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## TRAINING AND DEVELOPMENT PROCESS AT THDCIL AND DETERMINING THE EFFECTIVENESS OF TRAIN THE TRAINERS PROGRAM

**ASHUTOSH KUMAR ANAND**  
**MANAGER (PERSONNEL)**  
**THDC INDIA LIMITED**  
**RISHIKESH**

### ABSTRACT

*In the age of stiff competition, sustenance and survival depends on so many factors. Human Resource is one such important factor on which the competitiveness of an organization depends. Training and Development is a crucial Human Resource function on which the organizational development and success rests. Training and development is vital part of the human resource development. Achievement of objectives and good returns on investment could only be attained if human resources aspects of the human enterprise are properly developed through training and manpower development. Famous Management author Peter Drucker said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers. Most organizations look at training and development as an integral part of the human resource development activity. In India, particularly in Public Sector Undertakings, Training and Development has been seen now as a strategic tool for up gradation of skill, increasing productivity and dealing with several other organizational aspects. Tehri Hydro Development Corporation (THDC) India Limited is a Schedule "A" Mini Ratna CPSE under Ministry of Power, Government of India. THDC has a defined training and learning policy and gradually the HRD department has started contributing to overall success of the organization by making training an investment centre and an effective tool to groom polish and prepare a pool of talented personnel to handle the upcoming challenges. The present paper is a study of gradual shift in the thrust area of HRD, formulation and implementation of a dedicated training and learning policy, how the training is being imparted and how it is being strategically used in several related aspects of HR together with gradually making effort to prepare a pool of talent. It proposes to explore the importance & effectiveness of Training & Development at THDCIL.*

### KEYWORDS

PSU, THDCIL, training effectiveness, train the trainers & phenomenology.

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### I. INTRODUCTION

In an age of stiff competition and when performance is the only litmus test for survival, organizations are continuously striving to find out ways to improve their efficiency and competitiveness. Training is one of the tools being used by organizations to gain that cutting edge advantage. Training is said to be the acquisition of knowledge of skills, and the competencies. It has specific goals of improving one's knowledge, skills and their capacity, capability, performance and their productivity.

Thus, the skills which are utilized by the human resource of an organization can increase in output, quality, improvement at the company if these skills are sharpened, upgraded with the help of constant training and development. Training & development increase in efficiency, increase of morale of employees, better human relations, reduction in supervision, increased in organizational liability & flexibility. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J. Human Resource Management, 2002).

Managerial training is an essential ingredient of organizational performance. Training programmes try to enhance the knowledge, skill or change in behaviour of the individual employee, majority of the training programme try to address the causes of performance deficiency.

Learning & development is a key strategic issue for organization. It helps organizations to determine the extent to which their human assets are viable investments. Training acts as a tool in developing human capital and influencing behavior and attitude of the employees.

Training is said to be both physically, socially, intellectually very essential in facilitating the level of Performance & Productivity. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience.

At THDCIL Training and development function is considered to be a vital function and in recent past the function has evolved from being a cost centre to an investment centre with larger emphasis on development of internal trainers, carrying out training need analysis and calculating return on investment of some of the vital training programs.

### II. NEED OF THE STUDY

The rationale of the study is to find out the journey of training and development function in THDC India Limited, how the function has evolved in these years into a scientific system of managing performance and preparing pool of trainers and talents, helping out in grooming and preparing leaders for tomorrow and contributing in succession planning initiatives.

### III. OBJECTIVES OF THE STUDY

The objectives of the study are mentioned below:

1. To study the training and learning initiatives at THDCIL
2. To understand the importance of training and development in increasing organization effectiveness.
3. The effectiveness and strengths of train the trainers program in THDCIL.

### IV. LITERATURE REVIEW

Human Resource is the most importance resource on which an organization banks upon. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. Training interventions affect performance of organization rather it is the only tool to improve the skill level and knowledge level of employees to contribute towards better productivity.

This makes it very crucial for organizations to design the training very carefully. The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001).

Today's economy is knowledge driven and therefore power of knowledge cannot be undermined. The resource on which any company can depend upon in a knowledge driven economy is its human resource. Therefore, it is important to care the knowledge up-gradation of this resource.

One of the established process of such knowledge and skill up-gradation is imparting of training therefore importance of training and learning initiative become immensely important.

Training is a continuous process that spans across the entire work period of the employees. When employees attend the training with dedication and carry with them the skills learnt and put into practice at their job, it produces excellent results. Training contributes in continuous development of employee as well as organization per se.

## V. TRAINING AND LEARNING AT THDCIL

Human Resource development is extremely important because organizations recognize that any value added to an employee is value added to the organization. Training presents a prime opportunity to expand the knowledge. It is the only tool to deal with dynamic changing business requirement, meet skill up gradation of personnel, updating competencies and combating with organizational future requirement aligned with organizational goal.

In THDCIL, the structured functioning of HRD as a department started from the year 2007 onwards. In a short span of HRD has established its position as a strategic business partner and a contributor in the growth of Organization.

## VI. OVERVIEW OF HRD DEPARTMENT

THDCIL has a full-fledged Corporate Training Department, to augment the learning and development requirements of its employees.

In THDCIL the structured HRD activities took pace from 2007 onwards (after commercial generation from Tehri HEP as prior to that training activities were taken care by the Personnel Department. The department was not only set up to meet the organization's Training and Development requirements but was conceived as an Centre for Excellence for providing training to its employees, employees of other Organizations as well as sustainable development and livelihood trainings for stakeholders from in and around areas.

## VII. LEARNING AND DEVELOPMENT PHILOSOPHY

The basic philosophy of the training and learning is to make training an effective instrument in transforming the organization by aligning the current and future training and development requirement to achieve organizational goals articulated in terms of vision, mission and objectives. Training and learning initiative shall be administered as a tool to unlock the potential of human capital to develop leadership pipeline at all level and help in building critical organizational capabilities required to achieve Organizational plans.

## VIII. HRD CENTRE & BROAD STRUCTURE OF THE HRD DEPARTMENT

THDCIL has a dedicated HRD centre at Pashulok, Rishikesh situated at a location which is unique and few of its kind in India besides river Ganges. The HRD centre is surrounded by lush green Mango trees and the whole atmosphere and ambience is peaceful and serene for learning experience. The HRD centre is called Sustainable Livelihood and Development Centre.

The organizational learning and development initiatives are taken care by Corporate HRD and HRD departments at Units. Corporate HRD Group: The HRD Centre at Rishikesh is situated amidst idyllic surroundings and has modern facilities and infrastructure that includes:

Lecture Rooms, Conference Rooms, equipped with teaching and audio visual aids together with smaller syndicate rooms used for group work. Certain additional facilities are under development stage and are soon to be completed.

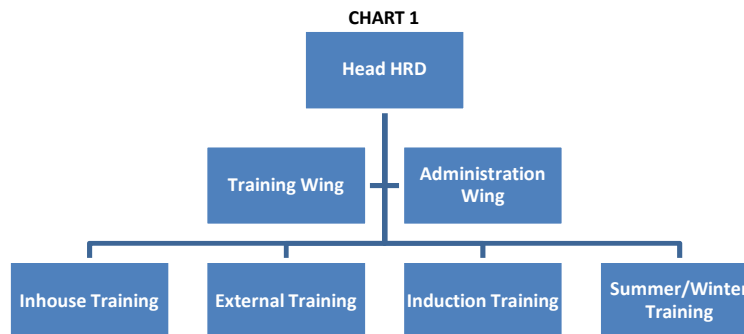
HRD also offers following services:

- Open Learning Services
- Testing and coaching services for conduct of departmental examinations.
- Integrated personality development
- Professional updates sessions including screening of management, inspirational or technical films

The structure of HRD is as under:

The thrust area of HRD is to work for the HRD interventions and carrying out associated learning and developments plans/initiatives for employees and external stakeholders. that include:-

- Framing Guidelines, policies and procedures for planned TNA and HRD interventions
- Liaison/Tie Up with training institutions/consultancies and individual trainers for imparting HRD interventions
- Planning and reviewing the annual training calendar for executives.
- Tie-Up with reputed institution for imparting training at National/ International Level



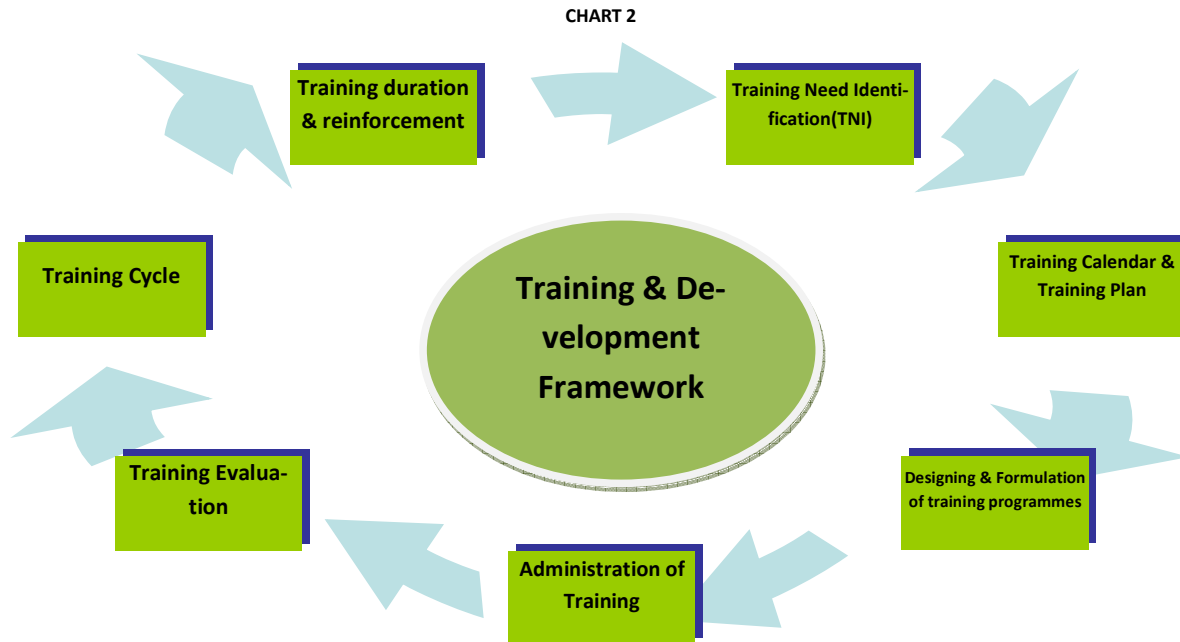
**Site Training Wing:** To implement the training plan at sites, respective P&A deptt. have been entrusted with responsibility of implementing the training plans specially for Non-Executives. The HRD department at project site is headed by Head of P&A department and works in collaboration with Corporate HRD.

## IX. LEARNING AND DEVELOPMENT FRAMEWORK

The Learning and Development Framework helps understand key elements and value chain of Learning and Development Framework activities. The framework defines the thrust areas of HRD. The framework consists of following elements:

- Training Need Identification(TNI),
- Training Calendar and Training Plan,
- Designing and formulation of training programmes,
- Administration of training,
- Training Evaluation,

- Training Cycle,
- Training duration and reinforcement.



**1. Training Need Identification (TNI)**

It is a systematic process of identifying the training requirement of the organization from multiple sources taking into consideration the organizational goals.

**2. Training Calendar and Training Plan**

The training calendar lists down the schedule of all the training programs which are to be conducted in a given year/training cycle and training plan would provide details of the participants' profile, bodies responsible for hosting and conducting the training program, Faculty/trainer, location, kind of training evaluation to be done if any etc. of the training program.

**3. Designing and formulation of training programmes**

It covers deciding the content of the training program based on skill, knowledge to be imparted, mode of delivery, profile of participants, trainer, training budget, internal or external faculty etc.

**4. Training administration**

Training administration is the actual implementation of the training program as per the agreed training plan and design as detailed in the training and learning policy. The administration of training shall be done by Corporate and Unit HRD group under the approved training plan.

**5. Training Evaluation**

Training evaluation is the process of assessing the value added by the training program to bring about the intended benefit and also to bring out improvement in future programs. Training program effectiveness shall be evaluated at one or more of the following levels as agreed in the training plan:

- 1. Reaction level (Level-1):** First reaction of participants in terms of likeness, relevance, engagement levels, participation levels, perceived practicability, potential for applying the learning, level of effort required to make use the learning. A questionnaire is used for such evaluation.
- 2. Learning Level(Level-2):** Enhancement in knowledge and Skill level of the participants and key learning after attending the training program is the second level of evaluation. Level 2 evaluations can be done by assessments before and after the training. A questionnaire is distributed before and after the training by the trainer.
- 3. Behavioral Level (Level-3):** Level 3 evaluation is intended to know if the individual is able to apply the learning from the training in his work. The evaluation may be done by receiving feedback from individual and his superior.
- 4. Business impact Level(Level-4):** Training program are evaluated for their impact on actual business results. Metrics such as value added per executive, productivity in terms of Ouput/ increased productivity, engagement level of employee and other HR analytics may be sued to evaluate the effectiveness of training program.

However, it is not possible always to quantify and measure the change brought about by the designated training program module in exact terms and as such the perception & feedback of participant and feedback of superiors act as criteria for evaluation.

**6. Training Cycle**

Training cycle is basically is the cycle which starts from commencing from the year of implementation of the training program. It also consists of any follow up program to be conducted.

**7. Training duration and reinforcement**

Training duration is basically to decide the time frame of training. It can be of one day, one week or depending upon nature of training and MOU target and mandays requirement the duration varies. It also consists of follow up of programs if required even repetition of some programs to ensure reinforcement and enrichment.

**Categorisation of programmes**

On the basis of duration/training programmes (both - in-house/external) are categorized as under:

- (a) Short duration : upto three training days
- (b) Medium duration : upto five training days
- (c) Long duration : above five training days

**Limit on the number of programmes**

An employee may be nominated for training programmes (in house or external) within the limits stipulated herein.

- Short duration : maximum of three in a year
- Medium duration : maximum of two in a year
- Long duration : once in two years

**Training programs are divided into following heads:**

1. **Leadership Development Programs:** The purpose of such training is to develop executives on basic leadership competencies. The aim is also to consider the succession planning into consideration and conduct Transformational leadership programs for senior executives.
2. **Management Development Programs/Managerial /Behavioral Competency Development program:** Such programs aim at to help employees develop their personal and organizational skills, either as managers in a management job or with an eventual management job in mind.
3. **General Management Program:** The aim of such training is smoothing and accelerating transition from functional/technical manager into general management. It prepares experienced managers for moving from mastery of one area to a broader business leadership role.
4. **Cross Functional Training:** The aim of such training program is to help acquire competencies in multiple functional areas of management to address the emerging business challenges and to give exposure of cross functional domain viz:
  - Finance for Non Finance
  - HR for Line Managers
  - CSR/Community development for all
  - Environment management for all.
5. **O & M Training:** O&M training is also as per requirement of CERC guidelines. The aim is to provide hands on and simulation experience of actual Operation & Maintenance to new technical inductees. Such training helps in maximizing training efficiency by exposing trainees to cutting edge power plant simulators, methods and equipments.
6. **Domain Specific Training:** Domain-specific training help in having independent, specialized knowledge structures, rather than one cohesive knowledge structure. It enriches the existing domain knowledge of the trainees and helps them keep abreast with the changes around.
7. **Induction level training:** This training provides employees with a smooth entry into the organisation by providing them with the information they require to get started and is generally for new inductees and it comprises of orientation program, classroom training in internal workplace and training centre as well as in external institutes. It comprises of on the job and off the job mode of training.
8. **Ethics/Value Refresher Programs:** Such training programs aim at setting standards of behaviour at workplace. Such training program defines commitment to good corporate governance, responsible business practice. They also provide the structure through compliance with legal obligations is also maintained. Such programs ensure that behaviour of employees is aligned with their values.

The above training program classification shall act as a base for other focus areas and shall aim at achieving the organizational goal by using training as an effective tool.

**I. Leadership Development Programs/ Succession Planning**

Training program shall be organized for leadership development for executives across different management levels. The basic leadership development program is intended to train the lower management executives on basic leadership competencies. Middle level management will undergo advanced leadership development programs to equip them in assuming higher roles. Transformational leadership program shall be intended for senior executives as these executives are in a transition point and they would have to be prepared for top management roles. Therefore, succession planning shall also be one of the objectives of such training. Such programs shall be conducted in-house or in prestigious institutions in India or abroad.

The participants shall be identified on the basis of three categories:

1. High performers
2. Scope for improvement
3. Not Engaged or Not interested

The succession planning policy of the organization shall also be taken into consideration for devising leadership training/ developmental plans. Data derived from PMS score, assessment/development centre and balance service left shall also be used in deciding nomination.

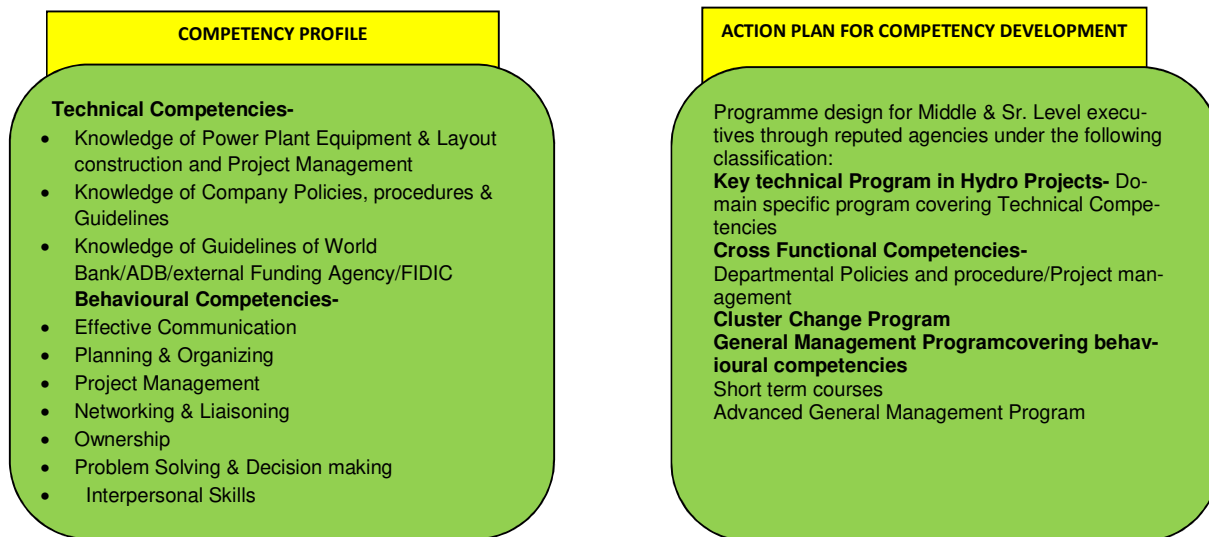
Generally, high performers are exposed to latest trends and required competency at next level, Skill and Knowledge improvement-training programs are conducted for those who show scope for improvement. and attitudinal training to those identified as not engaged or interested.

**II. Competency/Capacity Building & Institutional Strengthening**

The main thrust area of HRD shall be capacity building & institutional strengthening (CBIS). Under this initiative, the services and recommendations of consulting agencies viz. CRISIL etc. shall also be taken into consideration. The main aim of this initiative shall be to improve institutional capacity of organization and to understand the challenges that may exist in various functional areas with special emphasis on human resources and to channelize the efforts and potential of employees towards taking up new challenges faced by organization. These training programs are devised on the basis of identified competencies for all functions/roles in the organization. The succession planning policy shall also act as an aid in devising such training programs.

**COMPETENCY DEVELOPMENT PLAN FOR MIDDLE AND SR. LEVEL EXECUTIVES**

CHART 3

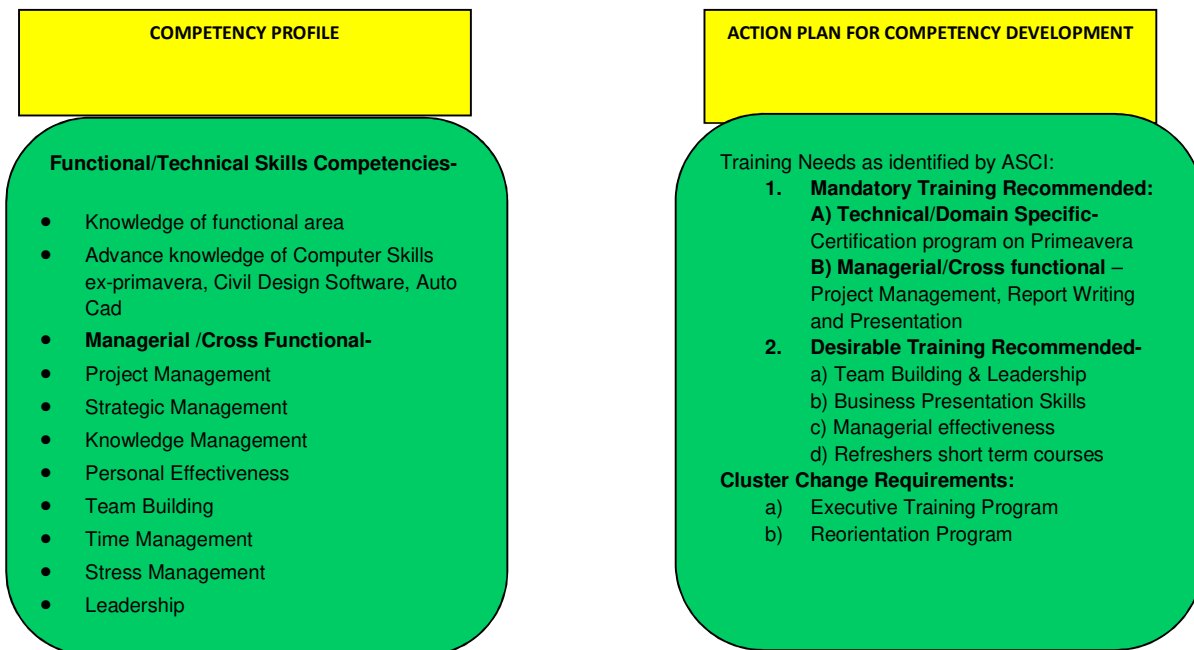


**DEVELOPMENT PLAN FOR JR. LEVEL EXECUTIVES (Up to -5 Level)**

Based on the description of role and responsibility, interview with senior functionaries of different departments and departmental need as identified by the Jr. Level executives, ASCI team and training need identified by HRD through internal TNA following set of skills required to perform the functions efficiently has been identified.

The training need of different department has been classified under three categories: **Mandatory Training, Desirable Training and Cluster Change training before change of cluster.**

CHART 4

**III. Transfer of Knowledge and Technology**

Transfer of Knowledge and Technology Training is aimed for deriving specific benefit to power sector CPSEs and build confidence and gain technical expertise required during design and operational stage of projects. Transfer of Technology (TOT) program is part of the consultancy agreement with indigenous/ foreign contractor and supplier for design and execution of power projects. This initiative consists of following processes:

Technical Managers are deputed along with the consultant right from conceptualization till completion stage of projects. Technical Managers are deputed with OEMs/ Vendors/Suppliers right from conceptualization to manufacturing stage. Inspections are carried on in different stages of manufacturing.

Training programs under Transfer of Technology generally cover all levels of employees in batches who are involved in project implementation work covering both managerial to operational level personnel. Such training helps in imparting knowledge and instilling confidence among technical managers for undertaking similar works in-house for future projects.

**IV. Reinforcement increases impact of training**

For training to be effective, the employee has to apply what is learned on the job and constant reinforcement of knowledge gained through training improves effectiveness and bring desired result with which the training was imparted.

**V. Faculty Development**

Concerted endeavour shall be made to develop internal trainer. HRD has already started this initiative of identifying and grooming faculty for sharing the knowledge and expertise that the officers have gained over the years. In-house expertise shall be encouraged for imparting training in the area of Hydro Power and other areas of managerial and behavioural training.

**VI. Vocational training & Building a learning culture in organization**

One of the important aspect of focus area of HRD is related to external stakeholders. The learning and development policy of THDCIL aims at catering to the training needs of its external stakeholders as well.

**Summer & Winter Internship:** To provide the students with the industry exposure and to meet the academia requirements of the students, there is a provision for summer and winter training for a stipulated period under the mentorship of executives without any charge. Internship is provided on first come first serve basis. The guidelines on summer training is to formulate a procedure for allowing students from different Institutes/Universities and Colleges for training in THDCIL under Industrial training and internship curriculum. The duration of summer training is fixed as maximum six weeks to commence in or after April and completes by August.

The students are enrolled for summer training on receipt of letter/ application in prescribed format from Institution/College/University duly stating the details of the candidate viz. session, specialization, cumulative grade points/score etc. shall be submitted to HRD deptt. Generally, a maximum of 550 students are enrolled for summer training. Students pursuing MBA (Finance), MBA (HR) or equivalent, MCA, BBA, BCA, B.Tech. and Diploma in Engg. etc. There is separate guidelines for CA/ICWA/ICSI trainees for long-term training with stipend. Completion Certificate for Summer Training is issued by HRD Department on recommendation of mentor and receipt of project report.

**Basic Literacy Training for Illiterates-** Efforts are made to identify the illiterate masses from the society and plan literacy training for them in collaboration of CSR deptt.

**Skill up gradation and livelihood training-** As a responsible stakeholder THDCIL also arranges/imparts training for skill up gradation and livelihood development and agriculture training to stakeholders. Such training are planned through premier agriculture or livelihood development centers in collaboration with CSR deptt.

**VII. Employees Survey**

HRD also carries out internal organizational surveys. Such surveys go beyond generic TNA. HRD not only administers the survey but also performs related activities viz. compilation of data, presenting recommendation, making presentations and laying out action plans etc.

**VIII. Knowledge and skill development for organizational and national cause**

HRD aims at skill and knowledge enhancement of not only its employees but it also cares for its external stakeholders, students and women folk, other related groups thus contributing in national cause. HRD imparts training to youth, organizes counseling and coaching sessions for educational and career development.

## X. TRAINING EFFECTIVENESS: TRAIN THE TRAINERS PROGRAM

### THE STUDY

A common method of trying to evaluate training has been through simple questionnaires completed by participants at the end of a training session. This basic approach relies on subjective judgments. It can be the source of misleading conclusions. As per Bedinham the questionnaires rarely take account of the complexity of the topics covered in the training session or the difficulties which different classes might have with unfamiliar subjects.

Questionnaire method might exclude several factors, which the participants value the most during the training session versus an open-ended question where the participant is free to express the strength and weakness of the programme without being confined to the specific item in a questionnaire.

Train the Trainers program was conducted by THDCIL in association with IIM-Lucknow and a batch of 20 executives were sent.

The program was designed with an objective of:

- Comprehend principles of adult learning styles
- Be familiar with different training methods and their applications
- Be aware of methods to evaluate training effectiveness
- Be able to act as internal trainers in the organization

In order to adjudge the effectiveness of the program a study was conducted. The open coding method was used to identify the concepts.

#### The research question was:

What are the factors, which determine the effectiveness of a training programme particularly in context of train the trainers program?

The content analysis tool employed for the data analysis resulted in several concepts after coding which can be considered as the factors of training effectiveness. The frequencies of appearance of such concepts were also recorded by using a tally bar. The objective of this analysis was to find an answer to the research question as stated above.

The coding was done separated for the two groups of participants and a consolidated list was generated for both the programmes. Table 1 presents a summary of those concepts, which are identified after coding. The data analysis saw the emergence of eight factors, which can be considered, as the factors, which influence the effectiveness of the training programme.

#### Programme design

The programme design can be defined as the topics included in the programme, which covers the tools and techniques, which are useful for the function of the participants. The covered topics must have practical application, which has relevance in the current or future role of the participants. It should focus on the new research and development in the areas of training and provide exposure to the modern management techniques.

TABLE 1

Factors Identified	Frequency	Percentage
Programme Design	32	62%
Faculty	22	37%
Pedagogy	17	32%
Course content Design	14	26%
Scheduling	9	18%
Learning outcome	2	4%
Programme Objective	1	59%
Classroom environment	5	8%

The expertise of the faculty member with in-depth knowledge and the ability to interact with the participants is considered to be a parameter of training effectiveness.

The participants appreciated the use of different pedagogy used by the trainers, which had facilitate their learning. Some of the tools liked by the participants are group activity, role-play, simulation, survey/questionnaire, experiment, exercise, video, and case study.

The relevance of the course content was highlighted by the participants. The curriculum was conducive to future work roles and had immediate application back in their job as internal trainers.

The participants were keen on the knowledge and definite take away from the training and the emphasis was given to the learning that can be implemented back in their job. The participants have come with a defined learning objective and focused on the take away. As the programme was on 'general management' participants expressed their satisfaction of receiving the 'broad overview on how to become an effective trainer and confessed that the training program will help them beyond profession.

The finding of this paper is that appropriate consideration of training design factors improves transfer of knowledge, hence needs analysis as well as training content and design plays a pivotal role in determining the training effectiveness.

Pedagogy as a factor of training effectiveness is highlighted by 32% of the participants. While describing the delivery for application Wick et al. [23] emphasize the importance of pedagogy particularly in an adult learning environment. Adult learning is effective if the training narrows the learning-doing gap motivates the learners, make relevance clear, improve perceived utility, provide know-how, and make learning memorable.

Participants were comfortable with the scheduling, the accommodation and other peripheral arrangements provided by IIM-Lucknow. Classroom environment was also insightful as conveyed from responses. The response with regard to program objective reveals that the program met its designated objective.

As the training is conducted in an outsourced environment, there are chances of factors, which are beyond the control. But if the program objective is clear and the program is well designed with proper pedagogy the learning objective is sure to meet.

The findings reveal that the train the trainers program was highly effective and participants got lots of insight, necessary skill and confidence to act as internal trainers for the organization.

## XI. CONCLUSION

Organizations design and execute professional development plans for their employees that entail vast resources and time. Training plays a significant role in enhancing knowledge and skills of employees. THDCIL has started not only to nominate their employees for internal and external training programs but also to groom trainers to impart training to other fellow employees using their expertise and skills.

The eight factors identified though this qualitative study such as programme design, faculty/trainer, pedagogy, course content design, scheduling, learning outcome, classroom environment, programme objective are found to be vital and relevant factors which can influence the effectiveness of any training programme. The qualitative method has helped in open exploration of these parameters without deliberating on the standard parameters found through many a quantitative research. This research is an effort to adjudge the effectiveness of a humble beginning of preparing trainers of tomorrow in the organization. The research also has implication for the HR managers and the learning and development professional that identify the training need select the participants and also are responsible for the return on investment. This research will also add value to the training managers those who are coordinating and designing the programme, instructional designers those who are into content development, the trainers those who design and deliver a defined learning.

## XII. LIMITATIONS

This paper only evaluates one training program at a reaction level but necessarily comes with an evidence of transfer of knowledge to workplace. The program was followed by another follow up session of the same participants at IIM-Lucknow campus. The author also plans to conduct further research comprising same

set of participants after a gap of six months or so to explore the behavior and result level outcomes of this training. Some of the themes identified during the coding process have generated relevant factors that are vital from the training effectiveness point of view. However, the frequency against those parameters is quite low. The relevance of such parameter may be validated further by the author or other researchers in the training programmes conducted in similar environment.

### XIII. ACKNOWLEDGEMENT

The author acknowledges the effort of Sh. H. Wadhwa, AGM (HRD) and the program coordinators of IIM-Lucknow and Noida Campus.

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