enhanced Communication:

Learning theories provide a common language and conceptual framework for discussing learning processes. This shared understanding facilitates communication among educators, researchers, and practitioners in the field of education.

5. Customized Learning Experiences:

Different learning theories emphasize various aspects of learning, such as cognition, behavior, motivation, and social interaction. Educators can use these theories to design customized learning experiences that cater to diverse learner needs and preferences.

6. Continuous Improvement:

Learning theories encourage reflection and evaluation of teaching practices. Educators can continuously refine and improve their methods based on insights gained from these theories, leading to enhanced educational outcomes over time.

7. Support for Educational Technology:

Learning theories inform the design and implementation of educational technologies and digital learning tools. They guide developers in creating platforms that align with effective learning principles and promote engagement and interaction.

8. Foundation for Research:

Learning theories provide a foundation for educational research. They guide researchers in formulating hypotheses, designing studies, and interpreting findings related to learning processes and outcomes.

9. Application Across Contexts:

Learning theories are applicable across various educational contexts, including formal schooling, workplace training, and informal learning environments. They offer principles that can be adapted and implemented to support learning in diverse settings.

10. Empowering Educators:

Ultimately, learning theories empower educators by equipping them with knowledge and strategies to foster meaningful learning experiences for their students. They encourage educators to be reflective practitioners who continually strive to enhance their teaching effectiveness.

2.2.4.4 DISADVANTAGES OF LEARNING THEORIES

Learning theories, while valuable in understanding how people learn and develop skills, also come with certain disadvantages or limitations. Here are some common disadvantages of learning theories:

1. **Over-simplification:**

Learning theories often simplify complex processes of human learning and behavior. They may not fully capture the richness and variability of real-life learning situations.

2. **Limited Scope:**

Some learning theories focus on specific aspects of learning (e.g., behavior, cognition) and may not account for the holistic nature of learning that involves emotions, social contexts, and individual differences.

3. **Cultural Bias:**

Many learning theories are developed within certain cultural contexts and may not fully apply to diverse cultural settings. This can lead to a lack of universality in their applicability.

4. **Static Nature:**

Learning theories can sometimes be seen as static or rigid in their application, not accounting for the dynamic and ever-changing nature of learning environments and technologies.

5. **Lack of Predictive Power:**

While learning theories describe patterns and processes of learning, they may not always predict or explain individual variations or unexpected outcomes in learning.

6. **Ethical Concerns:**

Behaviorist theories, for example, have been criticized for their focus on external rewards and punishments, potentially neglecting intrinsic motivation and ethical considerations in learning.

7. Complexity:

Some learning theories are highly complex and abstract, making them challenging to apply practically in educational or training settings without significant expertise and understanding.

8. Resistance to Change:

Established learning theories can sometimes resist adaptation or integration of new insights and findings from cognitive science, neuroscience, or other emerging fields.

9. Validation Issues:

The empirical validation of learning theories can be challenging, especially in complex real-world settings where many variables interact simultaneously.

10. Neglect of Individual Differences:

Learning theories often generalize learning processes across individuals, which may overlook the diverse backgrounds, abilities, and learning styles of learners.

2.2.5 LEARNING STYLES

Learning Style is a method of processing information. The definition of learning styles assumes that there is more than one way to interpret educational input. Neil Fleming designed The VARK model of learning styles in 1987.

According to The VARK model, there are 4 basic styles of learning:

- Visual
- Auditory

- Reading/Writing
- Kinesthetic

1. Visual Learning Style

This learning style involves information processing via visual media like charts, graphs, tables and maps. This type of learners prefers to see information drawn or represented in various ways. A learner who favors the visual style might draw a diagram to explain a concept or ask a question or create pictures to represent it.

2. Auditory Learning Style

Auditory learning refers to processing information through spoken or heard. These learners do well with discussion, reading aloud, lectures, etc. A person who favors auditory learning might think a lot while trying to make decisions or answer questions.

3. Reading / Writing Learning Style

Reading / writing learners consume information through words by writing it down or reading it. For them, this type of style is more powerful than visual or auditory learning style. These learners will easily grasp the information through reading. They usually perform very well on written assignments.

4. Kinesthetic Learning Style

Kinesthetic learners learn through doing. These learners enjoy while doing hands-on experiments, activities and stimulations. They easily forget lectures but these learners remember best by recreating the experience themselves.

Figure 2.4 -VARK MODEL OF LEARNING STYLES



2.2.5.3 IMPORTANCE OF LEARNING STYLES

In large organizations, understanding and catering to different learning styles is crucial for maximizing the effectiveness of Learning and Development (L&D) programs. Here's why:

- **Increased Engagement and Retention:** People learn best in ways that suit them. By offering a variety of learning activities that cater to visual, auditory, kinesthetic, and reading/writing preferences, employees are more likely to be engaged with the material and retain information better.
- **Improved Training Outcomes:** Tailoring L&D programs to learning styles allows for a deeper understanding of the content. This translates to better application of skills and knowledge on the job, leading to improved performance and achieving desired training outcomes.
- **Accommodates Diverse Workforce:** Large organizations have a diverse workforce with a range of backgrounds, experiences, and learning preferences. Recognizing and addressing these differences fosters inclusivity and ensures everyone has an equal opportunity to learn and grow.

- **Boosts Employee Satisfaction:** When employees feel their learning needs are understood and addressed, they feel valued and invested in by the organization. This can lead to increased job satisfaction and loyalty.
- **Cost-Effectiveness:** Traditional "one-size-fits-all" training can be expensive and ineffective. By incorporating various learning styles, organizations can create more efficient and targeted programs, ultimately saving time and resources.

Here's how large organizations can leverage learning styles:

- **Needs Assessment:** Identify the learning styles of employees through surveys, assessments, or simply asking preferences.
- **Content Variety:** Develop L&D programs that incorporate diverse learning activities like videos, lectures, discussions, hands-on exercises, and case studies.
- **Flexibility:** Offer a mix of delivery methods like online modules, classroom sessions, and self-paced learning to cater to individual preferences.
- **Learner Choice:** Allow employees to choose learning activities that best suit their learning style within the program structure.
- **Post-Training Support:** Provide ongoing support and resources that cater to different learning styles to reinforce learning and facilitate application.

By acknowledging and incorporating learning styles into L&D practices, large organizations can create a more inclusive and effective learning environment, ultimately leading to a more skilled, engaged, and productive workforce.

2.2.5.4 ADVANTAGES OF LEARNING STYLES

Learning styles play a significant role in organizational settings by influencing how employees acquire, process, and apply knowledge and skills. Here are several advantages of understanding and accommodating learning styles in organizations:

1. **Enhanced Training Effectiveness:** By identifying employees' preferred learning styles (visual, auditory, kinesthetic, etc.), organizations can tailor training programs to align with these preferences. This customization improves the effectiveness of training initiatives as employees engage more deeply with content that resonates with their learning style.
2. **Improved Employee Engagement:** Training programs that cater to diverse learning styles foster higher levels of engagement among employees. When individuals are immersed in learning methods that suit their preferences, they are more likely to participate actively, ask questions, and apply what they learn in their roles.
3. **Increased Retention of Knowledge:** Employees are more likely to retain information when it is presented in a format that matches their learning style. For instance, visual learners may benefit from infographics or videos, auditory learners from discussions or podcasts, and kinesthetic learners from hands-on simulations or role-playing exercises.
4. **Customized Development Plans:** Understanding learning styles enables organizations to create personalized development plans for employees. This approach ensures that training and development initiatives are relevant and impactful, addressing individual learning needs and career goals.
5. **Faster Skill Acquisition:** Tailoring learning experiences to different learning styles can accelerate the acquisition of new skills and knowledge. Employees grasp concepts more quickly when training

methods are aligned with how they prefer to learn, thereby reducing the time and resources required for skill development.

6. **Support for Diverse Teams:** Organizations with diverse teams benefit greatly from recognizing and accommodating various learning styles. This inclusivity ensures that all employees, regardless of background or learning preference, have equitable access to learning opportunities and can contribute effectively to organizational goals.
7. **Adaptability and Innovation:** Employees who are supported in their preferred learning styles are more likely to innovate and adapt to changing circumstances. They develop a deeper understanding of their roles and are better equipped to apply new ideas and approaches in their work.
8. **Boost to Employee Morale and Confidence:** When employees feel that their learning needs are understood and addressed, they are more motivated and confident in their abilities. This positive reinforcement contributes to a supportive organizational culture where continuous learning is valued and encouraged.
9. **Effective Knowledge Sharing:** By leveraging diverse learning styles, organizations facilitate more effective knowledge sharing among employees. Different perspectives and approaches to learning foster collaborative environments where insights and best practices are exchanged readily.
10. **Alignment with Organizational Goals:** Ultimately, integrating learning styles into organizational learning and development strategies ensures alignment with broader organizational goals. Employees acquire skills and knowledge that directly contribute to organizational success, driving performance and competitive advantage.

In conclusion, recognizing and accommodating learning styles in organizations enhances training effectiveness, improves employee engagement and retention of knowledge, supports personalized development plans, accelerates skill acquisition, fosters adaptability and innovation, boosts morale, facilitates effective knowledge sharing, and aligns learning initiatives with organizational goals. Embracing these advantages not only benefits individual employees but also strengthens the overall organizational capability and performance.

2.2.6 FEATURES OF LEARNING AND DEVELOPMENT

1. Focus on employee growth:

Learning and Development programs aim to equip employees with the knowledge, skills, and abilities they need to perform their jobs effectively and contribute to the organization's success.

2. Alignment with business goals:

Effective Learning and Development programs are aligned with the organization's strategic goals and objectives. They ensure that employees are developing the skills and knowledge needed to achieve those goals.

3. Variety of learning methods:

Learning and Development programs utilize a variety of methods to cater to different learning styles and preferences. This might include classroom training, online learning modules, mentoring, coaching, and on-the-job experiences.

4. Focus on application:

The best Learning and Development programs go beyond simply providing information. They focus on helping employees apply their new

knowledge and skills to their work. This might involve practice exercises, simulations, and real-world projects.

5. Measurement and evaluation:

Learning and Development programs should be evaluated to assess their effectiveness and identify areas for improvement. This can be done through pre- and post-training assessments, feedback from participants, and measuring the impact of the training on business outcomes.

6. Continuous learning:

Learning and Development is an ongoing process. Organizations should create a culture of learning where employees are encouraged to continuously develop their skills and knowledge.

2.2.7 IMPORTANCE OF LEARNING AND DEVELOPMENT PRACTICES

Learning and development (L&D) practices are crucial for both employees and organizations. Here's why:

Benefits for Employees:

- **Skill development and career growth:** L&D programs equip employees with new skills and knowledge, making them more proficient in their current roles and opening doors for future career advancements.
- **Increased job satisfaction:** Employees who feel they're learning and growing are more likely to be engaged and satisfied with their jobs.
- **Improved problem-solving skills:** L&D programs can teach employees effective problem-solving strategies, making them more adaptable and resourceful.

- **Enhanced confidence:** Mastering new skills and knowledge boosts employees' confidence and self-belief.

Benefits for Organizations:

- **Higher productivity:** A skilled and knowledgeable workforce is more productive, leading to increased output and efficiency.
- **Improved employee retention:** Investing in employees' development demonstrates a commitment to their growth, fostering loyalty and reducing turnover.
- **Better decision-making:** Employees equipped with the right knowledge can make better-informed decisions, leading to improved processes and outcomes.
- **Competitive advantage:** A highly skilled workforce gives organizations a significant edge in the marketplace.
- **Innovation and creativity:** L&D programs that encourage exploration and critical thinking can foster a culture of innovation within the organization.

Overall, L&D practices create a win-win situation for both employees and organizations. By investing in continuous learning and development, organizations can empower their workforce, achieve higher performance, and stay ahead of the curve.

2.2.8 TYPES OF LEARNING AND DEVELOPMENT PROGRAMS

❖ Orientation Programs:

Employee orientation is a one-time introduction for new hires to the company, its culture and colleagues. HR typically leads presentations on policies and company philosophy. The goal is to help new hires

assimilate and be prepared to start working effectively. Orientation can be offered in-person or virtually, using video conferencing integrated with a Learning Management System (LMS) for online presentations and materials.

❖ **Onboarding:**

Onboarding is a crucial learning process for new hires. It equips them with the knowledge, skills and abilities (KSAs) needed to succeed in their roles. Traditionally delivered in-person, onboarding has shifted online due to remote work. Learning Management Systems (LMS) allow HR to create personalized online learning paths for new hires, combining modules with virtual interactions and social learning through shadowing. A well-designed onboarding program can boost employee engagement and reduce turnover.

❖ **Soft Skills Development:**

Soft skills or interpersonal skills are valuable for everyone in a company, not just those in client-facing roles. They contribute to teamwork, communication and adaptability. Learning and development programs can use a Learning Management Systems (LMS) platform to deliver soft skills training, including gamification features to boost participation. By offering a variety of training modules, companies can improve employee interpersonal skills which lead to better engagement, teamwork and overall company cohesion.

❖ **Technical Skills Development:**

The rapid pace of technological change creates skill gaps in the workforce. Companies can't solely rely on recruiting to fill these gaps. Investing in technical skills development, like upskilling and reskilling, helps to bridge the gap and creates a more competitive workforce. Few employees feel supported by their company's training programs. This presents an opportunity for companies to attract new talent and cultivate

a growth mindset by providing accessible technical skill development, such as an internal knowledge base with tutorials and guides.

❖ **Company products and services training:**

Salesperson need a thorough understanding of the company's products and services. Learning and Development programs address this by providing product training, which can be delivered in person, online or through blend of both. E-learning allows for on-demand access to training materials, and product owners can share recordings of demos and Question & Answer sessions to ensure employees have all the knowledge they need to sell effectively.

❖ **Health and safety training:**

Health and safety training is mandatory in most workplaces to comply with regulations. The specific training varies by department and industry. It is crucial to track completion of this training to ensure employees safety and for legal reasons. Learning Management Systems (LMS) can deliver, track, and report on health and safety training, making it easier to prove compliance during audits.

❖ **Collective training:**

Collective training is a method where the entire team is trained together rather than individually. This is similar to how groups learn naturally through communication and collaboration. While originally developed by the military, collective training can be beneficial in companies where employees work closely together. E-learning platforms can help to deliver this type of training to large teams.

2.2.9 ACTIVITIES OF LEARNING AND DEVELOPMENT PRACTICES

Learning and development (L&D) practices encompass a wide range of activities designed to improve employee skills, knowledge, and abilities.

These activities can be broadly categorized into two main areas: formal and informal learning.

Formal Learning Activities:

- **Training Programs:** These structured programs can be classroom-based, online, or blended learning (combining both). They cover a variety of topics, from technical skills to soft skills like communication and leadership. Examples include onboarding programs for new hires, software training workshops, and management development programs.
- **Mentorship and Coaching:** Mentorship pairs a senior employee with a less experienced one for guidance and career development. Coaching involves one-on-one sessions focused on specific goals and skill development.
- **E-Learning Modules:** Online courses offer flexibility and allow employees to learn at their own pace. They can cover a vast array of topics and can be easily updated to reflect new information or technologies.

Informal Learning Activities:

- **Job Shadowing:** Observing a senior colleague allows employees to gain insights into different roles and departments.
- **Brown-Bag Lunches:** Informal sessions where employees share knowledge and expertise on specific topics over lunch.
- **Peer Learning:** Collaborative activities like group discussions or project work encourage knowledge sharing and teamwork.
- **Job Rotation:** Moving employees through different roles within the organization exposes them to new skills and challenges, broadening their skillset.
- **Conferences and Workshops:** Attending industry events allows employees to network with peers, learn about new trends, and gain fresh perspectives.

Additional Activities:

- **Performance Management:** Regular feedback discussions with managers can identify areas for development and guide employees' learning goals.
- **Communities of Practice:** Groups of employees with shared interests come together to learn from each other and share expertise.
- **Knowledge Management Systems:** Platforms for storing and sharing organizational knowledge, best practices, and resources can facilitate continuous learning.

The most effective L&D programs utilize a combination of these activities to cater to different learning styles and address the specific needs of the organization and its employees.

2.2.10 ROLES OF LEARNING AND DEVELOPMENT

- **Trainers:**

Trainers are the learning facilitators within an organization. They conduct classroom sessions, provide one-on-one coaching, and even demonstrate skills on the job. Effective trainers possess deep subject matter knowledge and exceptional delivery skills to keep learners engaged and maximize information retention.

- **Coaches:**

Unlike trainers who deliver one-time learning experiences, coaches build long-term partnerships with employees or teams. They focus on individual growth by identifying an employee's strengths and aspirations. Through coaching conversations and personalized development plans, coaches help employees to reach their full potential.

- **Instructional designers:**

Instructional designers are the architects of learning within an

organization. They craft educational content and experiences for learners, encompassing everything from slides and guides to assessments and simulations. These learning materials are not created in isolation. Instructional designers collaborate with subject matter experts to ensure the content accuracy and tailor it for optimal knowledge acquisition and skill development.

- **E-learning specialists:**

E-learning specialists are the digital learning gurus. They design and deliver engaging online learning experiences for employees. This can take many forms, from self-paced online modules to interactive virtual classrooms and collaborative projects. E-learning specialists leverage technology to create effective and accessible learning opportunities, ensuring knowledge is readily available for today's digital workforce.

- **Learning and Development (L&D) managers:**

Learning and development managers are also called as talent development managers, are the conductors of the learning orchestra. They oversee the entire learning and development team, including trainers, coaches, etc. Their role is to ensure all these components work together seamlessly to achieve the organization's overall leadership goals. This involves strategic planning, budget management, guaranteeing that the learning and development team delivers programs that effectively develop employees' skills and knowledge.

- **Chief Talent Development Officer / Chief Learning Officer:**

The Chief Talent Development Officer also known as the Chief Learning Officer (CLO) is the captain of the learning and development. They steer the entire learning and development function, representing employee development at the executive level. This role is responsible for overseeing all learning and development efforts and ensuring they align with the organization's strategic goals. The CLO is the champion for employee development within the organization.

2.2.11 ADVANTAGES OF LEARNING AND DEVELOPMENT

1) Improved employee performance:

Learning and Development equips employees with the skills and knowledge to excel in their roles, leading to higher quality work, better decision-making, and increased efficiency.

2) Enhanced employee engagement:

When employees feel their company invests in their growth, they become more engaged and motivated, leading to increased satisfaction and lower turnover.

3) Stronger workforce capabilities:

Learning and Development strengthens the overall skillset of the workforce, making the company more adaptable to change and better prepared to face new challenges.

4) Boosted innovation:

By fostering a culture of learning and development, companies encourage creativity and critical thinking, leading to new ideas and innovative solutions.

5) Competitive advantage:

A skilled and knowledgeable workforce provides a significant edge in the marketplace, allowing companies to outperform competitors.

6) Improved problem-solving:

Learning and Development equips employees with the skills to tackle complex problems effectively, leading to better decision-making and improved outcomes.

7) Increased productivity:

Employees with the right skills can work more efficiently and effectively, leading to higher productivity and increased profitability.

2.2.12 DISADVANTAGES OF LEARNING AND DEVELOPMENT

1. Time commitment:

Participating in Learning and Development programs can take time away from employees' regular job duties, potentially impacting productivity in the short term.

2. Inapplicability:

Learning and Development programs might not always be directly relevant to an employee's current role or future career goals, leading to decreased motivation and engagement.

3. Transfer of learning:

Ensuring that employees can effectively apply what they learned in training to their actual work can be challenging.

4. Resistance to change:

Some employees may resist participating in Learning and Development programs, especially if they feel forced or perceive it as a waste of time.

5. Ineffectiveness:

Poorly designed or delivered Learning and Development programs may not be effective in achieving their objectives, leading to wasted resources and a lack of improvement.

2.2.13 GOALS OF LEARNING AND DEVELOPMENT

The goals of learning and development (L&D) can be broadly

categorized into two main areas: **employee development** and **organizational development**.

Employee Development:

- **Enhance Skills and Knowledge:**

Equip employees with the necessary skills and knowledge to perform their jobs effectively and efficiently. This can involve technical skills, soft skills, or job-specific knowledge.

- **Increase Employee Engagement:**

Foster a sense of ownership and motivation by demonstrating the organization's investment in their growth. This can lead to higher job satisfaction and lower turnover.

- **Develop Future Leaders:**

Identify and cultivate talent within the organization to prepare them for future leadership roles.

- **Improve Problem-Solving Abilities:**

Equip employees with the skills to identify, analyze, and solve problems effectively, leading to better decision-making and improved outcomes.

- **Promote Career Development:**

Support employees in their career aspirations by providing them with opportunities to learn and grow within the organization.

Organizational Development:

- **Align with Business Goals:**

Ensure that Learning and Development programs are strategically designed to support the organization's overall goals and objectives. This ensures employees develop the skills and knowledge needed to achieve those goals.

- **Boost Innovation and Creativity:**

Foster a culture of learning and development that encourages critical thinking and exploration of new ideas, leading to innovation and a competitive edge.

- **Enhance Adaptability:**

Equip the workforce with the skills to adapt to change and navigate new challenges effectively. This is crucial in today's dynamic business environment.

- **Improve Overall Performance:**

By upskilling and reskilling the workforce, Learning and Development programs can lead to increased efficiency, productivity, and improved organizational performance.

- **Attract and Retain Top Talent:**

A strong Learning and Development program showcases the company's commitment to its employees, making it more attractive to potential recruits and helping retain top talent.

Overall, the goals of L&D should be a win-win situation for both employees and the organization. By investing in employee development, organizations can achieve their strategic goals while also creating a more engaged and skilled workforce.

2.2.12 CHALLENGES IN LEARNING AND DEVELOPMENT

- ❖ **Meeting the needs of a diverse workforce:**

Effective learning and development for a diverse workforce requires adaptability. Trainers must cater to a mix of generations with varying

technical skills and experience levels. This means creating courses that address the inexperience of younger workers while also helping seasoned employees develop new skills and overcome outdated practices.

❖ **Soft Skills:**

While training technical skills for specific roles might seem easier, developing soft skills is crucial for the modern workplace. Soft skills, like communication and teamwork, are essential for collaboration and a positive work environment. These skills can be trickier to teach, but their impact on success is undeniable.

❖ **Hybrid work models:**

The shift to hybrid work models presents a hurdle for learning and development teams. Training programs need to adapt to a scattered workforce, with a rise in e-learning and innovative methods to foster collaboration despite physical distance.

❖ **Generating engagement:**

Effective training walks a tightrope between informative content and engaging delivery. While relevant material is crucial, a trainer's skills are just as important. A captivating facilitator can transform learning from a passive activity into an active experience, ensuring participants retain knowledge.

❖ **Measuring effectiveness:**

While a lively training can spark initial interest, true effectiveness lies in measuring how learning translates to action. Organizations should design metrics that track knowledge retention and application on the job. This can involve assessing post-training skills, monitoring performance changes, or even measuring business impact like increased productivity.

CHAPTER – III

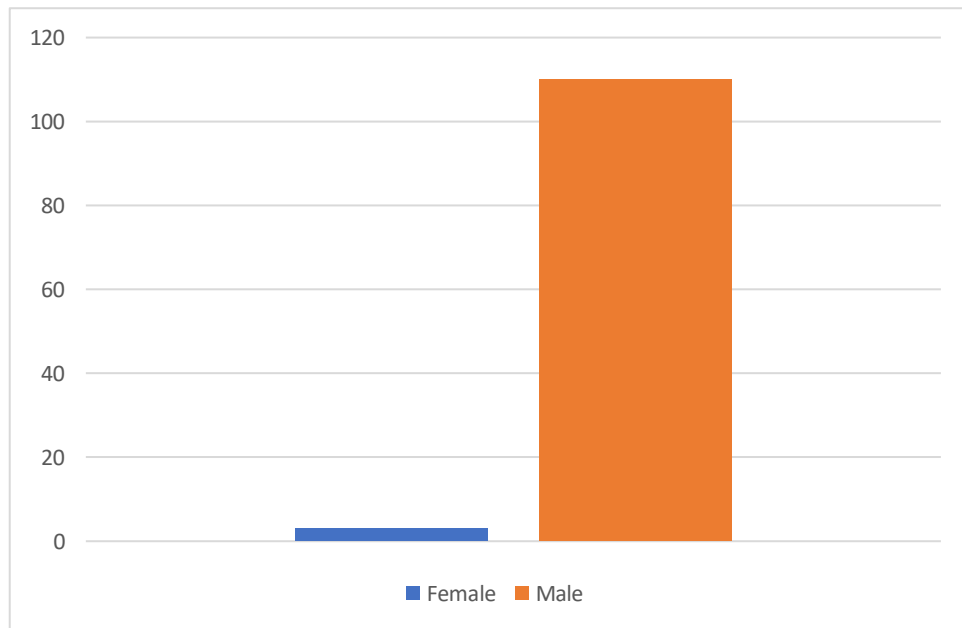
DATA ANALYSIS AND INTERPRETATION

3.1 PERCENTAGE ANALYSIS

TABLE 3.1 -Gender

Gender	Number of respondents	Percentage
Female	3	2.7%
Male	110	97.3%
Grand Total	113	100

FIGURE 3.1- Gender



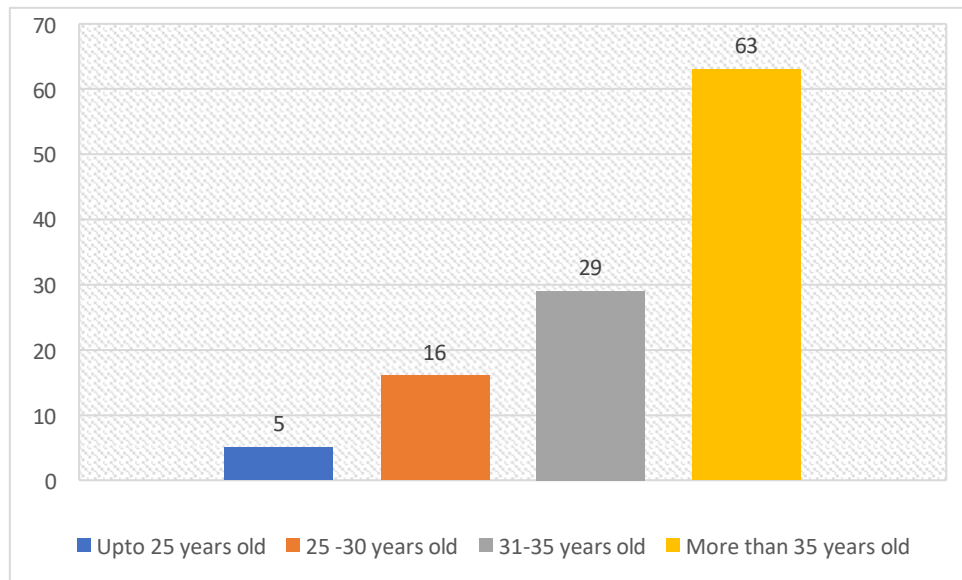
INTERPRETATION:

The above chart shows that the majority i.e., 97.3% of the respondents are male and 2.7% are female.

TABLE 3.2- Age

Age	Number of respondents	Percentage
Upto 25 years old	5	3.5%
25 -30 years old	16	15%
31-35 years old	29	25.7%
More than 35 years old	63	55.8%
Grand Total	113	100

FIGURE 3.2- Age



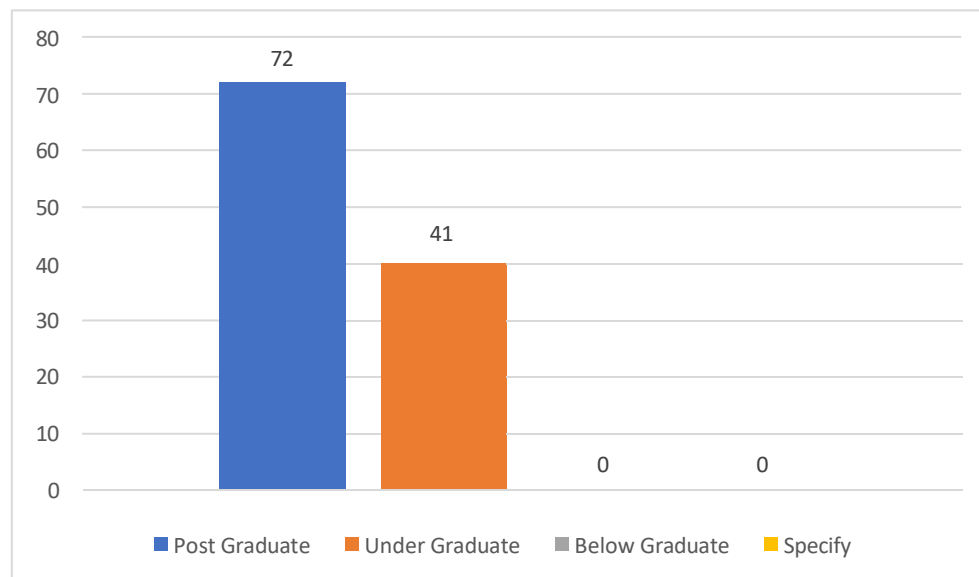
INTERPRETATION:

The above chart shows that 55.8% respondents are in the age group of more than 35 years old, 25.7% respondents are of 31-35 years old, 15% respondents are of 25-30 years old and 3.5% respondents are upto 25 years old.

TABLE 3.3- Qualification

Qualification	No. of respondents	Percentage
Post Graduate	72	63.7%
Under Graduate	41	36.3%
Below Graduate	0	0
Specify	0	0
Grand Total	113	100

FIGURE 3.3- Qualification



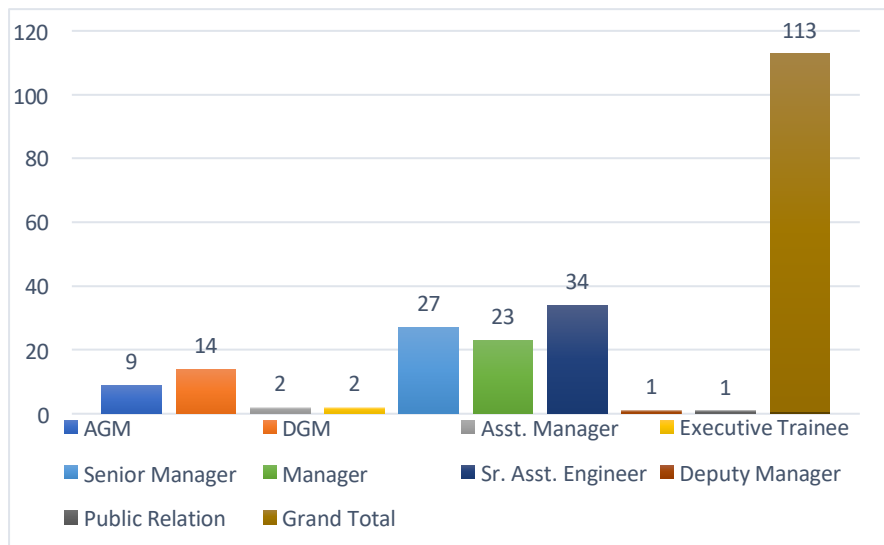
INTERPRETATION:

From the above chart, it shows that the majority respondents qualification is Post Graduation i.e,63.7% and 36.3% respondents qualification is Under Graduate.

TABLE 3.4- Designation

Designation	Number of respondents	Percentage
AGM	9	8%
DGM	14	12.4%
Asst. Manager	2	1.2%
Executive Trainee	2	1.8%
Senior Manager	27	23.9%
Manager	23	20.4%
Sr. Asst. Engineer	34	30.5%
Deputy Manager	1	0.9%
Public Relation	1	0.9%
Grand Total	113	100

FIGURE 3.4- Designation



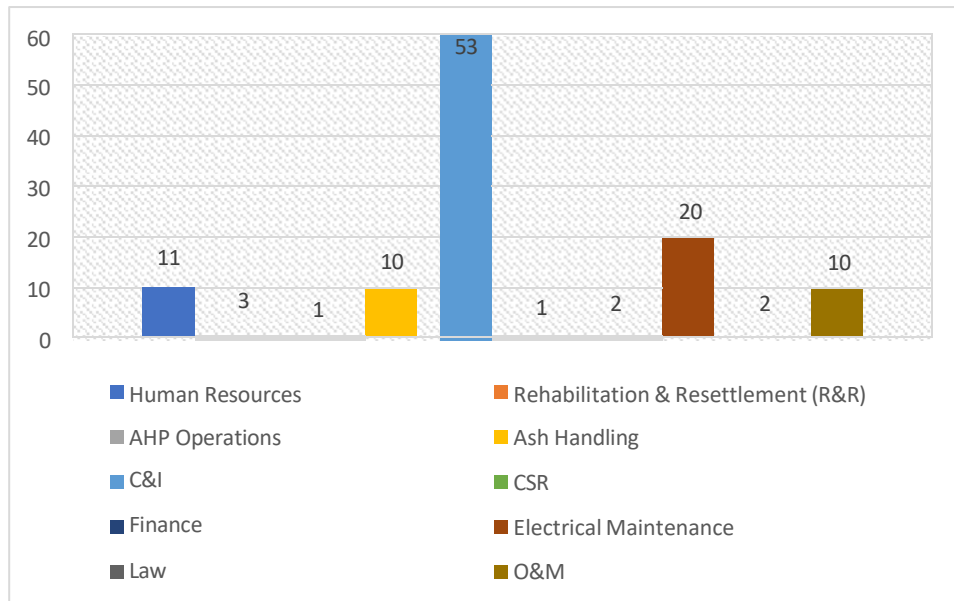
INTERPRETATION:

The above chart shows that the majority respondents are Senior Assistant Engineer with 30.5% and the lowest respondents are from Assistant Manager, Deputy Manager, Assistant Officer, Senior Assistant Manager, etc. from different departments i.e, 0.9%.

TABLE 3.5 – Departments

Departments	Number of respondents	Percentage
Human Resources	11	9.7%
Rehabilitation & Resettlement (R&R)	3	2.7%
AHP Operations	1	0.9%
Ash Handling	10	8.8%
C&I	53	46.9%
CSR	1	0.9%
Finance	2	1.8%
Electrical Maintenance	20	17.7%
Law	2	1.8%
O&M	10	8.8%
Grand Total	113	100

FIGURE 3.5- Departments



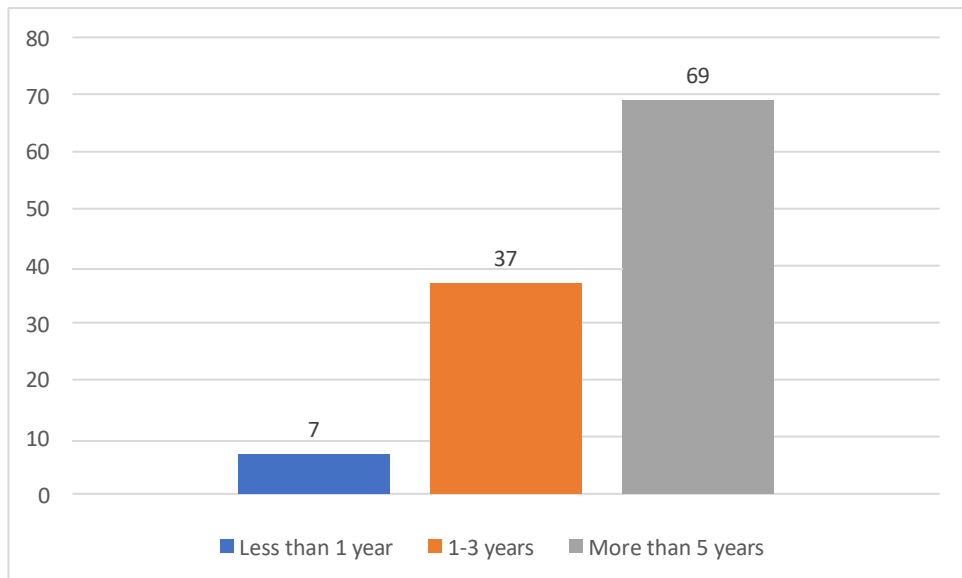
INTERPRETATION:

From the above chart, it shows that the majority respondents are from the C&I Department i.e., 17.7% and the lowest respondents are from Operations, Corporate Social Responsibility, Electrical Maintenance, etc. i.e., 0.9%.

TABLE 3.6 – Experience

Experience	Number of respondents	Percentage
Less than 1 year	7	6.2%
1-3 years	37	32.7%
More than 5 years	69	61.1%
Grand Total	113	100

FIGURE 3.6- Experience



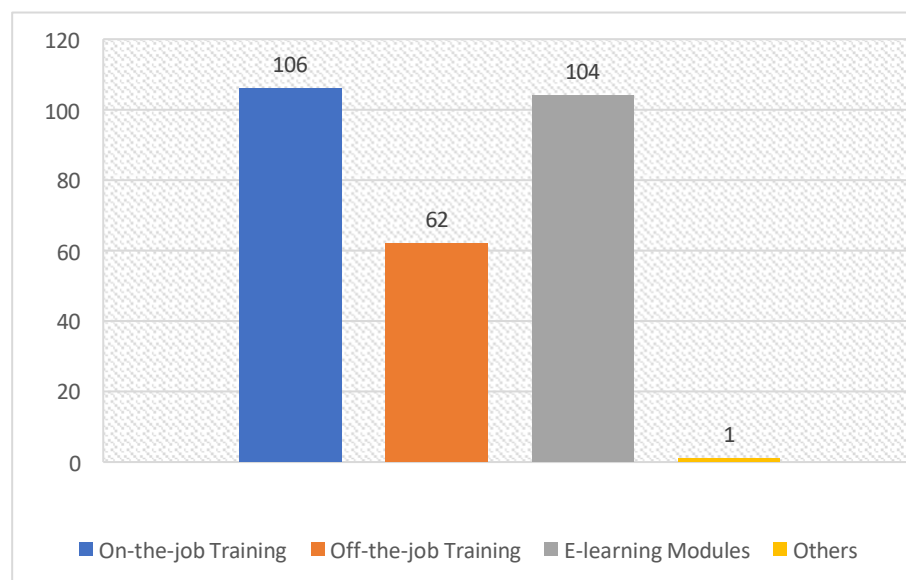
INTERPRETATION:

From the above chart, it shows that 61.1% respondents are more than 5 years of experience, 32.7% respondents has 1-3 years and 6.2% respondents has less than I year of experience.

TABLE 3.7 – The type of training methods offered by the company

Training methods	Number of respondents	Percentage
On-the-job Training	106	93.8%
Off-the-job Training	62	54.9%
E-learning Modules	104	92%
Others	1	0.9%

FIGURE 3.7- The type of training methods offered by the company



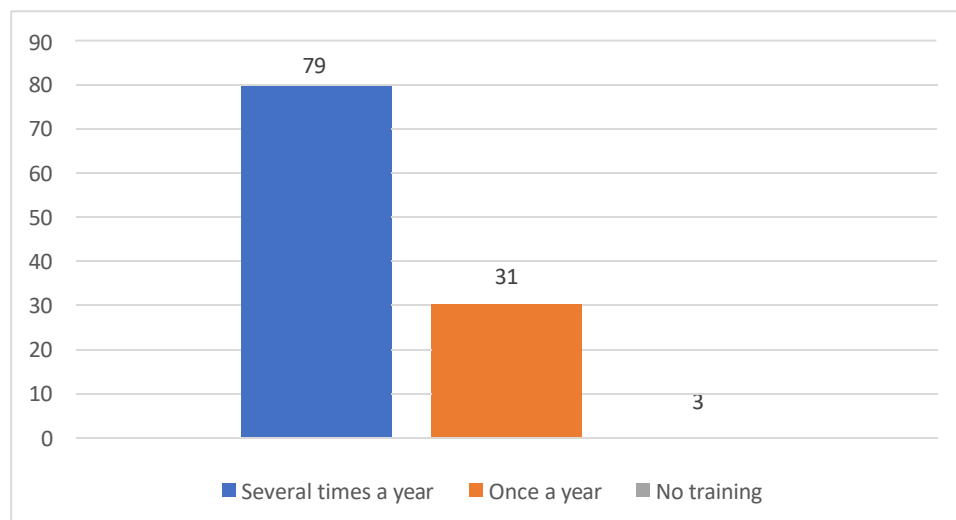
INTERPRETATION:

From the above chart, it shows that 93.8% respondents responded that the company offers on-the job training, 92% respondents responded e-learning modules is offered by the company, 54.9% respondents for off-the-job training and 0.9% for other training methods offered by the company.

TABLE 3.8 – Time spend for learning and development programs offered by NTPC.

Time spend for learning and development programs	Numbers of respondents	Percentage
Several times a year	79	69.9%
Once a year	31	27.4%
No training	3	2.7%
Grand Total	113	100

FIGURE 3.8- The time spend for learning and development programs offered by NTPC



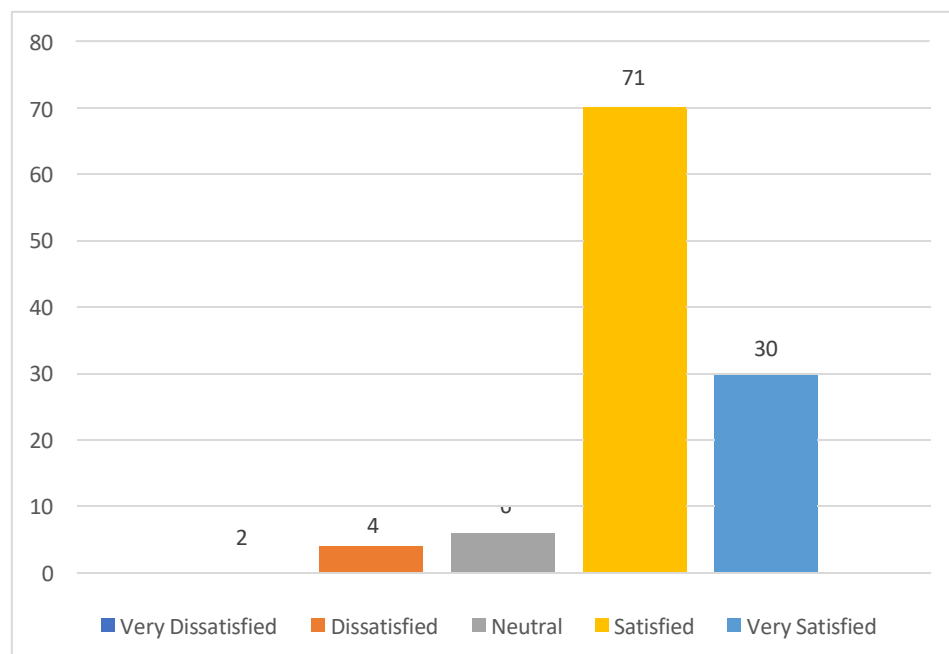
INTERPRETATION:

The above chart shows that 69.9% respondents spend several times a year for learning and development programs offered by NTPC, 27.4% respondents spend once a year and 2.7% don't spend time for learning and development programs offered by NTPC.

TABLE 3.9 – The overall satisfaction of learning and development opportunities offered by NTPC

Overall Satisfaction	Number of respondents	Percentage
Very Dissatisfied	2	1.8%
Dissatisfied	4	3.5%
Neutral	6	5.3%
Satisfied	71	62.8%
Very Satisfied	30	26.5%
Grand Total	113	100

FIGURE 3.9- The overall satisfaction of learning and development opportunities offered by NTPC



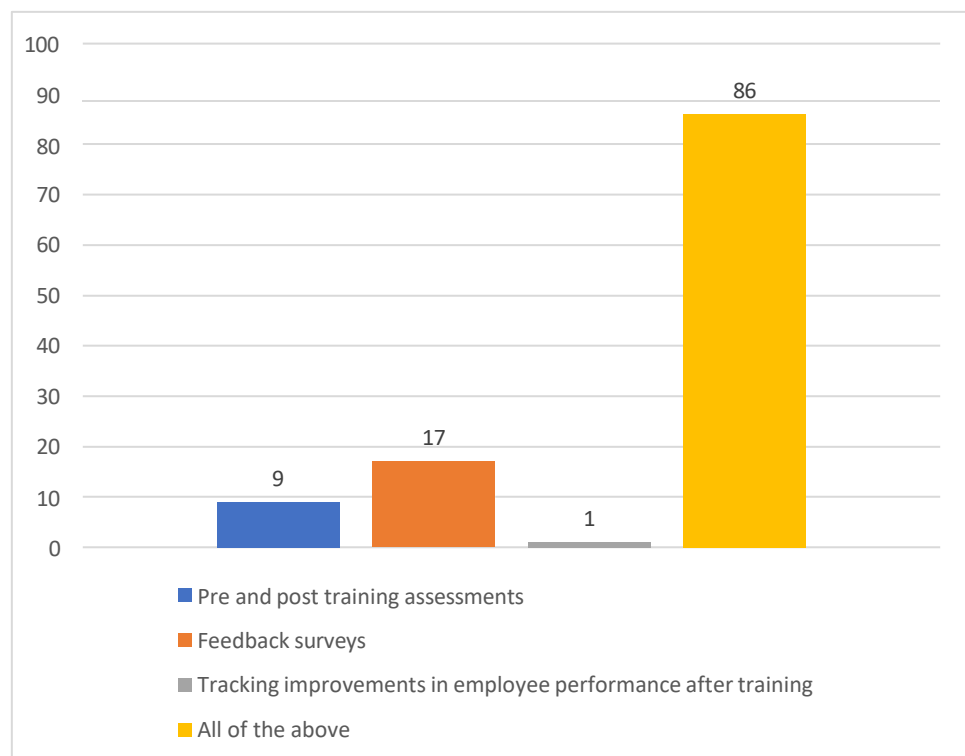
INTERPRETATION:

The above chart shows that 62.8% respondents are satisfied with the overall learning and development opportunities offered by NTPC, 26.5% respondents are very satisfied with the learning and development opportunities, 5.3% respondents are neither satisfied nor dissatisfied, 3.5% respondents are very dissatisfied and 1.8% respondents are dissatisfied with the learning and development opportunities offered by NTPC.

TABLE 3.10 - The company evaluate the effectiveness of its learning and development programs

Evaluating the effectiveness	Number of respondents	Percentage
Pre and post training assessments	9	8%
Feedback surveys	17	15%
Tracking improvements in employee performance after training	1	0.9%
All of the above	86	76.1%
Grand Total	113	100

FIGURE 3.10- The company evaluate the effectiveness of its learning and development programs



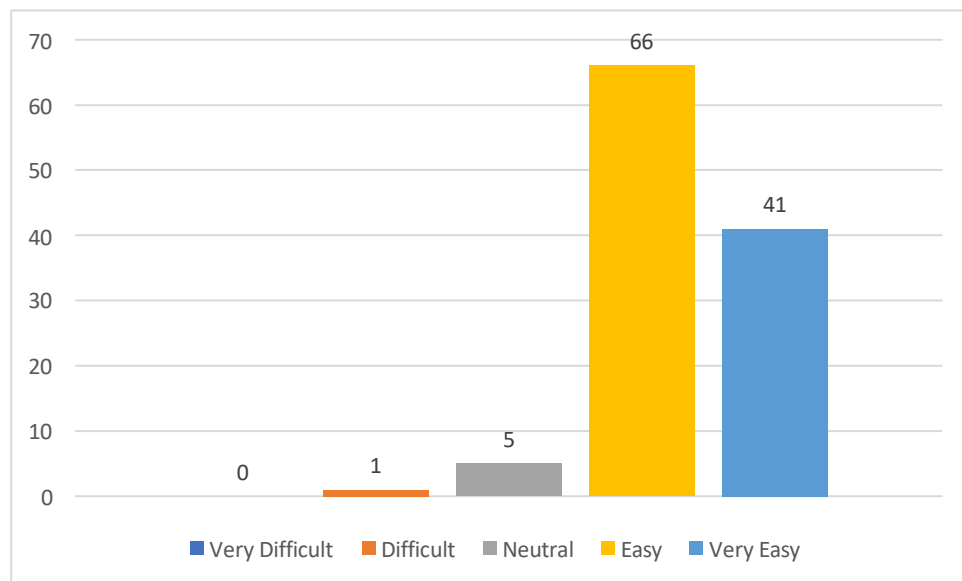
INTERPRETATION:

From the above chart, it shows that the majority of the respondents i.e, 76.1% responded the company evaluate the effectiveness of its learning and development programs by pre and post training assessments, feedback surveys and tracking improvements in employee performance after training, 15% respondents responded that the feedback surveys help the company to evaluate the effectiveness of learning and development programs, 8% respondents for pre and post training assessments and 0.9% respondents for tracking improvements in employee performance after training.

TABLE 3.11 - Easy to access information about the learning and development programs offered by NTPC

Information access	Number of respondents	Percentage
Very Difficult	0	0
Difficult	1	0.9%
Neutral	5	4.4%
Easy	66	58.4%
Very Easy	41	36.3%
Grand Total	113	100

FIGURE 3.11- Easy to access information about the learning and development programs offered by NTPC



INTERPRETATION:

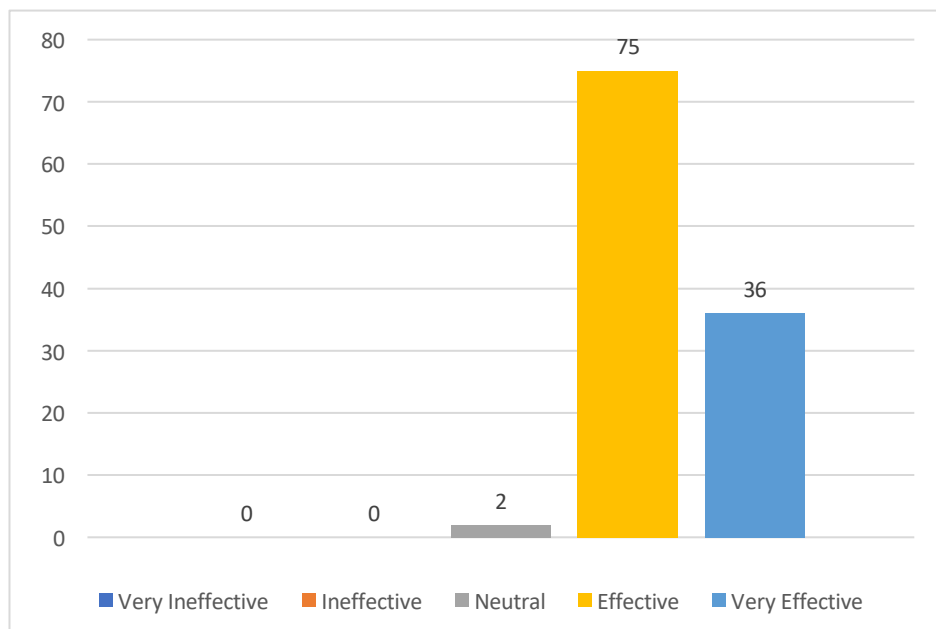
The above chart shows that 58.4% respondents felt easy to access the information about the learning and development programs offered by NTPC, 36.3% respondents feel very easy to access the information, 4.4%

respondents felt neither easy nor difficult to access the information and 0.9% respondents felt difficult to access the information about the learning and development programs offered by NTPC.

TABLE 3.12 - The learning and development programs effective in contributing to the overall growth and development of the employees

Effective in overall growth and development	Number of respondents	Percentage
Very Ineffective	0	0
Ineffective	0	0
Neutral	2	1.8%
Effective	75	66.4%
Very Effective	36	31.9%
Grand Total	113	100

FIGURE 3.12- The learning and development programs effective in contributing to the overall growth and development of the employees



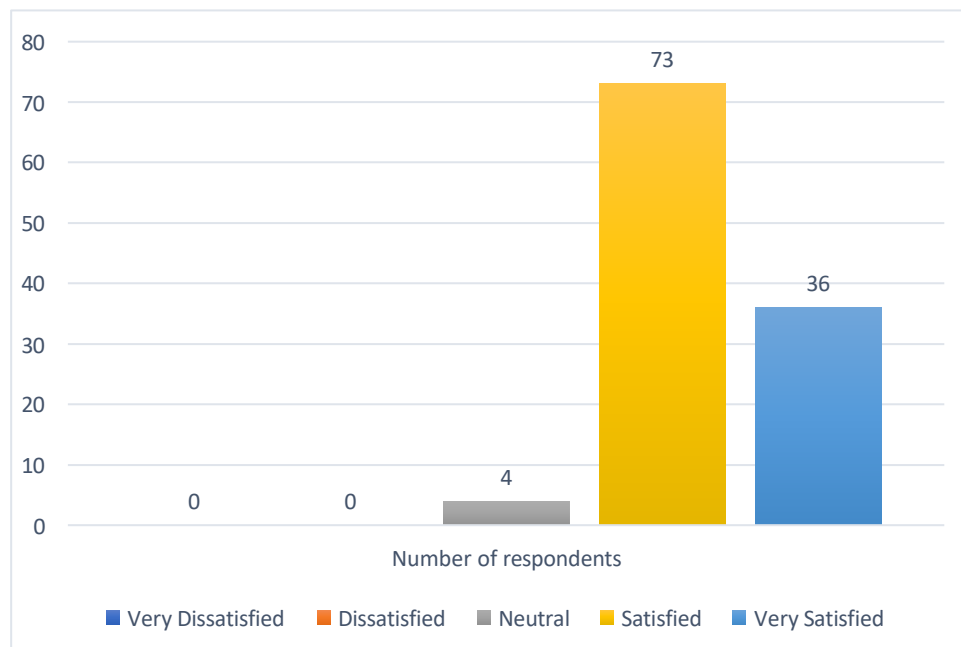
INTERPRETATION:

The above chart shows that 66.4% respondents states that the learning and development programs effective in contributing to the overall growth and development of the employees, 31.9% respondents state very effective and 1.8% respondents state neither effective nor ineffective in the learning and development programs for contributing to the overall growth and development of the employees.

TABLE 3.13 - Satisfaction with the content provided by the trainers/facilitators in the learning and development programs

Satisfaction with the content provided by trainers	Number of respondents	Percentage
Very Dissatisfied	0	0
Dissatisfied	0	0
Neutral	4	3.5%
Satisfied	73	64.6%
Very Satisfied	36	31.9%
Grand Total	113	100

FIGURE 3.13- Satisfaction with the content provided by the trainers/facilitators in the learning and development programs



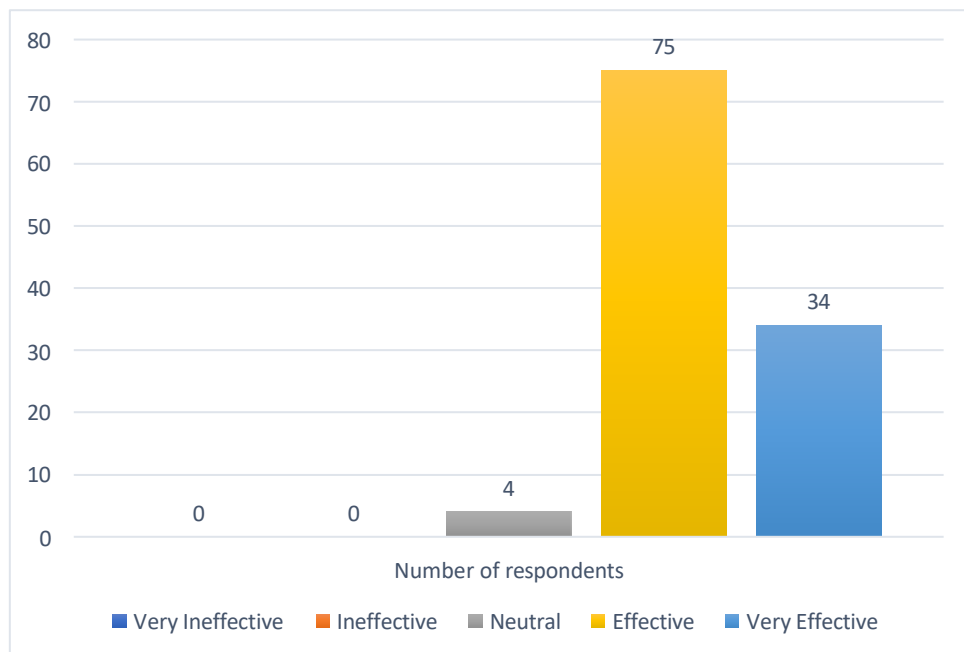
INTERPRETATION:

From the above chart, it shows that 64.6% respondents are satisfied with the content provided by the trainers/facilitators in the learning and development programs, 31.9% respondents are very satisfied and 3.5% respondents are neither satisfied nor dissatisfied with the content provided by the trainers/facilitators in the learning and development programs.

TABLE 3.14- The learning and development programs are effective in improving the job performance

Effectiveness in improving the job performance	Number of respondents	Percentage
Very Ineffective	0	0
Ineffective	0	0
Neutral	4	3.5%
Effective	75	66.4%
Very Effective	34	30.1%
Grand Total	113	100

FIGURE 3.14- The learning and development programs are effective in improving the job performance



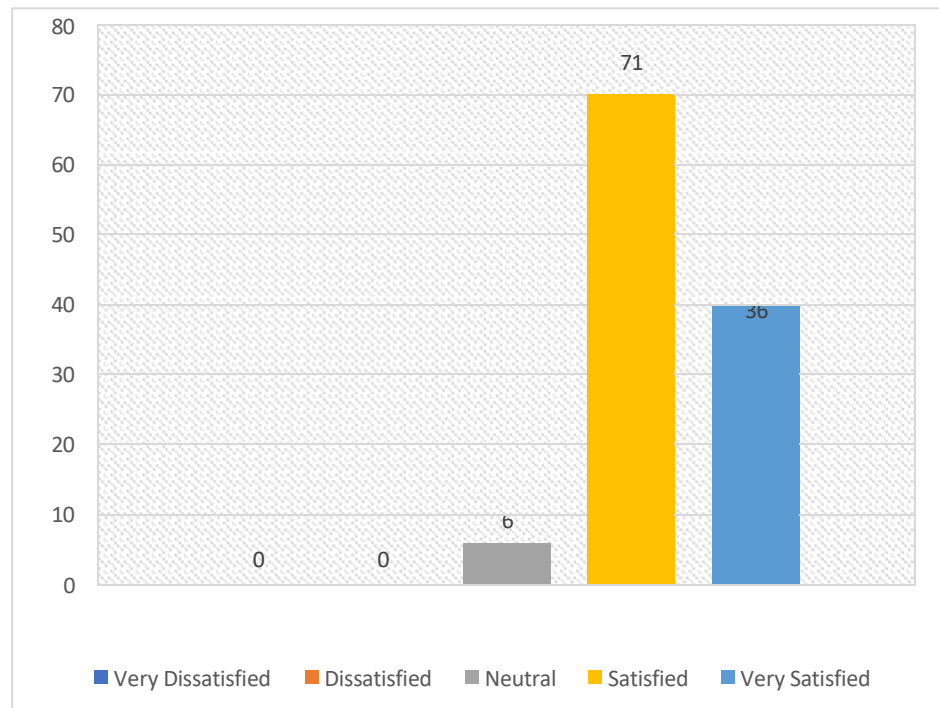
INTERPRETATION:

From the above chart, it shows that 66.4% respondents state that the learning and development programs are effective in improving the job performance, 30.1% respondents state very effective and 3.5% respondents state that the learning and development programs are neither ineffective nor effective in improving the job performance.

TABLE 3.15- Satisfaction with the knowledge and skills gained from the learning and development programs

Satisfaction with the knowledge and skills gained	Number of respondents	Percentage
Very Dissatisfied	0	0
Dissatisfied	0	0
Neutral	6	5.3%
Satisfied	71	62.8%
Very Satisfied	36	31.9%
Grand Total	113	100

FIGURE 3.15- Satisfaction with the knowledge and skills gained from the learning and development programs



INTERPRETATION:

From the above chart, it shows that 62.8% respondents are satisfied with the knowledge and skills gained from the learning and development programs, 31.9% respondents are very satisfied and 5.3% respondents are neither dissatisfied nor satisfied with the knowledge and skills gained from the learning and development programs.

CHAPTER- IV
SUMMARY, FINDINGS
&
RECOMMENDATIONS

4.1 INTRODUCTION

In today's dynamic business landscape, a skilled and adaptable workforce is paramount for organizational success. This necessitates a strong emphasis on Learning and Development (L&D) practices. This study delves into the L&D landscape of Indian companies, with a particular focus on the practices implemented by National Thermal Power Corporation (NTPC), India's leading power generation company.

The primary objective of this research is to gain a comprehensive understanding of the L&D approaches employed by Indian companies. This will involve exploring the types of training programs offered, delivery methods used, and the overall structure of L&D initiatives. By analysing these practices, the study aims to identify trends and best practices prevalent among Indian organizations.

Furthermore, the study zooms in on NTPC to examine its specific L&D strategies. NTPC's position as a leading power sector player makes it a valuable case study for understanding how a large Indian company approaches employee development. The research will investigate the training programs offered by NTPC, their alignment with employee needs and industry requirements, and the effectiveness of delivery methods.

An equally important aspect of the study involves gauging employee satisfaction with NTPC's L&D programs. This will be achieved by gathering employee feedback on the relevance, effectiveness, and overall value of the training provided. By understanding employee perceptions, the study aims to identify areas for improvement and ensure that NTPC's L&D initiatives continue to meet employee needs and contribute to their professional growth.

In conclusion, this study serves a dual purpose. It offers valuable insights into the current state of L&D practices in Indian companies, with a specific focus on NTPC. Additionally, by examining employee satisfaction, the research aims to identify potential gaps and opportunities for enhancing the effectiveness of NTPC's L&D programs. Ultimately, the findings of this study can contribute to the advancement of L&D practices in Indian organizations, leading to a more skilled and empowered workforce.

4.2 FINDINGS

This study titled, “A study on the learning and development practices in the Indian companies with special reference to NTPC” aims to understand and study the learning and development practices offered by the NTPC company.

By understanding and studying the satisfaction level of employees, this research seeks to study the satisfaction level of employees offered by the NTPC company.

- The data collected from the respondents shows that 97.3% of the respondents are males and 2.7% are females.
- In the case of age, it shows that 55.8% of the respondents are under the age group of more than 35 years old, 25.7% respondents are under the age group of 31-35 years old, 15% respondents are under 25-30 years old and 3.5% respondents are upto 25 years old. It indicates that more than 35 years old employees spend more time in learning and development practices.
- The responses shows that 63.7% of the respondents has done their education qualification upto Post Graduation and rest of the respondents i.e., 36.3% has done Under Graduation.
- The data shows that 23.9% of the respondents are Senior Assistant Engineer from different departments are majority and 0.9% with the lowest respondents are from Assistant Manager, Deputy Manager, Assistant Officer, AGM, Senior Assistant Manager, etc. from different departments.
- The data shows that 17.7% of the majority respondents responded from the C&I Department and with 0.9% respondents from the

Operations Department, Corporate Social Responsibility, Electrical Maintenance, etc. were the lowest responses.

- In the case of experience, it shows that 61.1% of the respondents has more than 5 years of experience, 32.7% respondents has 1-3 years of experience and rest 6.2% of the respondents has less than 1 year of experience. It clearly indicates that the employees who has more than 5 years of experience has done the learning and development practices than the rest of the employees.
- The data shows that 93.8% of the respondents has done on-the-job training which is offered by the company, 92% respondents has done E-learning modules, 54.9% respondents has done off-the-job training and 0.9% respondents has done other type of training methods offered by the company. It clearly indicates that the majority employees had done on-the-job training which is offered by the company.
- The data shows that 69.9% of the respondents use to spend several times a year for learning and development programs offered by NTPC, 27.4% respondents spend once a year and 2.7% of the respondents didn't spend time for learning and development programs offered by NTPC. It clearly indicates that the majority of the employees spend several times a year for learning and development programs offered by NTPC.
- The data shows that 62.8% of the respondents are satisfied with the overall learning and development opportunities offered by NTPC, 26.5% of the respondents are very satisfied, 5.3% respondents are neither dissatisfied nor satisfied and 1.8% of the respondents are dissatisfied with the overall learning and development opportunities

offered by NTPC. It indicates that the majority of the employees are satisfied with the overall learning and development opportunities offered by NTPC.

- The data shows that 76.1% of the respondents states that the company evaluate the effectiveness of its learning and development programs by pre and post training assessments, feedback surveys and tracking improvements in employees performance after training, 15% respondents states that the feedback surveys help the company to evaluate the effectiveness of learning and development programs and the rest of 0.9% of the respondents states that the company evaluate by tracking improvements in employee performance after training. It clearly indicates that the company use pre and post training assessments, feedback surveys and tracking improvements in employee performance after training to evaluate the effectiveness of its learning and development programs.
- In the case of access information, it shows that 58.4% of the respondents states that it was easy to access the information about the learning and development programs offered by NTPC, 36.3% of the respondents felt very easy to access the information, 4.4% respondents felt neither difficult nor easy to access the information and the rest 0.9% of the respondents felt difficult to access the information about the learning and development programs offered by NTPC. It clearly indicates that the majority of the employees felt easy to access the learning and development programs offered by NTPC.
- The data shows that 66.4% of the respondents states that the learning and development programs are effective in contributing the overall growth and development of the employees, 31.9% respondents state that it was very effective and rest of the 1.8% respondents state that

it was neither ineffective nor effective. It clearly indicates that the majority of the employees felt that learning and development programs are effective in contributing the overall growth and development of the employees.

- The data shows that 64.6% of the respondents states that they are satisfied with the content provided by the trainers/facilitators in the learning and development programs, 31.9% respondents are very satisfied with the content provided by the trainers/facilitators and 3.5% respondents state that they are neither dissatisfied nor satisfied with the content provided to them. It indicates that the majority of the employees are satisfied with the content provided by the trainers/facilitators in the learning and development programs.
- It shows that 66.4% of the respondents states that the learning and development programs are effective in improving job performance, 30.1% respondents state that the learning and development programs are very effective and 3.5% respondents state that it is neither ineffective nor effective. It indicates that the employees felt that the learning and development programs are effective in improving the job performance.
- It shows that 62.8% of the respondents states that they are satisfied with the knowledge and skills gained from the learning and development programs, 31.9% respondents are very satisfied with the knowledge and skills gained and the rest of the 5.3% respondents are neither dissatisfied nor satisfied with the knowledge and skills gained from the learning and development programs. It clearly indicates that the majority of the employees are satisfied with the knowledge and skills gained from the learning and development programs.

4.3 RECOMMENDATIONS

Based on the comprehensive findings from the study on learning and development practices at NTPC, the following recommendations are proposed to further enhance the effectiveness and satisfaction levels of employees:

1. Tailored Programs for Different Age Groups:

Recognizing that employees over 35 years old constitute a majority (55.8%), NTPC should design learning programs that cater to the specific needs and career stages of different age groups. Programs could include advanced leadership training for senior employees and skill development initiatives tailored for younger employees entering the workforce.

2. Enhanced Training Methods Diversity:

While on-the-job training and e-learning modules are popular (93.8% and 92% participation rates respectively), NTPC should diversify training methods to include more off-the-job training opportunities (54.9%). This can cater to varied learning preferences and provide employees with comprehensive skill development experiences.

3. Continuous Program Evaluation and Feedback Integration:

The majority of respondents (76.1%) acknowledge the effectiveness evaluation methods used by NTPC, such as pre and post training assessments and feedback surveys. NTPC should continue to leverage these mechanisms and further integrate real-time feedback loops to promptly address areas for improvement and enhance program relevance and impact.

4. Improved Accessibility of Information:

While a majority of employees find it easy to access information about

learning and development programs (58.4% find it easy, 36.3% very easy), efforts should be made to streamline and centralize information channels. Clear communication through internal portals, mobile apps, and regular updates can ensure all employees have equal access to program details and updates.

5. Focus on Career Growth and Job Performance:

Highlighting that learning and development programs are effective in contributing to overall growth (66.4%) and job performance improvement (66.4%), NTPC should continue emphasizing these benefits to motivate ongoing participation. Clear pathways for career advancement linked to skill development programs can further align individual growth with organizational goals.

6. Content Quality and Trainer Effectiveness:

While a significant majority express satisfaction with the content (64.6% satisfied, 31.9% very satisfied), and trainer effectiveness, ongoing assessment of content relevance and trainer performance should be conducted. This ensures that training materials remain up-to-date, engaging, and aligned with evolving industry standards and employee expectations.

By implementing these recommendations, NTPC can further enhance its learning and development initiatives, foster a culture of continuous learning, and ultimately improve employee satisfaction, performance, and retention across diverse demographics within the organization.

4.4 SUMMARY

This study investigated the learning and development (L&D) practices at NTPC, a leading Indian power company. The analysis of the survey data revealed several key insights.

The demographics of the respondents leaned towards males with more than 5 years of experience, working primarily in senior assistant engineer positions and the C&I department. Interestingly, the data suggests a correlation between employee tenure and participation in L&D programs, with those having more experience participating more frequently.

On the L&D program front, on-the-job training and e-learning modules were the most popular choices among employees. Notably, a significant majority (almost 70%) reported spending several times a year engaged in these programs. This high participation rate indicates a strong company culture of learning and development.

Employee satisfaction with the L&D opportunities offered by NTPC was positive. Over two-thirds of the respondents expressed satisfaction, with a quarter being very satisfied. This satisfaction extends to various aspects like program effectiveness, content quality delivered by trainers, and the contribution of these programs to overall growth and improved job performance. The majority of the respondents found the information about the programs easy to access, further contributing to a positive experience.

An interesting finding is that a large portion of the respondents (around 76%) believe the company effectively evaluates its L&D programs through pre and post-training assessments, feedback surveys, and tracking performance improvements. This data-driven approach allows NTPC to continually refine its L&D offerings and ensure they meet employee needs.

In conclusion, the study paints a positive picture of NTPC's L&D practices. Employees actively participate in the programs, find them valuable for their development, and appreciate the way the company measures the effectiveness of these programs. There is room for further exploration, but this study provides a strong foundation for understanding how NTPC fosters a culture of continuous learning and development among its workforce.

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BIBLIOGRAPHY

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Website:

<https://pmi.ntpc.co.in>

APPENDIX

QUESTIONNAIRE

1. Gender
 - Male
 - Female
 - Other

2. Age
 - Upto 25 years old
 - 25-30 years old
 - 31-35 years old
 - More than 35 years old

3. Qualification
 - Post Graduate
 - Under Graduate
 - Below Graduate
 - Specify _____

4. Designation: _____

5. Department: _____

6. Experience
 - Less than 1 year
 - 1-3 years
 - More than 5 years

7. What type of training methods are offered by the company?
 - On-the-job training
 - Off-the-job training
 - E-learning modules
 - Others _____

8. How often do you spend time for learning and development programs offered by NTPC?
 - Several times a year
 - Once a year
 - No training

9. How satisfied are you with the overall learning and development opportunities offered by NTPC?
- Very dissatisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very Satisfied
10. How does the company evaluate the effectiveness of its learning and development programs?
- Pre and post training assessments
 - Feedback surveys
 - Tracking improvements in employee performance after training
 - All of the above
11. How easy is it for you to access information about the learning and development programs offered by NTPC?
- Very Difficult
 - Difficult
 - Neutral
 - Easy
 - Very Easy
12. How effectively do the learning and development programs contribute to the overall growth and development of the employees?
- Very Ineffective
 - Ineffective
 - Neutral
 - Effective
 - Very Effective
13. How much satisfied are you with the content provided by the trainers/facilitators in the learning and development programs?
- Very Dissatisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very Satisfied

14. How effective are the learning and development programs in improving your job performance?

- Very Ineffective
- Ineffective
- Neutral
- Effective
- Very Effective

15. How much are you satisfied with the knowledge and skills gained from the learning and development programs?

- Very Dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very Satisfied