Research Paper

Influence of E-learning in Training & Development system and Organizational study

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ABSTRACT: *HRD includes both training and development. While training is about acquiring new skills through classroom learning or on the job learning; development includes learning, experiencing and practicing the knowledge skills and attitudes, which improves the overall personality of the individual. Training has a short-term and narrow focus of skills acquisition but development has a long-term and broader perspective of integrated development of individuals.*

To cater to the growing global need for talent in Research and Development of Solutions, in the Aerospace domain, Honeywell has tied up with Vishveshvaraya Technological University, Belgaum to offer an M.Tech programme in Avionics for Honeywell's employees as well as those who would like to pursue a career in Avionics.Keeping in line with its tradition of providing knowledge enhancing opportunities to its employees, Wipro has introduced an employee skills upgradation programme that leads to an MS degree in chosen subjects from Birla Institute of Technology & Science (BITS), Pilani. The three new courses introduced are the MS programmes in the areas of Software Engineering, Telecommunications and Software Engineering and Microelectronics. Education being core to Wipro's people development policy, this programme not only brings education closer to the employees, but also sharpens the learning required for business needs. These "Learn while you earn" programmes cater to the aspirations of ' acquiring a higher degree for Wipro employees.

TCS, a company which invests about 4% of its annual revenues in training its workforce. It has 18 classrooms, a library, an auditorium, a conference hall, discussion rooms, and about 300 personal computers connected to servers. The centre has the capacity to train nearly 650 people, and has been a training ground to a very large number of TCS campus recruits since 1998. Whenever there is a larger influx of trainees due to an increased demand, the training is replicated at other locations.

KEYWORDS: *Training & Development, e-learning, Organizational case study,HRD*

I. INTRODUCTION

HRD as activities and processes undertaken to promote the intellectual, moral, psychological, cultural, social and economic development of the individual so as to help him achieve his highest human potential as a resource for the community. In other words, it means a total all-round development of the person so that he can contribute his best to the community and the nation. HRD defined as a set of methodical and premeditated activities designed by an organization to provide its members with opportunities to learn necessary skills to meet current and future job demands.

HRD includes both training and development. While training is about acquiring new skills through classroom learning or on the job learning; development includes learning, experiencing and practicing the knowledge skills and attitudes, which improves the overall personality of the individual.

E-learning involves the use of a computer or any other electronic device to provide training or learning material. E-learning is any virtual act or process used to acquire data, information, skills of knowledge. It is an enabled learning, the learning in a Virtual world where technology merges with human creativity to accelerate and leverage the rapid development and application of knowledge. It adds a Wide set of processes and applications such as web based learning, computer-based learning, Virtual classrooms, and digital collaboration.

DefInltlon OF HRD

Human resource development means improving the abilities of human beings by allowing them to undergo learning experiences. Thus, human resource development programmes are the learning situations that result in enhanced capabilities for people who undergo them. They include the instructor-led activities like lectures; self-facilitated schemes like e-learning and the learning accrued by working on the job.

Human resource development is a process by which the employees of an organization helped in a continuous planned way to acquire capabilities required to perform various purposes associated with their present or future roles; develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and organizational development purposes; and develop an organizational culture in which supervisor-subordinate relationships, team work and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees (Rao,1985).

The emphasis in this definition is first on the organizational role of employees, but is not limited to it. The individual's inner urges, genius and potential are emphasized as worth developing not just for organizational purposes, but for his own. The focus on building an enabling organizational culture is significant. So is the emphasis on teamwork, which is particularly relevant in the context of the Indian experience, where the absence of team spirit is far too often the bane of our organizations (Silvera, 1988).

Classification Of Hrd Programmes

Traditionally, HRD programmes were classified based on where they were conducted (1) on the job programmes (like job instruction training) and (2) off the job programmes (like class room training).
Now there are hybrid approaches or what can be called as (3) blended programmes (like e-learning) involving a mixture of the first two, which can be included as the third category.

There are few more ways for the classification of training programmes. One basis for Classification is whether they are (4) individual focused (like counseling) or (5) group focused (like seminars).

The third method of classification is based on who leads the programme. Certain programmes are (6) instructor-led (like classroom lectures) and some others are (7) trainee-led (like human process lab). Then there is classification based on content say (8) technical training (like programming in C++) and (9) behavioral or soft skills training (like motivation and communication). Training can be classified on the basis of the work life stage of the employee at which it is conducted like (10) Induction training (11) Refresher training (given to senior employees to update their capabilities), (12) Role transformation training (given to employees whenthey are placed in different job roles because of promotion, transfer, or job rotation).

II.   DIFFERENCES BETWEEN TRAINING AND DEVELOPMENT

Terms like training, development and HRD have often caused confusion. HRD includesboth training and development. While training is about acquiring new skills through classroom learning or on the job learning; development includes learning, experiencing and practicing the knowledge skills and attitudes, which improves the overall personality of the individual. Training is a short-term focus and of skills attainment but development has a long-term and broader perspective of integrated development of individuals. The developmental interventions may include, counselling, mentoring, feedback, spiritual activities, community service, or learning through actual performance of the work etc. Training is led by an instructor but development may not. Training is for acquiring or sharpening the knowledge, skill or attitude but development takes the route of discovery or exploration of the potential though awareness, practice and modification.

HRD involves learning and deploying such learning to productive use. In HRD, the individuals are helped to acquire or sharpen the required competencies to perform their present and future roles effectively; develop the general capabilities to discover and exploit their potential for their own and organizational development and develop an organization culture that encourages teamwork, mutual trust and freedom to express one's opinions and feelings so as to contribute to the professional well-being of employees and the organization. Similarly, there is confusion about the terms 'training and learning'. There is a saying "human beings learn and dogs are trained". Any instructor-led learning activity like classroom training and job instruction training can be termed as training. Training is just one method of learning since it can occur through several other methods like self-study,feedback, insight and experiment.

E-Learning in T&D

Electronic means of learning is known to be as E-learning, involves computer and any other electronic devices. E-learning is any virtual act or process used to acquire data, information, skills of knowledge. It possess a Wide set of applications likecomputer-based learning, web based learning, Virtual classrooms, and digital collaboration. E-learning comprises the delivery of content via intranet (LAN/WAN),   Internet, audio and videotape, interactive TV, satellite broadcast,   and CD-ROM. CT (Communication Technology)

assists the use of conference calls, Internet chats, video conferencing, e-mails, content loaded websites, discussion forums, and collaborative software.

Relan and Gillani (1997) define Web-based learning as the application of a repertoire of cognitively oriented instructional strategies within a constructivist and collaborative learning environment, utilizing the attributes and resources of the World Wide Web". The role of the educationalist in the online setting is effectively changed from a deliverer to an enabler: The view that the role of the lecturer is to enable students to learn becomes enhanced by the role that technology can play. One of the skills for the educationalist to develop is the initial creation of a learning environment where peer learning and the management of the resultant individual and group interactions are 'undertaken in an effective way.

Added to this is the skills development related to the use of the technologies that support highly interactive learning groups. But the key factor is that of time management. The technology uses individual student time with no regard for institutional timetabling. Students can spend far longer engaging with subject content in an online environment than they do in the classroom and the relevant information requests and exchanges can use up considerably more time than envisaged.

Horton (2001) is very critical of the way e-learning courses are designed using pedagogical principles, which fail to address the underlying design philosophy. According to Islam (2002), fortunately for e-learning professionals, there is a principle that has proven to be effective in holding the interest and satisfying the requirements of the adult learner population. This principle is andragogy, which is a learner-centered approach more applicable to adult learning. Brookfield (1986) has identified that adult learners already bring to the learning situation their own set patterns of learning, values, attitudes and varied experiences. As a result, adults approach the learning situation with many and varied expectations of the learning process.

Thus adult learning is most productive when lecturers act as facilitators rather than didactic instructors. Adult learners like to be engaged in the design of the learning and to be able to perceive the learning as relevant to their situations. They like to feel that their past experiences are being used in the learning process. In Other words, this is andragogy and using this philosophy of learning, e-learners are asked what they want to learn, how they want to learn and when they want to learn? The web provides an exclusively new framework for teaching and learning. lt removes the constraints of time and location for instructors as well as learners. Moving a. course to the web presents the perfect opportunity.

Types Of E-Learning

E learning is classified as synchronous and asynchronous learning. In the synchronous approach, learning and teaching takes place in real time (same time).even though the trainer and learners are physically separated from each other (place shift). Examples of synchronous learning include; listening to a live radio broadcast, watching live a television broadcast, audio/video conferencing, internet telephony, online lectures and two-way live satellite broadcast. Here the trainer will be delivering a live (but not pre-recorded) lecture or demonstration and the learners spread across different geographies will be listening and/or watching the same, asking/answering questions, or interacting with the trainer and otherlearners instantly with the help of communication technologies like conference calls, world wide web, video conferencing etc.

Significance Of E-Learning

E-learning is gaining significance because of several reasons. Important among them are, networked environment, learner-friendly technology, compressed business lifecycles, geographically distributed Workforce, instant learning solutions, high cost of traditional training methods and the challenges of work-life balance.

The continuous efforts of technology giants the world over have brought in user-friendly learning technologies at affordable prices which were unheard in the past. The workplaces and living homes are being networked with sophisticated communication devices, thereby paving the way for information from anywhere in the world, anywhere and at any time.

It will be quite difficult, uneconomical and impractical to call the employees to a common place for classroom training. This problem can be solved easily by delivering the learning content to the workplaces of the respective employees with the help of e-learning solutions.

The commercial and manufactured goods lifecycles have compressed substantially in the ever changing world of business. For example, Intel, the world's largest computer chip maker releases new processors at every six months' interval. Thus, when business cycles are shortened, organizations cannot afford to send their employees away from work for several weeks or months to undergo classroom training. Under these conditions, organizations want employees to learn and perform simultaneously right from day one, by deploying the e-learning solutions.

The new forms of work organizations have created lonely workplaces wherein there are not enough experts to guide the junior employees for the development of their knowledge and skills. E-learning solutions

can bridge this gap by providing ready information to such distributed workforce anywhere and anytime, thereby creating an instant expertise.

Traditional classroom training is quite expensive. Business methods and products are changing constantly, which creates the need for retraining people very often. Thus, if the employees working across the world are required to be brought together by struggling to obtain Visas and spending millions of rupees for travelling and lodging, then there would be neither time nor resources to run the business. E-learning solutions can help here by carrying and delivering the training programme right to the place of learner, rather than forcing him to travel to a distant training centre.

Employees are already working upto as much as 10 to 16 hours a day. In other words, there is constant work pressure, stress and burnout, imbalance in personal lives and discord in many families. Under these circumstances, it is practically impossible to expect the employees stay longer at work for learning. E-learning solutions can help employees by delivering learning content at home so that employees can balance their personal lives and learn whenever/wherever they are comfortable.

E-learning also offers individualized instruction, which the print media cannot provide. And instructor-led courses many a times turn awkward at great cost. Thuse-learning can target specific needs. And by using learning style tests, e-learning can locate and target individual learning preferences.

Additionally, synchronous e-learning is self-paced. Advanced learners are allowed to speed through or bypass instruction that is redundant while novices slow their own progress through content, eliminating frustration with themselves, their fellow learners, and the course. By these means, e-learning is inclusive of extreme number of participants with aextreme range of learning preferences, styles, and needs.

III. LEARNING ACTIVITIES AND LESSON PLAN

Lesson plan is a blue print for each session of training which specifies the objectives of learning, the date and time, topics to be covered, sequencing of topics, resource persons, the learning activities involved, the materials/equipment required, the media to be used, the method of instruction and any other relevant information.

Some elementary rules for framing lesson plans:

1. There should be proper sequencing of learning. Trainees must see logic in what they learn. For example, any learning event should start from the introductory level orfrom where it was stopped the previous day and progress towards the advanced level and then to feedback and conclusion.

2. Topics considered difficult should be held in the morning sessions subject to proper sequencing. Most of the trainees are generally attentive and alert in the morning session, which helps them to grasp the subject.

5. Post-lunch sessions should have a lot of activities. Because trainees have a natural tendency to sleep after lunch, activity based learning will discourage sleeping and promote participation.

4. From the second day onwards, the first session of the day should start with recall of the previous day's learning. Then, the learning objective of the day should be conveyed.

This basic activity will not take more than 1012 minutes. The last session of the day should end with a summary of the learning of the day, conclusion and feedback; followed by a reminder of learning activities to be done at home

IV. T&D IN ORGANIZATIONS- ORGANIZATIONAL STUDY
I.HONEYWELL and VTU Launch M.Tech Programme

Gone are the days of working professionals struggling to seek admission for higher studies and finding time to go to the college for attending classes. Now, universities are coming down to the companies to help the employees pursue higher studies. The Vishveshwaraya Technological University (VTU) in Belgaum, Karnataka has agreed to conduct M. Tech course in Avionics at Honeywell-VTU Extension Centre. Bangalore, tor Honeywell employees.

Honeywell international is a $ 30 billion diversified technology and manufacturing leader, serving customers worldwide with aerospace products and services; control technologies for buildings, homes and industry; automotive products; turbochargers; and specialty materials. Based in Morris Township, N.J., Honeywell's shares are traded on the New York, London, Chicago and Pacitic Stock Exchanges. it is one of the 30 stocks thatmake up the Dow Jones industrial Average and is also a component of the Standard **&** Poors 500 Index.

Honeywell Technology Solutions Lab (HT SL), set up in 1995, is a full-fledged research **&** development centre for Honeywell businesses worldwide. HTSL undertakes software product development and support. Technology development and hardware engineering tor the company's aerospace automation and control businesses. it also supports Honeywell businesses with IT solutions and business process solutions. The company supports all Honeywell business across the globe for their research and

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innovation ' requirements. HTSL has presence in Bangalore, Madurai, Pune and Hyderabad in India and the Czech Republic and China globally.

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The M.Techprogramme in Avionics will cover topics such as aircraft communication. systems and standards, fault tolerant systems, flight instrumentation and flight management systems, aircraft surveillance systems, propulsion, health monitoring andmaintenance, navigation etc. Both Honeywell and VTU feel that this will set the tone of the next generation academics in India.

II. Programmes in Wipro Technologies

Wipro Technologies Ltd. headquartered in Bangalore is a global services provider, delivering technology-driven business solutions that meet the strategic objectives of its clients.Wipro has 40+ 'Centres of Excellence that make solutions around specific wants of industries.Wipro delivers unmatched business worth to customers through a mixture of method excellence, quality frameworks and service delivery innovation.

Wipro is the world's first CMMI Level 5 certified software services company, the world's first P-CMM Level 5 Software Company and the first outside the US to receive the IEEE Software Process Award. Wipro became the first Indian IT Service Provider to be awarded Gold Level Status in Microsoft's Windows Embedded Partner Program.
It is the world's largest autonomous R&D Services supplier.
The force behind Wipro's distinctive edge in the IT market is its knowledge workers. Workforce learning at Wipro is a continuous process.

Keeping in line with its tradition of providing knowledge enhancing opportunities to its employees, Wipro has introduced an employee skills upgradation programme that leads to an MS degree in chosen subjects from Birla Institute of Technology & Science (BITS), Pilani. The three new courses introduced are the MS programmes in the areas of Software Engineering, Telecommunications and Software Engineering and Microelectronics. Education being core to Wipro's people development policy, this programme not only brings education closer to the employees, but also sharpens the learning required for business needs. These "Learn while you earn" programmes cater to the aspirations of ' acquiring a higher degree for Wipro employees. These MS programmes have enlarged Wipro's collaborative efforts with BITS, Pilani, and appear under their Collaborative Programmes Division. The company has launched a virtual education programme across the company. Employees desirous of studying a technical subject can demand and get tutorials on the Web through the virtual education Process. Wipro Academy of Software Excellence (WASE) was Wipro's first association With BITS.

In another initiative in 1998, Wipro joined hands with IlM-Bangalore to develop and launch a three-year rigorous programme to address the specific managerial and business needs of the software enterprise management.

III.Learning at TCS

Tate Consultancy Services (T CS) is an information technology services companybelonging to the Tata group. TCS started its operations in 1968 by pioneering the offshore delivery model for lT services. Its core values are integrity, leading change, excellence, respect for the individual and learning and sharing. Its mission is to help customers achieve their business objectives by providing innovative, best-in-class consulting, lT solutions and services. Its vision is to be among the global top 10 by 2010. Today, with a presence in 34 countries across 6 continents, and a comprehensive range of services across diverse industries, TCS is one of the world's leading information Technology companies. Seven of the Fortune Top 10 Companies are among its valued customers.

The Learning and Development (L&D) centre at Thiruvananthapuram was established in 1998 by TCS, a company which invests about 4% of its annual revenues in training its workforce. It has 18 classrooms, a library, an auditorium, a conference hall, discussion rooms, and about 300 personal computers connected to servers. The centre has the capacity to train nearly 650 people, and has been a training ground to a very large number of TCS campus recruits since 1998. Whenever there is a larger influx of trainees due to an increased demand, the training is replicated at other locations.

Initial Learning Programme

New engineering recruits undergo a six-week 'initial learning programme' (lLP) at the Thiruvananthapuram facility operated by the company. The lLP aims to transform engineers from diverse disciplines into software professionals and to initiate them into the T08 way of life. The L&D activities at TCS are totally competency-based. Since the business is driven by competency, learning, which involves acquiring competency and bridging competency gaps, becomes a prime mover for the company's revenue. .TCS recruits come from higher learning institutions and TCS enables them to blossom into potential consultants during this programme.

During the programme the new hires are groomed to shed their 'campus frivolousness' and assume their new roles as professionals and corporate citizens. For the fresher, this is a heady period during which they learn a new language, acquire professional skills and are taught to conduct themselves in different cultural settings, For instance, the Life Skills segment of the curriculum enables participants to appreciate other cultures and handle survival situations. It includes tips on personal grooming, global business etiquette, table etiquette, oral and written communication and technical writing and presentation skills. Recruits are taught to cultivate interpersonal and team-playing skillsin a multicultural environment.

lLP is a must even for people graduating from elite institutions. Because there is a gap between what academia produces and what is expected from recruits from the professional point of view. lLP at TCS creates a process orientation, a discipline where they create software from an industry perspective. Also, while each project may require different skills, they need a common minimum programme that will equip them for any kind of project. They also have to know about TCS processes and the TCS work culture,

Since campuses alone cannot fulfil its needs, TCS also sources its people directly from the market. Thus, the last quarter of the year is reserved for training such direct recruits. Apart from this, experienced professionals are hired to fulfil specific needs. These lateral hires get some TCS orientation but they quickly move into project-specific acclimatization, sometimes at the project location. '

Methodology and Content

The lLP is quite different from a traditional teaching programme. Lectures, though important, don't dominate the sessions. Role-plays and other mechanisms are used to make them interactive and lively. Communication includes a lot of listening drills and getting used to accents, besides experiences and anecdotes. in addition, the students study German, French or Japanese. The challenge here lies not only in teaching Indian associates about the culture of other countries, but also in teaching non-lndian associates about the culture of India and other nations. The programme naturally needs to be customized for the audience.

For example, in the US, there are differences in the way the curriculum is offered, depending on the location, either on the East or West coast. The programme takes into account the university that the associates have come from and the curriculum they have undergone. interestingly, the medium of instruction is always English, even in non-English speaking countries. This is because of the trans-national nature of the English language in which the world does its business. The soft skills element forms 30 percent of lLP. The technical component comprises 50 percent, while TCS orientation and processes form the remaining 20 percent of the curriculum.

Foreign Language Training

The Foreign Languages lnitiative (FLl), an L&D process, takes care of the language training needs of all TCS recruits. Currently, it offers a choice of three languages, Japanese, German and French. in a company like TCS, which is so large and where allocations and deputations are so complex, it may sometimes be difficult to proactively identify a group going to Hungary or Germany well in advance and conduct focused training. This is taken care of by introducing FLl at the lLP stage.

The courses offer a first-level sensitization to the language. They provoke Curiosity about the language and culture, and enable participants to interact in basic survival situations. These include things like introducing oneself in a personal and professional, fixing and cancelling appointments, issuing, accepting and refusing invitations, leave taking, apologizing, etc. After the course, participants can choose to enhance their learning at the Language Corners, which are extensions of the library, at the branches. These contain language materials, CDs and audio aids, dictionaries and culture videos, meant to reinforce what was taught in the lLP. Most branches also hold refresher classes.

At lLP, foreign languages are being seen as an instrument to ensure cross-cultural sensitivity, tolerance, and reapect for other cultures and people. The attitude will help enhance the TCS global culture ultimately, as associates travel to foreign countries and seek to transform themselves and those around them, they will learn that the limits of their language are the limits of their world.

Other Programmes

The L&D group in TCS does not limit its activities to lLP alone. it also handles the Continuous Learning Programme (CLP), the Foreign Languages Initiative (FLl), Leadership Development Programmes (LDP) and the Academic Interface Programme. CLP caters to the entire workforce base of TCS. it has mainly two streams, technical and processes related, and domain-specific and functional. The LDP has several modules that are intended for leadership development across three levels and across several verticals.

As part of their appraisals, associates (employees) are supposed to fill up a personal , development plan. The information is then consolidated and forms the basis for deciding what sort of courses are to be organised. Even though the programme has been designed in a standard structure for participants from lT and non-lT backgrounds, the lLP team reviews it periodically. The programme managers handle need analysis and propose courses to fill any gaps based on the feedback received. Customized programmes for individuals are not possible as the scale of training is a minimum of 10,000 recruits a year. The course content also evolves as the nature of the business changes.

Decentralization

The Thiruvananthapuram centre cannot cater to the needs of all the new recruits. The Company has, therefore, worked out alternative arrangements in cities like Bhubaneshwar, Coimbatore and Hyderabad. There are other changes in the offing. As the number of people recruited overseas increases, it may be necessary to have induction spaces at Overseas centres. Already TCS has four lLP centres in the US, China, Budapest and Uruguay. These centres have their own faculty, but the lLP team still looks after the Curriculum and tracks the overall progress.

V.   CONCLUSION

The abrupt rise of the e-learning industry has been a noteworthy one. According to the Docebo E-learning market trends & forecast 2014 – 2016 report, the growth of the e-learning industry has been up to 900% since the year 2000 and according to Ambient Insight 2012 – 2017 Worldwide Mobile Learning Market, 42% of companies said that e-learning has led to an increase in revenue. Numerous worldwide organizations have become dynamically involved in e-learning as they have understood how impactful and worthwhile it can be. It allows organizations to have a economical edge, simply because it provides employees with extraordinary opportunities to learn and advance their skills and knowledge.

Since employees are the principal asset of a company, the more they are qualified, the better it is for any organization to boost productivity and profitability. As employees become more contented with their jobs, they are more likely to work harder and therefore essentially contribute to the company's success. By this any business can start booming.

E-learning can help achieve all this. This explains why this recent learning solution has become so significant and prevalent in the corporate world, no matter the industry or niche. E-learning has proven to fetch some major benefits to workforce training and at the same time, supports organization's goals.

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