CHAPTER – VII

SUGGESTIONS / RECOMMENDATIONS

FURTHER SCOPE OF STUDY

“Keep on Learning from your success – so you repeat them, from your failures so you never make the same one twice”

Mahatma Gandhi

Suggestions from various Studies

The present study aimed at studying an organisation as Learning organisation in terms of data generated through questionnaire. There is a vast scope for the further studies. Since the concept itself is quite comprehensive. The following specific suggestion & recommendation have been made so as to open up new areas.

Learning Dynamics

The core subsystem of the Learning organisation is the Learning itself. It is suggested to put emphasis on Learning dynamics, which includes ‘Personal Development Plan’ and ‘Team Learning’.

Individuals should see Learning as a way of life rather than a once-in-while type of event. There should be a partnership between the organisation and the employee for career development of the employee.

At the same time, teams must be able to think and create and learn as an entity. Teams should be able to generate knowledge through analysis of complex issues, innovative action, from past history and their own experiences.
Five steps are suggested to Build Learning Subsystem:-

(1) Increase individuals ability to learn how to learn:- An employee has to develop skill, where learners are learning how to learn. This skill enable people to think through, understand, and use new information, quickly and confidently.

(2) Create career development Plans for Employability:- A career development plan should be developed for each employee which provides for a sequencing of Learning so that employees learn what they need to know just before they are likely to apply it. The HR department should help employees in identifying Learning resources and their career development plan.

(3) Establish self-development cash programmes: Individuals should be given a small cash budget for self development and continuous Learning. He can purchase books, other reading material can subscribe for journals etc.

(4) Build Team-Learning Skills: - Responsibility should be fixed for Learning. Teams should be rewarded for the Learning they contribute to the organisation. Team should build capability to achieve metalogue where it is able to think and feel as a group, and work creatively as one organic whole.

(5) Change the Mental Model Relating to Learning:- Most people have a negative picture of Learning. These images or mental models cause many people to resist Learning. This mental model should be changed to the feelings of energy, excitement business success, personal responsibility, fun, integration and personal as well as organisational growth. Through training and proper communication, employees can achieve a positive mental model, so that they can participate in the Learning efforts of the organisation.
Organisation Transformation:

To flourish as a Learning organisation, the company needs to reconfigure itself through an attentive focus on the four dimensions of the organisation subsystem: Vision, Culture, Strategy and structure.

Learning Organisations are not machines, but living organisms, they need a collective sense of identity and fundamental purpose. Vision should be able to create the spark and excitement to enable the organisation to develop visionary products.

Organisations have distinctive ways of believing thinking and acting that are manifested by rituals, ideology and values, collectively known as ‘culture’. In most of the organisations it is non Learning. Taking risks, trying new approaches, sharing information etc. are discouraged. To become a Learning organisation, these cultural values need to be transformed.

Similarly number of powerful, leveraged strategies can be employed to quickly and successfully begin building the Learning Organisation.

Structure also operates as a powerful directive force on a company’s life and people. It determines the amount of internal control the work organisation, performance monitoring, lines of communications, and the decision making process in the organisation.

Following steps are suggested for organisation transformation to Learning:

(1) Involvement of the people: If more people are involved in shaping the vision (i.e. employees, customers, suppliers and contractors), the clearer the vision will be and the more quickly it will become a reality.
(2) **Top management should be involved** in the process and corporate climate for continuous Learning should be created. Learning should be made habit.

(3) **Reengineer Policies and structure around Learning:** Policies and boundaries are minimised so that knowledge and ideas can quickly and efficiently move within and outside the organisation.

(4) **Learning should be made** a part of all policies and procedures which should be recognised and rewarded.

“That which gets rewarded gets done” is the management principle. Organisation should identify ways possible to reward individual and team. It is essential to incorporate Learning as an automatic and integrated part of all operations including production, i.e. generation, transmission, distribution, finance and HR.

**Empowerment of People**

In learning organisation system, people subsystem is powerful system. Third dimension of the Learning organisation is taken as ‘Empowering and enabling people”. This subsystem includes managers/leaders, customers/consumers, suppliers, contractors and most important part is the employees.

As employees are the most powerful part of the subsystem, some ways are suggested to empower and enable so that they can be qualified and proficient for organisational Learning

- Employees should be treated as matured and capable workers, so that they can handle problems, and can take responsibilities.

- Employees should be encouraged to become more creative and committed to Learning and productivity.

- Employees should be empowered, by delegating authority to them, by including them in discussion process, which increases
accountability and responsibility in them. They should be made part of the planning to make strategy in their area of work.

- There should be balance between individual and organisational needs, because better organisational results are built upon happy and productive individuals. They should be encouraged to be creative innovative and should be willing to take risk.

- Customers, in Electrical Utility case these are known as consumers, should be linked into the Learning system and strategy of the organisation.

Suppliers and contractors are part of the company's business network. Their valuable technical and business skill should be made available to employees.

**Following steps are suggested to empower the people:**

(1) Employees should be empowered to learn and give results. Merely empowerment is not sufficient, but in true spirit they should be involved in planning, evaluating and determining responsibilities so as to make them accountable for the desired results. Moreover such employees should be rewarded by framing a policy especially for this purpose.

(2) Learning and Development needs of the individual and organisation should be balanced strictly. It is very important not to allow organisational requirements to overwhelm the personal and performance capability of the individual. A well treated and physically and mentally well workers will focus their energy in being a better learner and a more result oriented workers.

(3) Consumer participation should be encouraged in organisational Learning: Consumer is the most important part of Electric utilities business. They are the vital source of information. Their ideas
should be obtained to improve the services of the organisation. They should be involved in the ways to suggest new ideas of Learning and should know your business, which will help the utilities to reduce their grievances and increase their loyalty and sincerity towards organisation.

(4) Community should be educated by conducting programmes such as “Energy Conservation week” to understand “Energy Bill” etc. Likewise long-term partnership should be made with suppliers and vendors so that their expertise can also be utilised for Learning.

**Knowledge Management**

Organisational transformation implies, and depends upon, the personal transformation of its people. A company cannot be transformed into a Learning organisation without substantive changes in the thinking, attitudes, and behaviours of its members.

The management of knowledge is at the heart of what is Organisational Learning. For organisations to learn effectively and efficiently the process in the knowledge subsystem must be on going and interactive, they should not be seen as being either sequential or independent. The distribution of information should occur through multiple channels each having different time frames. Moreover information within the organisation should be continually subjected to perceptual filters.

Knowledge management requires both a proactive and reactive mode.

**Recommendation from Various studies**

**Seven steps suggested for Knowledge Management.**

(1) Everyone is responsible for collecting and transferring knowledge either external or internal.
In Learning organisations, everyone should be encouraged to use their antenna to gather data. External knowledge may include study missions, to understand other organisations, benchmarking of best practices in the industry, and attending seminar and workshops.

All the employees should be encouraged to share internal knowledge learning across the entire organisation, and to share their best ideas and practices for improving programmes, generating of electricity and services to the consumers.

(2) Encourage and reward innovations and inventions:

It should be emphasized in the Learning organisation, the importance of generative Learning. Employees should be encouraged to find out the ways and means, to run the generators with full efficiency and at high plant load factor, to have transmission of bulk power with full utilisation of transmission capacity with minimum transmission loss, to create new ways of providing best services to consumers.

(3) Train Staff in storage and retrieval of knowledge:

There should be full and effective utilisation of computer as computers possess tremendous capacity to code and store knowledge for the organisation. Employees should learn how to connect with the knowledge centres and how to access necessary data from all over the world.

(4) Encourage Team Mixing and job Rotations to Maximize knowledge transfer across boundaries:

Individuals or teams possessing the knowledge whether technical/managerial, should be transferred to other departments
to have most effective ways to transfer knowledge in an organisation.

(5) Develop a knowledge base around the values and Learning Needs of the organisation.

The knowledge stored should be easily accessible across functional boundaries. It should be structured, organised and updated so the users can find concise and valid information in a quick fashion.

(6) Transfer classroom Learning to the Job:

It is studied and observed that less than 10 percent of the Learning that occurs in the classroom is ever transferred to the job. This percentage can be increased by implementing a deliberate strategy of learning transference that includes specific steps that the manager, participant and trainer do before, during and after the course.

(7) Proper documentation of Best practice in the power sector in the world.

There should be a mechanism for collecting and storing Learning’s and best practices in the world in the power sector, with updated in time to time. It should also include the ‘Knowledge Resource Directory’ that provides a guide to who knows what.

I.T. Application

Information technology presents new strategic opportunities for organisations to learn on a corporate wide basis. It enables companies to automate (which lessens cost), informate (which provides information that can be used to get a job done, generates new information), and transform all information. Management of all company affairs can be accomplished better, easier and more quickly.
Through I.T. information can appear simultaneously in as many places as needed. Most effective coordination between corporate and field offices.

With the help of I.T, best and reliable services can be provided to the consumers. Technology utilisation is a powerful resource in the organisation. New technologies and their innovative use have enabled Learning organisations to quickly leap-frog over their competitors.

**Following steps are suggested to utilise I.T. to provide enhanced Learning in ways those are more efficient, less costly, more flexible and powerful than ever before.**

1. All the staff members should be encouraged rather should be trained to learn computer functions. They should be asked to examine research findings and new practices in the power sector in the entire world.

2. Use of Technology to capture Internal and External knowledge and ideas.

   HR Dept. can play a vital role in gathering the above ideas and knowledge from various journal, magazines, internet, and experts in the power sector. These should be circulated to all the offices and senior Engineers should be asked to monitor the application of such ideas and feedback from such studies.


   All the employees should be educated regarding EPSS and it should be developed in the organisation.

   All the components must be developed such as expert knowledge bases, online help, integrated training and job aids, electronic integrated reference system, online documentation, a
system for monitoring assessment, and feedback, links to external applications and system information.

(4) Build Internal courseware Technology and Capability:

GUVN company should acquire the technology and capacity to design software systems that support individual and collective Learning. These systems should become part of the everyday activity, language, and know-how of the organisation.

All the companies should be asked to use internet for learning purpose. This will ease the working of younger workforce.

HR Dept. should be asked to gain knowledge about technology based Learning, so that they can be helpful in “change” process.

Prior to proceedings for an action plan in becoming a Learning Organisation, opinions from various authors regarding essential characteristics that must be present in a Learning organisation are given as under.

Confessor (1997) Determines Three Conditions That Should Be Present In A Learning Organisation:

1. Individuals should have opportunities to exploit their work environment to increase their individual knowledge bases.

2. There should be opportunities for individuals to work collaboratively and share and create new knowledge, and

3. There are mechanisms to ensure that these activities are valued, encouraged, and integrated into daily practice.

Whatkins and Marrick (1993) identified six features that are characterizing a Learning organisation:

1. Creating continuous Learning opportunities
2. Promoting inquiry and dialogue
3. Encouraging collaboration and team Learning.
4. Establishing systems to capture and share Learning
5. Empowering people to a collective vision
6. Connjecting the organisation to the environment.

Senge, in his landmark book “The fifth Discipline” (1990) identifies five disciplines that are critical to organisations, if they are to cope with the rapid changes taking place in the world.

Senge pays especially great attention to the systems thinking as this is supposed to link all the other and is a cornerstone for developing new kind of organisations.

Pedler, et.al (1991) also presented set of characteristics of a Learning organisation (already discussed in review of lit.).

Porth et al. (1999), comparing different approaches, found that at least three characteristics of a Learning organisation consistently emerge:

(1) Employee development and continuous Learning within the organization, focusing on topics such as how individual learn, stages of the Learning process, cognitive styles, and obstacles to Learning.

(2) Information sharing and meaningful collaboration stress beside the theme of information processing and sharing also that organisational change is a shared responsibilities and that innovation and change require employee participation and involvement.

(3) Team building and shared purpose with a strong sense of community as fundamental to the Learning organisation.
Overview of opinions from various foreign authors presented. The essential characteristics of a Learning organisation, but three genius Indian authorities in Psychology/HRD have also contributed towards the requisite conditions for Learning organisation or for world class organisation.

Prof. Udai Pareek developed organisational Learning diagnostics (1988) to help organisations to know about the level of Learning potentials and discovering which dimensions are strong and weak so that remedial action can be taken. This was much ahead of Peter Senge (Fifth Discipline” (1990).

Dr. N.S. Pathak presented in one of the convention (1996), the following characteristics for the world class organisation which should be a continuous process to achieve the world class excellence in the market. It requires:

(i) A clear mission and vision
(ii) Adequate facility for developing human resources
(iii) Continuous improvement of quality of product and services
(iv) Knowing self and other in the organisation functioning
(v) Strengthening R&D department
(vi) Encouraging creativity
(vii) Gearing the manufacturing process by utilising latest technology to make it world class product
(viii) Maintaining good relations with suppliers and vendors.
(ix) Promoting customer interaction
(x) Creating an atmosphere to respect the employees and to promote their innovativeness.
Dr. T.V. Rao in his paper (1996) presented that Building world class organisation has one of the important characteristics as it should be a learning organisation. Other characteristics presented are:

(i) Quality of products and services

(ii) Professional, systematic and trust worthy people of the organisation

(iii) Culture of the organisation

(iv) High speed organisations

(v) Sleek organisation

(vi) Investment on people for building the competences

(vii) Organisations are flat and non-hierarchical

(viii) Using latest technology to have best product and service quality

(ix) Exhibit social responsibility and high commitment to society.

As per Dr. T.V. Rao, these organisations are innovative and continuously learning from their success and failures. They maintain their competitive edge through benchmarking and comparing themselves, with the best. They are reflective organisations. They are change prone and adoption prone.

Referring characteristic at point No. VIII, hereunder is example of applications of latest technology in Distribution company is given. – From the MBA project report of Mr. Prashant Acharya (an officer in MGVCL).

**Example of Latest I.T. application in the Discom:**

Application of IT has made tremendous revolution in the consumer service field. By using a particular software programme Dist. Companies as well as consumer can have all the details on their finger tips. After
feeding all the details in the data base of consumer master details and billing details, consumer has to register himself once to website.

While registering with website, consumer has to choose user name and provide password, email address, 11 digit consumer no. mobile No. etc.

After successful registration, welcome SMS will be generated with user name, password and delivered to consumer’s registered mobile No. To view online billing details, user can visit site. Hereafter utility consumer do not have to remember his consumer No. all the transaction process and queries will require use name only. For ease of user the welcome SMS message generated at the time of WEB registration contains user name and password, should be stored in the inbox for future requirement.

Power sector is of great importance for any country as it is rather life line for any country since it contributes largely in the economy of the country by way of production and development over and above commercial activities and personal comforts of the people at large. Any disturbance in this sector can lead to cascading effect to derail the entire progress and thereby availability of various outputs including agriculture produce etc.

In view of the above, it is felt that central and state regulatory authorities, like Central Electricity Authority, Central/State Electricity Regulatory Commission should contribute by way of:

(a) Setting up of working standards (if already existing then implementation thereof)

(b) Inter exchange of problems in power sector and preparing solutions in the form of guidelines to Electrical Utilities.

(c) Ensuring implementation of standards.
(d) Proper monitoring of technical working in the form of technical audit of all the Central Govt/State Govt. schemes by the Utilities.

(e) Acting as nodal agency for updating the information and various skills in the Power Sector.

State units of Power Sector has major role to play towards the people of state. Their foremost responsibility is customer satisfaction and also to maintain healthy and encouraging environment for the employees at large.

- State units should employ appropriate work force as per the requirement of the utilities.
- State Utilities should have proper arrangement of problem analysis and their remedial actions through exchange of information and proper coordination between various departments.
- There should be atmosphere of harmony among the employees, which will have its own dividends.
- System should be evolved to develop data bank of all employees as well as technical parameters which should be accessible to all units of the State Utilities.

**Action Plan**

Learning Organisation characteristics presented by various authors give a sort of guidelines for the organisations to become a Learning organisation. Different authors recommend different approaches, but the end result is similar in all cases i.e. adapting and innovating to maintain performance through individual and collective Learning.

Based on the study of literature available and the characteristics presented by different authors, an action plan is recommended with new set of characteristics synthesizes existing theories but also
integrates some new emphasis in order to provide a better way to profile an organisation’s Learning capability with special reference to the Power Sector in Gujarat.

As each step is reviewed, we should ask ourselves the following questions:

- Does our organisation do this? If not, could it?
- What are the barriers that might prevent our organisation from taking this step?
- What is needed to enable our organisation to complete this step.

(1) **Top Leadership commitment to Become a Learning Organisation.**

Top leadership i.e. Managing Directors of all seven companies to become committed to building a Learning organisation. There should be a clear message from the top leadership that they are committed and they mean it, and all the employees of the company are welcome to contribute in this endeavours.

(2) **Shared Vision and values:**

The vision and the philosophy should be clear to all employees. Shared vision must emerge from personal visions. It does not occur if top management is going to write their vision statement. It means that organisation must continuously encourage their members to develop their own personal vision which is blended into a shared vision. Trade unions can play constructive role in this aspect core values provide the foundation of business unit.
(3) **Recognize the importance of systems: Thinking and Action:**

It is essential for employees to start thinking and acting in a systems-orientated fashion. All the Power Station, sub-Station and field offices should see their working as a system as a whole.

It means organizing complexity into a coherent story that illuminates the causes of problems and how they can be remedied. In the Distribution Companies, the working of circle office, division office should be seen as independent to sub-division office, All should work to see the improvement in the end results.

(4) **Communicate the Vision of a Learning Organisation:**

It should be responsibility of HR dept. of the corporate office of all the companies to communicate the company’s vision, philosophy, priorities and goals to all employees, and help them understand the nature and significance of their work and Learning in this context.

An Engineer sitting in the corporate office should think in terms of high PLF, low transmission loss or minimum T& D loss and highest revenue for Power Station, Tr. Substation and sub-divisions respectively.

(5) **Inculcate the five subsystems among all the employees:**

All the employees should be well aware of the five sub-systems or dimensions required for any Learning organisation. Time to time all departmental head and HR persons should assess the status of the organisation on their dimensions. Tool for assessing company’s status is given in the Appendix.

If result or scores received are more than 70 per cent on a particular dimension then only performance of the company can be said to tend towards learning organisation.
(6) **Leaders Demonstrate and Model commitment to Learning:**

Organisational Learning should be seen as responsibility by the leaders. The leaders must themselves become Learning models, anxious to learn and encourage others to learn continuously. The managers cum leaders should see themselves as facilitators who promote, encourage and reinforce Learning. HR dept. should set an example by becoming role model for Learning, instead of checking the Learning capability of the employees.

(7) **Transform the organisational culture to continuous Learning and improvement:**

All the employees should be educated to perform better. It should be in everybody’s mind that “How can this be done better”. This applies to services provided to the consumers in distribution companies. A continuously improvement culture is clearly a Learning culture.

In building a Learning company, Learning should become a habit, a joy, a part of work for everyone. Learning should be occurring as an automatic and integral part of production (Generation). Transmission and Distribution, including consumer service.

(8) **Establish Corporate wide strategies for Learning:**

Learning cannot occur without corporate wide strategies for expanding individual teams and organisational levels of Learning. Some of the most effective strategies:

- Encourage experimentation
- Recognize and appreciate learners
- Reward Learning
• Spread the word about new Learning’s and to share Learning experiences

• Application of new Learnings, company must motivate such employees who apply new Learning’s in the system.

(9) **Streamline the Structure:**

Following should be considered to achieve streamlining:

- Eliminating any business process which decreases Learning or people empowerment.
- Build a project structure rather than functional barriers
- Decentralize, work horizontally
- Remove unnecessary forms and silly rules.

(10) **Empower and Enable Employees:**

Employees need to be empowered (to possess the necessary freedom, trust, influence, opportunity, recognition, and authority) and enabled (to possess the necessary skills, knowledge, values and ability) so that they can contribute at their optimal level.

Top management should put trust in their employees and they should allow decision making power and accountability to reside at the level closest to the action point.

Employees should be given all the financial technical and other data they need to help them take the initiative and be proactive. To work creatively, the individual has to have powers to do and learn.

11. **To provide all the facilities required to become a Learning organisation.**

At the end, in the appendix check list of facilitators responsible for becoming a Learning organisation is given. It should be the duty of top management to provide all such facilities to its employees.
12. **Capture Learning’s and Release Knowledge.**

Knowledge is the power. The key challenge of the officers in the company will be to create an environment that allows workers to increase knowledge.

Learning audits should be conducted by the engineers of their departments to measure whether resources are available to create, enhance and capture Learning.

Quality knowledge is the food of the Learning organisation. Therefore, knowledge should be easily accessible whether in person or through information technology.

It should flow up as well as down.

13. **Acquire and Apply Best of Technology to the Best of Learning.**

If knowledge is the food of the Learning Organisation then technology is the digestive system which enables the food to get to all parts of the body in an efficient fashion.

Companies need to strictly use electronic performance support systems. It enables employees to learn when and where they best can.

Employees should be allowed to use internet to search technical innovations in the world and best practices carried out in the world renowned utilities.

Officers who have expertise in acquiring such information/knowledge should share their knowledge by conducting meetings of their subordinates on regular basis.
14. **Encourage, Expect and Enhance Learning at Individual, Group and organisation levels.**

No level of Learning should be neglected. Top management should encourage everyone to learn. In this matter HR Dept. and Unions can play a very vital role.

Everyone has two jobs:

(i) his present job (2) learning how that job can be done better.

Organisation level Learning is the level at which systems thinking and Learning is most possible.

15. **Role of leadership**

Managerial leadership to create sustain and develop, the following as interrelated elements of the organisation’s action plan.

(i) Making collection, transfer, and use of knowledge the responsibility of every employee and a part of his performance appraisal.

(ii) Viewing business processes as Learning processes which lay out the cross roads of organisational Learning.

(iii) Use of team mixing, broad job descriptions, and the job rotation for fostering the sharing, transfer, and diffusion of knowledge throughout the organisation.

(iv) Creation, strengthening, and refinement of mechanisms for the correction, storage, retrieval, and dissemination of information and knowledge by, and for, the employees.

(v) Development of information technology based Learning centres utilising multimedia, internet, intranet, software tools and systems.
(vi) Inform employees regularly about company’s problems and performance and encourage them to discuss the same at various group levels Meaning thereby there should be complete transparency between Management and rest of the employees regarding working of the company.

(vii) To store bio data of all his subordinates especially for Engineer, whenever need arises should be used to identify right kind of officer required for the job.

16. **Consumer’s orientation and Learn more about Learning Organisation.**

GETCO and all DISCOM should focus on this point to make Electrical Utility business, consumer oriented. Generation has no direct relation with consumers, whereas transmission substation and distribution subdivisions have direct contact with the consumers. Our company’s image depends upon the behaviour of our these company’s officers and staff. Moreover it is to be understood very clearly by the employees of these companies that consumer is the part and cause of our business. He is our bread and butter and therefore should be treated honourably.

Our Learning lesson starts from this juncture only.

As a part of Learning, employees should be sent to attend conferences and workshops on the subject of work excellence, quality management and making a world class organisation. Our company should invite any leading consultant on the subject to educate our employees.

Top management should arrange for in-house workshops and discussions on the topic of learning organisation.
It is also suggested that counter parts in the other electrical utilities should be invited in a conference to know the practices adopted by other electrical utilities so that the best and uniform policies can be adopted at least in the companies of Gujarat.

Learning organisations are by definition, always Learning how to do things better, knowing that knowledge is not finite or static, that change is always changing.

Learning Organisation should realize that they must always keep Learning, always be hungry for new knowledge.

The organisation that makes learning its core value sets itself up for success. It can rapidly leverage its new knowledge into new ways of doing business.

Whether or not to become a Learning organisation is, therefore, no longer the question. And the question of when? Should be answered “Quickly”, since becoming a Learning organisation is required to remain competitive.

One can argue, about the practicality of a Learning Organisation but it does represent something inspirational.

Learning has become the heart of management. Sometimes learning is at the heart of an entire culture. The ancient Greeks considered it natural that anyone occupying an important position in the society – artist, politician, philosopher, business person, engineer or doctors, should compete in the definition of values, sensitivities, thoughts and educational pursuits of culture. Their word for it ‘paideia’ means more than either culture or education, as it encompasses an ethical obligation to improve society.

Today we spend more of our time and energy at our work place, which is the primary shapes of our life experience. Therefore, bringing
wisdom to our work is good for our own well being. Accordingly, a new ‘paidea’ is emerging, and its vehicle is not religion, politics, education, or art, it is management. Management will accelerate cultural change as it promotes wisdom in the work place.

The only way to improve is to learn and continuous Learning is not a perhaps or may be … today more than ever its an imperative.
FURTHER SCOPE OF RESEARCH

Following research work is suggested:

(1) Learning practices in the ancient India especially Learning to be adopted from the ‘Gita’.

The ‘Gita’ is a holy book that has warned extra ordinarily when and it is almost as fresh and still in its real substance quite as new, because always renewable till experience, as when it first appeared in. It is still received in India as one of the great bodies of Doctrine that most authoritatively governed religious thinking and its teaching acknowledged as of the highest value if not wholly accepted by almost all sheads of religions belief and opinion. Its influence is not merely philosophic or academic but immediate and living, and influence both or thought and action, and its ideas and actually at work as a powerful shaping factor in the revival and renewal of a nation and a culture.

(2) Applicability of Learning organisation through HRD sub-systems in the organisation.


(4) Practical applicability and study of the experiment in Power Sector of Gujarat.