

Review Article

HRD in Indian Business: What They Do Now and What They Want to Do

V Basil Hans

Research professor Srinivas University in Mangalore, India

I N F O

E-mail Id:

vhans2011@gmail.com

Orcid Id:

<https://orcid.org/0000-0003-2713-218>

How to cite this article:

Hans V B, HRD in Indian Business: What They Do Now and What They Want to Do. *J Adv Res Corp Gov & Leadership Pract Digit* 2026; 2(1): 11-20.

Date of Submission: 2026-03-10

Date of Acceptance: 2026-04-05

A B S T R A C T

Human Resource Development (HRD) in Indian industry has experienced substantial transition due to globalisation, technological progress, and changing workforce expectations. This article looks at how HRD is done in different industries in India right now. It talks about things like training and development programs, performance management systems, employee engagement efforts, and leadership development frameworks. Innovative methods like digital learning platforms, competence mapping, and data-driven talent analytics are changing the way traditional HRD tactics work. The study finds best practices that improve employee skills, motivation, and the performance of the business by looking at case studies and trends in the industry. The findings highlight the essential function of HRD as a strategic catalyst for competitive advantage in the swiftly evolving Indian industrial environment, providing guidance for both practitioners and policymakers aiming for sustainable workforce development.

Keywords: Human Resource Development (HRD), Indian Industry, Training and Development Employee engagement, leadership development, new ideas in HRD, and talent analytics

Introduction

India is a developing economy that has been working hard to improve its policies, industries, and practices since it was a socialist country. Human Resource Development (HRD) has been an important part of national policy, and many kinds of businesses have used it. Consequently, it is imperative to define the parameters and aims of this study and to specify the particular research questions that will direct it. These considerations are important for more than just the current needs of the association, organization, and field. In the coming years, HRD is likely to grow more significant in India and other developing countries. There have been many announcements of HRD-focused government initiatives and plans, such as the National Policy on Skill Development (2009). Media commentary regarding HRD in Indian organisations often highlights

the disparity between the enthusiastic implementation of HRD methodologies and the actual enhancement of performance. Senior HRD professionals believe they need to look into how effective HRD is in India and figure out which policy and organisational factors are thought to make it work better.¹ Every organization must possess the capability for Human Resource Development in designated domains. So, here is a description of the ideas and the phrases that are used to define them in practice.

Theoretical Foundations of Human Resource Development

Human resource development (HRD) includes systems that explain how people and businesses find, improve, and use their skills. Capacity-building,² adult learning,³ and systems theory,⁴ are some of the most well-known ideas. The motivation for HRD has expanded due to globalisation,

societal transformations, and the digital economy. In a strange turn of events, metrics of employee engagement and well-being have gone down, which has led to a search for the variables that make HRD initiatives work.

The HRD capacity-building idea stresses that developing skills is necessary for success in social, economic, and political areas. The makeup of a workforce has a big impact on how well a region does and how quickly it grows. So, the theory puts a lot of importance on chances to learn, train, and work. Factors that make HRD work well include having the right funding, having top management support, having a dedicated team, having up-to-date program content, having frequent reviews, and having a culture that supports learning and sharing information.

Adult learning theory is strongly related to HRD in organisations. It says that the need to learn grows as people get older and more experienced. Adults have a lot of information and experience, have different goals and dreams, and learn to meet their demands and handle work-related challenges right away. Because of this, organisational HRD programs should focus on learning that can be used right away and in real-life settings. Teaching people how important it is to use what they learned after training can make it even more effective. Factors influencing adult learning include information accessibility, intrinsic motivation levels, and self-confidence in achieving goals.

The history of HRD in India

Since the 1990s, India's policies and practices on human resource development (HRD) have changed a lot. India's economic liberalisation in 1991 signalled the commencement of an industrial transition that facilitated open-market reforms and introduced heightened competition. These modifications were made together with big changes to the organization, such as the implementation of many HRD initiatives.⁵ But by the end of the 2000, more and more real-world evidence showed that many organisations had either stopped their HRD programs or let them go completely. There were worries about HRD stagnation, not enough opportunities for internal trainers to move up in their careers, the rise of new and changing external HRD providers, the rising expense of HRD operations, and a weak relationship between training and performance. During this time of stagnation, there was a general lack of comprehensive, strategic, and holistic approaches to HRD in organisations.

In the first two decades of the 21st century, organisations have shown a renewed interest in HRD. The new wave of HRD activity was driven by a greater understanding of how important HRD is as a central place for organisational knowledge. This was due to a higher turnover rate, the urgent need for a universal career development framework

and approach across the organization, a greater focus on improving operations and performance at all levels in response to increased competition, and a renewed focus on managing other similar HRD interventions more proactively and effectively because formal training is becoming less important. The early years of the 21st century brought new technological breakthroughs that changed HRD, the idea that HRD practice and research needed to be more in line with each other, and the widespread use of services technology. A short history of important changes in Indian industrial leadership in the 1990s, followed by a list of changes in HRD that have happened since the year 2000.

What Indian Businesses Do Now

Instructor-led training programs in workshops/seminars, conferences/exhibitions, and web-based training are the most popular types of learning and development (L&D) programs in Indian businesses. They get the most attention because they happen 14 to 23 hours a year and are the most important (46 percent of organisations). After that, Coaching, E-learning-based training, and On-the-Job Training are the next most important things, making up over 30% of L&D priorities. Since the pandemic started, training in virus prevention, diversity, fairness, and inclusion, health and well-being, and green awareness has become more important. Even though most organisations want their learning practices to stay the same after COVID, on-the-job training in both coaching and mentoring saw more interest during and after the pandemic. The analysis employs HR practices from high-performance organisations (HPO) as the foundation of talent management models, encompassing strategic workforce planning, employer branding, recruiting and selection, and onboarding.¹

Programs for Learning and Development

In India, training, talent management, and school-to-work transition programs are all part of the learning and development process in organisations.⁶ This part lists the different kinds of learning and development programs that companies offer, talks about their stated goals and how well they fit with strategic goals, lists the main evaluation metrics used to measure their success, and explains the business drivers that increase the return on investment (ROI) from them.

The learning and development spectrum can be divided into four main groups: training for hiring new employees, institutionalised methods for developing employees, workshops for management tasks, and learning based on responsibilities.⁷ These categories are quite similar to the primary types of industrial training, management development, continuing education for top management, and programs for exchanging information. Companies have started training new hires (such school-to-work programs)

and made full development plans to help them become long-term employees.

Managing talent and growing leaders

Talent management has become an important strategic instrument that helps organisations work better. It is about getting, training, keeping, and keeping skilled workers. Specifically, companies work to build a human resource asset base that helps them reach their current and future goals. The talent management subsystem includes finding talented people in the company, helping them grow, and keeping them engaged, motivated, and on board. The talent management system includes traditional HR tasks like hiring and training to keep employees from leaving, get them more involved, and create succession pipelines. Talent management makes people the most important source of competitive advantage by using their skills to help the firm succeed and dealing with problems that make it hard to keep personnel.⁸

Talent management strategies across all sectors are always evolving, with an increasing focus on integrating individual developmental requirements with long-term strategic goals. A dynamic, systemic approach that recognises how talent management activities are connected is becoming more popular. Differentiated, focused techniques consider larger influences in the talent system, like internal networks that affect outside hiring. If you focus on attracting and hiring new employees while not putting as much emphasis on developing the ones you already have, you may end up with more turnover. Because middle management is in charge of managing change and helping others grow, it is often neglected as a source of talent. This means that prejudices in talent identification need to be challenged. The high pace of technological progress, which is faster than how quickly organisations can react, calls for fundamental reforms to make talent pipelines even stronger.⁹

Systems for Managing and Evaluating Performance

Performance management and appraisal systems are very important for human resource development (HRD). A good performance management system makes sure that everyone's goals are in line with the organization's goals, makes sure that everyone knows what their position is, finds out what training they need, gives feedback, finds prospective leaders, and makes sure that rewards are given out fairly. In India, processes have changed from yearly performance reviews to methods that give feedback all the time.¹⁰ The frequency of appraisals is still not set in stone, and calibration processes are popular but not always clear. Feedback is supposed to help people progress, but it rarely points out specific talents that need improvement.

Indian companies use a number of different approaches for performance reviews. In the public sector and government

organisations, the classic cascade technique is common. This method requires managers to send assessment reports to upper management. The self-appraisal paradigm, which includes a self-assessment step before manager evaluation, is becoming more popular in private companies. There are fully automated online appraisal systems, however they don't always have a part that focuses on development. Employers often use a set of competency parameters that don't change very often, and they only add new ones when someone is hired.

Calibration sessions take place before and after appraisal procedures to make things more fair and equal. Managers send in their own ratings, which are then talked about and improved during meetings. However, the aim and content of these meetings are often unclear. The quality of calibration varies a lot between various business units, even though it was meant to make sure that ratings are consistent. A lot of workers think that feedback isn't well thought out and isn't given enough thought. People still put some time and money into the culture of feedback; comments are prevalent, but not many companies have a strong feedback culture.

Ways to deliver training and digital platforms

In India, most training is done in person, but the rapid growth of the digital revolution has forced businesses to offer more online learning.¹¹ Nonetheless, the nascent idea of blended learning facilitates the integration of both delivery modalities. This study emphasises the equal significance of both approaches, advocating for organisations to implement a strategy that is neither solely online nor offline, but rather a combination of both. Combining two or more parts to make a hybrid solution is what blending means. In HRD, it is also very important to mix on-the-job and off-the-job training, since either one alone would not work.¹² Blended training can be expanded to include TTT sessions by integrating behaviours, learning materials, and directives from both the HR Manager (on-the-job) and the trainer (off-the-job). So, company policy needs to control how remote training is delivered to make sure it doesn't contradict with what is offered on-site.

Programs for Employee Engagement and Well-Being

Investment in efforts for employee engagement and well-being is still very important for keeping workers and making them more productive.¹ Companies make these kinds of policies to get, train, motivate, and keep people, as well as to build a skilled, adaptable, and experienced staff.¹³ Because of this, HRM includes behaviours that promote well-being and engagement, and these are taken into consideration when evaluating the entire HRD strategy.

Employee engagement is when individuals are emotionally and intellectually involved in their work. It shows how

much employees appreciate, like, and believe in their work, which is more than just being satisfied. Employees who are engaged are usually more productive, dedicated, and willing to speak up for their company. Performance appraisal, career management, training, reward systems, and recruitment are important things that businesses can do to get their employees more involved. These things help businesses establish a motivated workforce, improve skills, and stay ahead of the competition.

Management communication initiatives and employee experiences also reshape engagement in reaction to evolving institutional contexts.¹⁴ Collaborative employment relations in the public–private partnership encourage investment in participatory work designs and supervisor empowerment, which helps improve individual–job fit, perceived employability, and the intention to stay with the company.

Competency Frameworks and Skills Gap Analysis

The creation of the competency framework includes ways to do skills gap analysis to find out what training employees need and suggests ways to improve knowledge and skills so that employees' abilities match the requirements of their jobs. In response to the supervisor's request that employees improve their skills at different levels, the organization has done a complete training need analysis (TNA).¹⁵ Similar results in other fields show that the core skills needed for HR staff, from assistant manager to senior manager, match the framework's requirements and show that a full TNA is needed.¹⁶

To establish standard HR competences and recommend HRD programs within the HRD framework, the documenting of present practices has involved the consistent creation of HRD documentation. The supervisor has seen and reviewed the first HRD gap analysis, and more will be done in the future. The next steps are to figure out what HRD situations would be best for the future and to help departments prepare training curricula.

Competency frameworks and skills gap analyses are important tools for figuring out what L&D should focus on. The frameworks list the basic skills and knowledge that people at different levels of the company should have. Proficiency levels are assessed based on KSA (knowledge, skill, attitude) criteria and compared to individual evaluations.

Inclusion, equity, and diversity

Diversity, Equity, and Inclusion (DEI) efforts help businesses stay open and recover by making employees more engaged, healthy, and happy, and by making them feel that they are treated fairly at work.¹⁷ The World Economic Forum (2021) says that women's engagement in the workforce, their fair representation in leadership roles, and equal pay

for men and women are important DEI criteria. More and more Indian companies are paying attention to DEI. This is affecting how Human Resource Development (HRD) is planned and what it achieves through competence mapping, choosing learning programs, and curating material and experiences. Companies that give the Great Place to Work[®] certification look for executives who are dedicated to HRD, training, and tracking the progress and well-being of their employees. These good impressions can also help draw in and keep talented people.

New trends and technologies in HRD innovation

Digital learning is growing quickly, and data analytics is becoming more popular. These are the two biggest changes in technology that are affecting HRD today. Organisations now have access to a huge amount of data, including information about employees and the job market in addition to the usual operational, financial, and sales data. The datasets gathered through L&D platforms and feedback tools offer a substantial resource for predicting and assessing people' learning and development progress and requirements. At the same time, AI (artificial intelligence) technologies are moving quickly forward. In HRD, these technologies make it possible to collect, combine, and analyse information and data from a wider range of sources. They help with things like curating and recommending courses, modules, activities, information, and materials for gaining certain skills, enhancing leadership intent, modelling development journeys, developing learning paths, and figuring out what skills are needed for future jobs.¹⁸

New AI-based apps are useful for people at different phases in their jobs. For instance, HRD tools can look at a lot of data on the makeup and abilities of the workforce, trends and demand in the job market, personal careers, and information from L&D platforms to suggest the best career paths and opportunities. In the hiring process, AI algorithms look at job applications that come in, get the information and content that employers need via question-and-answer discussions with applicants, and help list jobs on outside job boards. Other programs take job advertisements from many different platforms, make profiles for prospects based on the information they already have, and suggest jobs to applicants when they add their personal information. AI applications that help people find a better balance between work and life and lead them to a more rewarding and gratifying career may be the best new ideas in the long run.

AI in Learning and Development

Artificial intelligence (AI) gives us a great chance to make learning experiences that are unique to each person. AI-powered learning is moving quickly toward experiences that are more intuitive, frictionless, and tailored. The new SIP model, which is the standard for smart personalisation,

shows how this has changed by letting digital knowledge assistants help people align their knowledge, have conversations that sound like people, and better customise training materials to meet the needs of each learner. These tools now make it easy to get blended-hybrid programs while reducing human bias and taking into account each person's learning style. AI interfaces can also change based on the user, which makes learning feel more natural and intuitive. This is especially true when they are used with virtual reality technology for dynamic 3-D visual simulations. Tailoring information to the needs of each learner is still very important for new ideas and sharing knowledge. Organisations can better address future training needs by combining easy-to-use interfaces, seamless knowledge management, and personalised content.

AI will become a major area of investment for HR professionals and businesses in general because it has the power to change and improve human resource management even more.¹⁹

Analytics for learning and data-driven HRD

The goal of HRD is to improve the performance of organisations and the knowledge, skills, and abilities of their employees. Learning analytics has become more popular in business and academics during the past ten years.²⁰ More and more, businesses look at the huge amounts of data that digital learning platforms, mobile devices, and social media create. Keeping track of skill acquisition makes it possible to find patterns, do research, and make plans.²¹

To improve learning and development, organisations use data from many different places. Data is gathered from current HR information systems, training schedules, surveys, interviews, focus groups, classroom observations, on-the-job evaluations, internal talent reviews, strategic plans, performance reviews, LinkedIn profiles, and job ads. Quantifiable, observable, and performance-related learning metrics can all be used. Attendance rates, completion rates, and learning domain acquisition are all examples of measurable measures. Observable measures include how well someone applies what they've learned on the job and how much their behaviour has changed. Performance-related measures include effects on overall performance, corporate success, and keeping employees. Companies use analytics to figure out the effects of training on company performance, find performance gaps, predict skills and competencies, and figure out how training affects business performance.

Learning on The Go, Learning With Friends, and Learning In Small Groups

Microlearning, social learning, and mobile learning meet the training demands of a workforce that is becoming more and more made up of Gen-Z workers. Microlearning is made up

of small lessons that are easy to access on mobile devices. It grabs learners' attention and gives them knowledge that is easy to understand, making it perfect for short breaks.²² A microlearning module usually takes less than ten minutes and only covers one idea. This model works well for short, episodic workplace training and is also good for ongoing education and changing roles. Social learning makes use of the fact that younger people utilise social media a lot. Mobile solutions give users more freedom over when and where they can utilise learning materials. Many mobile apps can be used offline or offer a hybrid solution that lets users read online on different devices.

Companies try to include these methods in their official training programs. Workplaces in the twenty-first century are always changing, therefore professionals need to keep learning as new technology and methods come out. Mobile, social, and microlearning are therefore very important for businesses to find and keep good personnel and stay competitive.

Models of Blended and Hybrid Learning

For a lot of companies, the hard part is figuring out how well their training works. Evaluation must encompass all dimensions, including the function of the learning designer and the holistic perspective of learning. Most people utilise Kirkpatrick's model of evaluation to find out how well training works. It has four levels: Level 1: Reaction (How did the learner respond to the training?) Level 2: Learning (What new skills and knowledge did the learner gain?) Level 3: Behaviour (Has the learner used the training on the job?) Level 4: Results (What was the final result of the training on the organization?)

Blended learning is a mix of online and in-person training. It gives the most freedom in how training is delivered, cuts down on the expense of training, and cuts down on the time learners have to travel. You can learn at any time and from any place. Trainees can learn when and how they want, at their own pace. In today's market, businesses seek to cut expenses on training delivery and logistics so they can get the most out of their training and make the most money. In a blended model, there is time between workshops for collaborative learning and project work. The current situation has made it necessary to move toward blended models that combine face-to-face and online delivery while allowing for collaborative learning and the use of material from one session to the next.²³

Knowledge Management and Workplace Learning Ecosystems

Workplace learning ecosystems (WPLEs) bring together formal, non-formal, and informal ways of learning into one connected learning path. Structured training programs and learning interventions are examples of the formal part. You

can learn outside of school by going to meetings, reading books and research papers, and going to conferences, for example. Lastly, informal learning happens whenever employees chat to each other, as when they talk to coworkers about a work-related problem or a training program.²⁴ WPLEs are meant to make new knowledge more useful and relevant in real-life situations. There are usually four main steps to putting them into action. The first step is to methodically gather the expertise and experiences of employees throughout the business and make them available to anyone who wants them. This could mean finding the best ways to do things, coming up with ways to solve common problems, and making suggestions for how to make things better or come up with new ideas. The second step is to pass on the knowledge that has been gathered to the right employees in a way that keeps their attention, such as through special workshops or by making it part of the work itself. The third step is to make it possible for a lot of people to access this knowledge again by putting it into existing business processes and roles that are connected to the larger organisational ecosystem. The last step is to help employees keep learning and make it easier for others in comparable professions to share ideas across different settings. These kinds of platforms can make it easy to collect, share, and reuse knowledge, which encourages people to work together to share knowledge and lets new ideas flow freely across the company.²⁵

The political and institutional situation in India

Since 2010, six specific missions have been started: skill development, better transmission of electricity, faster surface transportation networks, climate and water, innovation and entrepreneurship, and smart cities. These missions are meant to bring about many benefits and feed knowledge into more focused economic-task missions.²⁶ Global pressures for reform of labour and social policy and social norms about women's work and family roles have had an impact on HRD policies in India. Urbanisation causes problems with jobs, housing, and pollution, yet cities don't increase at the same rate, there are various geographic skills hubs, and technology is always becoming better. Changes in agriculture affect the participation of women in the workforce and the hinterland.

The Indian Ministry of Human Resource Development (MHRD) is required by law to take care of the development of human resources in the areas of education and employment, including technical education. The Ministry of Skill Development and Entrepreneurship is in charge of coordinating and regulating these activities. The State government, through the Ministry of Employment & Training, is in charge of skill development. This ministry has a lot of power to oversee skill creation and improvement,

encompassing both vocational trades and functional skills that are important for getting a job.

Initiatives by the government and national skill missions

Since 2000, skill development has become the most important part of India's social and economic policies. The government has pushed for national efforts to be organised since there will be a shortage of between 104 million and 218 million skilled people by 2020 and plans to create 500 million skilled workers. There are a lot of national and state skill development missions, plans, programs, schemes, and strategies out there. Many new public-private partnerships and skills development and vocational training schools have been set up. The creation of the National Skill Development Corporation (NSDC) and the rise of Sector Skill Councils (SSCs) have made these programs even better. Along with skills development, there have been mass training programs for trainers, apprenticeships, and new "preparatory" streams in schools and universities, even at the undergraduate level.

At the same time, as work began on the 12th five-year plan, there were a number of important things to think about when making the strategy document. The growing need for and supply of skills, vocational education, and skill quality were at the top of the list of things to think about. The skill development policy is positioned within the overarching framework of youth development policies and practices, particularly within the National Youth Policy document. Indian programs have also been designed to take a broader regional view, which will help them figure out which areas require more attention. This method helps us learn from past skilling programs and find particular areas where we need to take action right away. These kinds of things make it easier to target limited resources, improve planning and collaboration at all levels, and take use of the chances that social networks give you.

Partnerships between businesses and schools and apprenticeships

When universities create spin-off companies that do a lot of research, make new applications, and make new goods, knowledge-based economies are more productive and competitive. State bodies establish industrialisation policies, provide incentives for market-oriented research, and promote relationships among business, academia, and government. Techno-entrepreneurship development programs and other initiatives help university scientists turn their research into money, which helps the country make money and improves university performance and funding.

National strategy tells schools to train the technical workers that the fast-growing industrial sector needs. It

is also crucial to work with universities to provide pre-job training programs, skill profile systems, competency-based curriculum, and dual training and apprenticeship programs. Another project looks at how engineering colleges in Europe and India work with businesses. These kinds of cooperation make engineering institutions better at linking schools with businesses and filling in skill gaps.

India has set up the Skill Development Mission to improve vocational skills. However, to help the industrial sector fill skill gaps and create better job prospects, the academia–industry–government trilateral needs to work together more

Rules, following the rules, and morals

Regulatory measures, adherence, and ethical standards provide a substantial regulatory and institutional framework affecting HRD in Indian industry. Key labour regulations govern recruiting, pay, remuneration, and termination. HRD frameworks must also adhere to data protection, employee well-being, and principles of trust, fairness, and equity in the workplace. Many parts of organisations still have trouble following the rules, and not enough people understand how important an ethical HRD policy is to businesses and society. This also makes it harder to make good C&RA choices.^{27,28}

Problems and obstacles to effective HRD in Indian business

The Indian industrial sector has a hard time finding, training, motivating, and keeping people, which are all important for the survival and competitiveness of a business. Such limits make it harder for important human resource management activities like performance reviews, career planning, training, reward systems, and hiring to work well.¹ The global economy is becoming more unstable and competitive, which makes new ways of managing people more important but also harder to implement, especially for new businesses and manufacturing industries that want to be ahead of their competitors. Globalisation, which is caused by changes in technology and development strategies that focus on the market, makes things much harder for businesses.³ There are many different types of training approaches, from casual and ad hoc to scheduled programs. For human resource development to work, the way jobs and organisations are set up, the culture, and the rules for hiring and firing people must all change. International partnerships need managers who know how to lead teams from different cultures. Improvements in telecommunications and information technology have made it easier for people to move around at work. This has led to the rise of virtual firms that connect independent businesses so they can share expertise and markets.

Limitations on Resources and Measuring ROI

In Indian industry, HRD excellence is heavily reliant on resource limitations and the assessment of return on investment (ROI). Even though they say they care about HRD, the way institutions are set up right now makes it hard to make targeted contributions. Most of the time, HRD budgets are less than 1% of revenue. Advanced organisations commence the evaluation of HRD impact.²⁹ The focus of the measurement is on immediate advantages, such as how training affects productivity, sales, market share, employee turnover, and engagement. Across engineering sectors, people pay less attention to the cost of training activities as a percentage of the entire effort for each project. Measurement exists in project-level tracking that lacks sufficient consolidation or distribution.

Skills Synthesis for New Industries

Changes in technology and demand in different sectors make it hard to match skills synthesis with the needs of new industries. In fields including information technology, computers, electronics, semiconductors, banking, financial services, insurance, consumer products, and cars, technology changes quickly all the time.³⁰ The results of COVID sped up digital transformation, bringing together many changes under the “digital” umbrella. The workforce safety domain added subtle ways to keep an eye on where employees are, what they’re doing, how they’re interacting with clients, and how productive they are overall. New skills synthesis is also needed for cutting-edge technologies including artificial intelligence, machine learning, big data, cyber security, the Internet of Things, cloud computing, multi-channel commerce, 5G, edge computing, and blockchain integration. Synthesis can look at certain companies, industry, regions, or jobs. It is important to regularly share new requirements and fitness in updated forms, templates, and reports.

Organisational Culture and Change Management

Numerous organisations are implementing human resource development (HRD) strategies to train employees and improve both individual and organisational performance through formal and informal individual and group development activities.³¹ But there are a number of internal and external factors that make it hard for individuals to reach their HRD goals. An examination of HRD procedures in large industrial firms in India revealed multiple obstacles to effective HRD. The problems have to do with managing change in organisations and the culture of those organisations.³² A lot of companies are making big changes to how they do business, including their strategies, structures, technology, work practices, and even the work itself. However, putting HRD ideas into action means that organisations need to make adjustments to both their

physical and social infrastructure. Management and staff often see changes to the HRD system as a danger and fight them instead of seeing them as a chance to grow in the long run. As a result, employee commitment and performance may suffer. Change management methods must be a part of the HRD process to reduce opposition. To make HRD more effective, more HRD practices need to be included, and the HRD climate needs to be improved. This is because of the culture of the organization, and more adjustments to improve HRD can only happen if the culture allows them.

Case Studies of Best Practices

The following best-practice case studies show how some of India's greatest companies use creative HRD methods that are customised to their own situations.

Tata Consultancy Services Limited is a worldwide IT and consulting services company based in Mumbai. It has a large number of HRD practices that are usually seen as the best in the business. The European Foundation for Management Development (FMD), which is supported by the United Nations Educational, Scientific and Cultural Organization (UNESCO), held a Learning and Development conference in 2017. The company came in first out of 827 international organisations. In 2019, it was voted the best employer in India for the sixth year in a row.³³ These awards acknowledge the enormous investments TCS has made in HRD practices to boost performance and make the company more competitive. The Learning and Development program at TCS is all about improving skills in different areas that are in line with the company's goals. The company uses an ecosystem approach to encourage new ways of learning. This program has a lot of different projects, such as Learning Methods and Technologies, Learning Competency Development, Knowledge Management, and Leadership Development. More than 154,000 people took part in TCS's L&D programs in 2019, which added up to 491 million hours of training, or an average of 36 hours per employee. Because of this, TCS sees its Learning and Development programs as a crucial way for its workers to provide more value to clients throughout the long-term, multi-annual contracts that are common in the business.⁶

The Kotak Mahindra Group, a large private-sector bank in India, has also been praised for its great HRD practices, which fit with its objective of "Enabling the financial well-being of all." The Kotak Group puts a lot of focus on growing Human Capital. They take a broad approach that includes effort, motivation, skill, and ability. The method combines unique parts of Behavioural and Humanistic theories with strategic alignment to work along with the company's main goals for making money, getting new customers, coming up with new ideas, and keeping customers happy. Kotak fully understands that it's not enough to just hire the appropriate people; it's also important to get the best out

of them. As a result, leadership development and employee engagement have been chosen as the main topics for a number of HRD programs that have been set up and are still growing over time.³⁴

Steel Authority of India Limited (SAIL) is a top integrated steel manufacturer that runs a strong HRD program in line with the steel sector's corporate human resource development policy. The HRD program is meant to make sure that employees grow together with the company by giving them training, motivation, and opportunities to improve their skills. The idea is that improving people's skills is connected to the growth of the organization.

People often mix up HRD with human resource management, training, learning and development, education, and capacity building. People also often mix up capacity building with HRD. The literature delineates numerous definitions and concepts, with some being sector-specific and others focusing exclusively on a certain aspect of the overarching HRD phenomena. Consequently, it is imperative to establish a comprehensive yet succinct definition that includes the various facets pertinent to the sector. The organization-level approach is better since it covers the phenomena more thoroughly and is better for finding HRD strategies that are connected to improving performance.

What this means for practice and policy

Companies in different fields face differing levels of restrictions, yet the innovations mentioned above can still be used in Indian industry. As shown in the case studies, it is also important to have good ways to measure how well HRD is working and how new technology and methods are affecting it. Such metrics give HRD efforts clear value in the eyes of management, which means that organisations can invest more in the value they can add to their employees

Possible steps that government and business leaders could take include setting up webinars and conferences to share information and best practices across sectors; making it mandatory for certain sectors to monitor and report on HRD to find and share information about current and future trends; and looking into public-private partnerships to pay for joint HRD research projects. Indian organisations can also improve how well they track and analyse HRD data and use it to make decisions about how to do things in the future by improving their data analytics skills.³⁵

Conclusion

The article stemmed from the intention to examine the present condition of human resource development (HRD) methods and the emerging trends within the Indian industrial context. It was driven by the understanding that extensive literature on HRD in the Indian setting exists, although there is limited knowledge regarding the current practices. Moreover, in the context of swift technical

advancements, the advent of novel HRD trends has incited interest regarding the nature of innovation developing within Indian industry. Scholarly attention has been little about these dimensions thus far.

In this context, the study aimed to highlight significant Indian HRD practices and trends, as well as upcoming innovations. Because of this, the research put the present practices into groups based on their unique characteristics before moving on to talk about the new trends and technical developments that are happening right now.¹

References

1. M. Vijaya Kumara G P and P. Nagaraj N, "Employee Engagement and Relationship Practices in Start-up Organisations," 2019. International Journal of Multidisciplinary Studies 5(3):1-14
2. C. Saruparia, "Human Resource Development: a Case Study of Legal Professionals," 2013. European Journal of Business and Management www.iiste.org ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.5, No.20, 2013
3. G. Muhammad Kundi, "Analyses of the Problems & Prospects of Human Resource Development in Developing Countries & Pakistan," 2014. Developing Country Studies www.iiste.org ISSN 2224-607X (Paper) ISSN 2225-0565 (Online) Vol.4, No.7, 2014
4. Ömer AVCI, "Critical Theory and Its Contributions to Human Resource Development," 2016.
5. D. Thoman and R. Lloyd, "A Review of the Literature on Human Resource Development: Leveraging HR as a Strategic Partner in the High-Performance Organization," 2018.
6. F. Santiago and L. Alcorta, "The impact of human resource management practices on learning and innovation: pharmaceutical companies in Mexico," 2008. This paper was presented at the VI Globelics Conference in Mexico City from September 22 to 24, 2008.
7. G. Zhang and C. Chen, "A Study on the Relationship Between Learning Motivation and Learning Effectiveness of Personnel Based on Innovation Capability," 2021. ncbi.nlm.nih.gov
8. A. Rani and U. Joshi, "A Study of Talent Management as a Strategic Tool for the Organization in Selected Indian IT Companies," 2012. European Journal of Business and Management www.iiste.org ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol 4, No.4, 2012
9. Z. Whysall, M. Owtram, and S. Brittain, "The New Talent Management Challenges of Industry 4.0," 2019. Published in the Journal of Management
10. V. K. Singh, B. Kochar, and S. Yüksel, "An Empirical Study on the Efficiency of the Performance Appraisal System in the Oil and Natural Gas Commission (ONGC), India," 2010.
11. Seung Won Yoon and Doo Hun Lim. (2010). Organising Virtual Learning and Technologies by Managing Organisational Skills and Talents. *Advances in Developing Human Resources*, 12(6), 715-727.
12. G. Dileepkumar and S. Senthilkumaran, "Giving Power to Rural Communities through Virtual Academies: Lessons from India," 2008.
13. J. Swaminathan and U. Gowrishankar, "Employee Engagement Practices in Private Hospitals: A Cross-Sectional Study in Mayiladuthurai," 2010.
14. Q. Wei and A. Yu, "Becoming Engaged: Situating Employee Engagement in a Changing Work Context," 2019.
15. J. Janani and S. Gomathi, "Formulating and Implementing Competency Modelling, Profiling and Mapping" at Private Limited, Ranipet, Vellore," 2015. *Mediterranean Journal of Social Sciences* 6(1) DOI:10.5901/mjss.2015.v6n1p23
16. E. T. (Edy) Sujarwadi and J. H. (Jann) Tjakraatmadja, "Training and Learning Need Analysis Based on Soft and Hard Competences Gap (Case Study in PT. Bank X)," 2012. *THE INDONESIAN JOURNAL OF BUSINESS ADMINISTRATION* VOL. 1, NO. 5, 2012: 284
17. R. Donnelly, "Tensions and Challenges in the Management of Diversity and Inclusion in IT Services Multinationals in India," 2015. Edited by: Fang Lee Cooke and Shaun Pichler Online ISSN:1099-050X Print ISSN:0090-4848
18. M. Thite, P. Budhwar, and A. Wilkinson, "Global HR Roles and Factors Influencing Their Development: Evidence From Emerging Indian IT Services Multinationals," 2014. *Human Resource Management* November 2014 53(6)
19. Z. Chen, "Artificial Intelligence-Virtual Trainer: Innovative Didactics Aimed at Personalized Training Needs," 2022. ncbi.nlm.nih.gov
20. M. Compagnone, J. Harris, P. Hinson, and Y. Acikgoz, "Do you speak Hadoop? An analytics tutorial of the latest tech in big data, and how you can utilize them in HR.," 2019.
21. SuriyaKala, P., & Aditya, R. (2016). HR Challenges in Big Data. *Ushus Journal of Business Management*, 15(2), 49-55.
22. R. P. Díaz-Redondo, M. Caeiro-Rodríguez, J. José López-Escobar, and A. Fernández-Vilas, "Integrating micro-learning content in traditional e-learning platforms," 2023. 80(10):1-31
23. M. Zaheer Asghar, M. Naeem Afzaal, J. Iqbal, and H. Amina Sadia, "Analyzing an Appropriate Blend of Face-to-Face, Offline and Online Learning Approaches for the In-Service Vocational Teacher's Training Program," 2022. ncbi.nlm.nih.gov
24. S. T. Patil, "HRM and Knowledge Management: Responding to the Challenge," 2016.

26. S. Nain, "Knowledge Management: Leveraging Competitive Advantage & Organizational Competence – A Study of Indian Organisations in General," 2011.
 27. A. Okada, "Skills Development for Youth in India : Challenges and Opportunities ," 2013. Journal of international cooperation in education
 28. B. Ghani, "Advance Ethical Practices in Human Resource Management: A Case Study of Health Care Company," 2015.
 29. A. Grobler, M. L. Bezuidenhout, and A. Hyra, "Governance and HR: the development of a framework for South African organisations," 2014. Journal of Contemporary Management 11(11):164-184
 30. F. Santiago and L. Alcorta, "Human resource management and learning based on in-house R&D in a developing country context," 2009.
 31. A. Okada, "Skills Development for Youth in India : Challenges and Opportunities ," 2013. CICE Hiroshima University, Journal of International Cooperation in Education, Vol.15 No.2 (2012) pp.169, 193
 32. J. Mathew, "Managing human resource management tensions in project-based organisations: Evidence from Bangalore," 2022. Human Resource Management Journal, 2023
 33. C. H. Lin, K. Sanders, J. M. Sun, H. Shipton et al., "HRM and innovation: the mediating role of market-sensing capability and the moderating role of national power distance," 2018.
 34. N. Thoha, M. Bickley, and A. Whiteley, "HRM Transition in Indonesian Companies: Linear and Non Linear Approaches," 2006.
 35. S. Singh, T. Darwish, and G. Wood, "Human resource management in India: strategy, performance and complementarity," 2015.
 36. Academy of International Business Annual Meeting (AIB 2015), Bangalore, India, (27 - 30 June 2015)
-