

A Study on Impact of Training and Development on Employee Performance Towards Ankura Builders Bangalore.

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ABSTRACT

The Indian real estate and construction sector is one of the largest employment-generating industries in the country but continues to face challenges such as skill shortages, low productivity, and high workforce turnover. This study reviews the impact of training and development (T&D) on employee performance using evidence from empirical research, government reports, and industry publications.

The findings indicate that training and development positively influence employee productivity, job satisfaction, and organizational performance. Both on-the-job and off-the-job training methods improve learning and workplace behavior when supported by effective evaluation systems. The review also highlights sector-specific challenges, including workforce informality, seasonal employment, and limited digital skills, which affect training outcomes. Additionally, safety training has been found to reduce workplace accidents and improve compliance, while initiatives such as NIPUN and NAREDCO's EPEP contribute to workforce skill development. The study concludes that well-designed, context-specific training programs are essential for enhancing employee performance, improving organizational effectiveness, and strengthening the competitiveness of the construction and real estate sector.

Keywords: Training and Development, Employee Performance, Real Estate, Construction, Skill Gap, India, Systematic Review, Kirkpatrick Model, NAREDCO, NSDC.

INTRODUCTION

1.1 Background and Context

The real estate and construction sector constitutes one of the most significant pillars of the Indian economy. According to the India Brand Equity Foundation (IBEF), the sector is the second-highest employment generator in the country after agriculture, and it ranks third among the fourteen major sectors in terms of direct, indirect, and induced economic effects (IBEF, 2024). The market size of Indian real estate is projected to reach US\$ 1 trillion by 2030, expanding from approximately US\$ 200 billion in 2021, with a further trajectory toward US\$ 5.8 trillion by 2047, contributing an estimated 15.5 percent of the nation's GDP (IBEF, 2024; NAREDCO, 2020). This extraordinary growth trajectory is underpinned by rapid

urbanization, rising housing demand, and substantial government investment in infrastructure.

Despite this economic prominence, the sector confronts a paradoxical human resource challenge. While it employs millions of workers across formal and informal channels, the National Skill Development Corporation (NSDC) and industry assessments indicate that more than 80 percent of the workforce in building and construction is minimally skilled or unskilled (Commercial Design India, 2025; First Construction Council, 2025). Among the fraction that is classified as skilled, very few possess competencies in digital tools, green building practices, or modern project management methodologies. This structural skill deficit not only dampens productivity but also elevates safety risks, project delays, and cost overruns.

Training and development (T&D) has long been recognized in management literature as a strategic lever for enhancing employee capability, organizational performance, and competitive advantage (Noe, 2020; Wright & Geroy, 2001). In the context of Indian real estate and construction, however, training investments remain fragmented, often informal, and poorly aligned with the evolving demands of a technology-intensive and regulation-heavy industry. The absence of robust, sector-wide training architectures means that firms struggle to translate human capital investments into measurable performance gains.

1.2 Problem Statement

The core problem addressed in this paper is the disconnection between the recognized importance of training and development and the actual performance outcomes observed in the Indian real estate and construction workforce. While individual firms and government bodies have initiated training programs, there is limited synthesis of evidence regarding which training designs, delivery modes, and evaluation frameworks produce consistent improvements in employee performance within this specific sectoral context. Moreover, the heterogeneity of the Indian construction labor market—characterized by high informality, seasonal migration, and low educational attainment—complicates the direct transfer of training models validated in Western or manufacturing contexts.

1.3 Research Objectives

This study is guided by the following objectives:

1. To systematically review and synthesize empirical evidence on the relationship between training and development and employee performance in construction and real estate contexts.
2. To identify the thematic mechanisms through which training interventions influence individual and organizational outcomes.
3. To map the current training landscape, skill gaps, and policy initiatives specific to the Indian construction and real estate sector.
4. To develop evidence-based recommendations for HR practitioners, training institutions, and policymakers to enhance workforce capability and sectoral productivity.

1.4 Significance of the Study

This paper contributes to the literature in three ways. First, it consolidates peer-reviewed empirical findings on T&D and performance, providing a rigorous base for scholarly reference. Second, it integrates industry-level data from CSDCI, NSDC, NAREDCO, IBEF, and Knight Frank to ground the academic discussion in the concrete realities of the Indian labor market. Third, it offers actionable frameworks for training evaluation and design that are sensitive to the sector's structural constraints, including informality, safety imperatives, and digital transformation pressures.

1.5 Scope and Delimitations

The scope of this review covers peer-reviewed journal articles, industry reports, and government policy documents published between 2001 and 2025 that examine training and development in construction, real estate, and allied infrastructure sectors, with a primary focus on India. The study is delimited to secondary data analysis; it does not involve primary survey collection or field experimentation. Consequently, the findings are interpretive and synthesizing rather than inferential in a primary statistical sense. However, the use of verified industry statistics and published empirical results ensures that all conclusions are anchored in real, attributable evidence.

REVIEW OF LITERATURE

2.1 Conceptual Foundations of Training and Development

Training and development are distinct yet complementary human resource practices. Training refers to the organized activity aimed at imparting specific skills and knowledge to improve present job performance, whereas development encompasses broader activities that prepare employees for future roles and responsibilities (Noe, 2020). Wright and Geroy (2001) emphasized that in the contemporary knowledge economy, the boundary between training and development has blurred, and both must be viewed as strategic investments rather than operational costs. Noe's (2020) comprehensive framework identifies needs assessment, instructional design, transfer of learning, and evaluation as the four pillars of effective training systems. This framework is particularly relevant for construction and real estate, where job roles range from unskilled labor to project managers and design engineers, necessitating tiered training architectures.

2.2 Theoretical Frameworks Linking T&D to Performance

Several theories explain the relationship between training and employee performance. Human Capital Theory suggests that investments in employee knowledge and skills enhance productivity and organizational effectiveness. The Resource-Based View emphasizes that skilled and knowledgeable employees can provide a sustainable competitive advantage. Social Learning Theory highlights that employees learn through observation, practice, and feedback, making training an essential tool for skill development.

Kirkpatrick's Four-Level Model is widely used to evaluate training effectiveness through four stages: reaction, learning, behavior, and results. Research indicates that training programs are most effective when they are systematically evaluated across these levels, ensuring that acquired knowledge is applied in the workplace and contributes to improved employee performance and organizational outcomes.

2.3 Empirical Evidence on T&D and Employee Performance

Empirical studies consistently demonstrate a positive relationship between training and employee performance. Research by Sultana et al. (2012) found that both on-the-job and off-the-job training improve employee productivity, job satisfaction, and commitment. Similarly, Khan et al. (2011) reported that training investments enhance service quality, operational efficiency, and customer satisfaction through improved employee capabilities and reduced errors.

Elnaga and Imran (2013) emphasized that well-designed training programs aligned with organizational goals lead to better employee performance, while management support and trainee motivation strengthen training outcomes. Falola et al. (2014) further established that training and development practices significantly improve organizational performance through increased employee competence and commitment. Appiah (2010) highlighted that training is most effective when integrated with broader development initiatives such as career planning, mentoring, and performance feedback.

2.4 Sector-Specific Studies in Construction and Real Estate

While much of the general T&D literature is validated in manufacturing, services, and banking, sector-specific studies in construction and real estate are relatively

sparse but growing. Devi and Shaik (2012) conducted a cross-sectional study of employees across four sectors in Andhra Pradesh, including construction and infrastructure, and found that training and development significantly improved productivity and job performance. Their study is one of the few empirical investigations within the Indian regional context, providing a valuable baseline for understanding T&D effectiveness in South Indian industry.

Misra and Mohanty (2021) conducted a systematic review specifically focused on training and leadership development in the Indian construction industry. Published in the IOP Conference Series, their review concluded that training and leadership interventions are effective in enhancing employee performance, but their success is contingent on contextual factors such as firm size, project complexity, and the availability of skilled trainers. They identified a critical gap: while large infrastructure firms and public sector units have structured training programs, small and medium construction enterprises—which constitute the majority of the Indian market—lack the resources and expertise to implement systematic T&D.

Singh and Misra (2021), in a study published in Safety Science, developed a safety performance and evaluation framework for the Indian construction industry. Their work demonstrated that safety training—when designed with clear behavioral objectives, regular audits, and feedback loops—significantly reduces accident rates and improves compliance with occupational health standards. This finding is vital for the Indian context, where construction remains one of the most hazardous occupations, with high rates of fatalities and injuries attributable to inadequate training and poor safety culture.

2.5 Training Evaluation and the Kirkpatrick Model

The evaluation of training programs remains a persistent challenge in both academic and practitioner literature. Kirkpatrick and Kirkpatrick (2016) refined the original four-level model to address contemporary criticisms, emphasizing that reaction data alone are insufficient for judging program value and that behavior and results levels require longitudinal designs and control comparisons. Nda and Fard (2013) operationalized this model in the Iranian context, proposing that training effectiveness should be measured through a composite index that integrates learning tests, behavioral observation, and organizational KPIs. Their model is

instructive for construction firms, where training outcomes can be validated through reduced rework rates, improved safety incident scores, and faster project completion times.

2.6 Digital Transformation and Emerging Training Needs

The construction industry globally is undergoing digital transformation, with Building Information Modeling (BIM), drone-based site monitoring, and artificial intelligence reshaping traditional workflows. Systematic reviews indicate that digital training is increasingly recognized as essential for streamlining construction processes and improving workforce efficiency (Frontiers in Built Environment, 2021; ACR Journal, 2025). However, the Indian construction sector faces a dual challenge: a large informal workforce with low baseline literacy, and a rapid technological shift that demands new competencies. Industry assessments by the First Construction Council (2025) note that among the skilled segment of the construction workforce, very few possess digital skills, creating a widening capability gap that threatens project quality and competitiveness.

2.7 Gaps in the Literature

Despite the growing evidence base, several gaps persist. First, most empirical studies on T&D and performance are conducted in manufacturing, banking, or healthcare; construction and real estate remain underrepresented. Second, Indian-specific studies are limited in number and often restricted to single states or firm types, limiting generalizability. Third, the intersection of training evaluation, safety performance, and digital upskilling has not been adequately synthesized. Fourth, while industry reports document the scale of the skill gap, they rarely link these data to academic theories of training effectiveness or evaluation frameworks. This paper addresses these gaps by integrating peer-reviewed empirical findings with verified industry statistics and policy analyses within a coherent conceptual framework.

CONCEPTUAL FRAMEWORK AND RESEARCH METHODOLOGY

3.1 Research Philosophy and Design

This study adopts a pragmatist research philosophy, which holds that the most appropriate method is determined by the research question rather than by ontological or epistemological dogma (Creswell & Creswell, 2018). Given the objective of synthesizing existing evidence and industry data on training and

development in the Indian construction and real estate sector, a systematic review combined with secondary data analysis is the most suitable design. This approach allows for the rigorous aggregation of findings from multiple empirical studies while contextualizing them within real, verifiable industry statistics and policy documents.

3.2 Systematic Review Protocol

The systematic review followed a structured protocol adapted from the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The protocol comprised four stages: identification, screening, eligibility, and inclusion. In the identification stage, academic databases including Scopus, Web of Science, Google Scholar, and JSTOR were searched using combinations of the following keywords: 'training and development,' 'employee performance,' 'construction,' 'real estate,' 'India,' 'skill gap,' 'workforce development,' and 'safety training.' The search was restricted to English-language publications between 2001 and 2025.

In the screening stage, titles and abstracts were reviewed to exclude irrelevant studies. Eligibility criteria required that included studies: (a) be empirical or systematic review in nature; (b) examine training or development interventions; (c) report performance-related outcomes; and (d) focus on construction, real estate, infrastructure, or allied sectors, with preference for Indian or South Asian contexts. Thematic synthesis was employed to extract and code findings from the final set of included studies (Braun & Clarke, 2006).

3.3 Secondary Data Sources

To contextualize the academic evidence within the Indian industry landscape, this study draws upon verified secondary data from the following sources: the India Brand Equity Foundation (IBEF) Real Estate Industry Report (2024); the National Skill Development Corporation (NSDC) skill gap reports; the Construction Skill Development Council of India (CSDCI) occupational standards and sector assessments; the National Real Estate Development Council (NAREDCO) training program documentation (EPEP and NIPUN); the Knight Frank India Trends in Private Equity Investment Report (2024); and the First Construction Council skill gap assessment (2025). All statistics cited are attributed to their original published sources and publication years.

3.4 Data Analysis Approach

Thematic analysis was conducted in three phases. First, open coding was used to identify recurring concepts in the selected literature, such as 'productivity,' 'safety,' 'digital skills,' 'informality,' and 'evaluation.' Second, axial coding grouped these concepts into higher-order themes reflecting the mechanisms and outcomes of training. Third, selective coding integrated the themes into a coherent narrative that links training inputs to performance outcomes, moderated by sector-specific contextual factors. This qualitative synthesis was triangulated with industry statistics to ensure that the academic findings were grounded in the realities of the Indian labor market.

3.5 Conceptual Framework

The conceptual framework guiding this study posits that training and development interventions (independent variable) influence employee performance (dependent variable) through multiple mediating and moderating mechanisms. Training inputs—encompassing needs assessment, instructional design, delivery method, and evaluation—are shaped by organizational factors such as management commitment, resource availability, and HR policy. These inputs produce learning outcomes (knowledge, skills, attitudes) that transfer to the job context, resulting in behavioral changes (improved productivity, safety compliance, quality standards) and, ultimately, organizational results (project efficiency, cost control, customer satisfaction, retention). Contextual moderators—such as workforce informality, educational baseline, digital access, and regulatory environment—filter the strength and consistency of these relationships. This framework is tested not through primary statistical analysis but through the aggregation and pattern-matching of existing empirical results.

3.6 Ethical Considerations and Limitations

As this study relies exclusively on secondary, publicly available data and published literature, no primary human subjects research was conducted, and therefore no institutional ethics approval was required. All sources are cited and attributed to preserve intellectual integrity. The principal limitation of this design is the absence of primary data; the synthesis depends on the quality, scope, and methodological rigor of the underlying studies. Additionally, publication bias may favor studies reporting positive training effects, though the inclusion of industry reports and critical reviews mitigates this risk. Finally, the rapid evolution of the Indian real estate and

construction sector means that some statistics and policy references may require updating as new data become available.

EVIDENCE SYNTHESIS AND THEMATIC ANALYSIS

4.1 Theme 1: Positive Impact of Training on Individual Performance

Studies consistently show that training positively influences employee performance. Sultana et al. (2012) found that training improves productivity, motivation, and commitment, while Devi and Shaik (2012) reported improvements in technical skills, teamwork, communication, and problem-solving abilities. Elnaga and Imran (2013) further emphasized that job-relevant and need-based training leads to sustained performance improvements.

4.2 Theme 2: Organizational Performance Outcomes

Training and development contribute significantly to organizational performance. Falola et al. (2014) found that training enhances employee competence and commitment, leading to better organizational outcomes. Appiah (2010) and Khan et al. (2011) reported that training improves productivity, quality, operational efficiency, and customer satisfaction, highlighting the value of investing in human capital.

4.3 Theme 3: Training Evaluation and Effectiveness

Effective evaluation is essential for maximizing training outcomes. Kirkpatrick and Kirkpatrick (2016) stressed the importance of assessing learning, behavior, and organizational results in addition to participant satisfaction. Nda and Fard (2013) and Halawi and Haydar (2018) found that systematic evaluation and post-training monitoring improve training effectiveness and employee performance.

4.4 Theme 4: Sector-Specific Challenges in Construction and Real Estate

The construction and real estate sectors face unique training challenges, including limited resources, project complexity, labor mobility, and seasonal employment. Misra and Mohanty (2021) observed that while large firms often have structured training systems, SMEs frequently struggle to provide consistent employee development. Collaborative and industry-wide training initiatives can help address these challenges.

4.5 Theme 5: Safety Training and Occupational Performance

Safety training plays a crucial role in improving workplace performance. Singh and Misra (2021) found that structured safety programs enhance safety awareness, compliance, and workplace culture while reducing accidents. Effective safety training also contributes to higher productivity, lower costs, and improved employee morale.

4.6 Theme 6: Digital Upskilling and the Future of Construction Training

Digital transformation has increased the demand for skills in technologies such as BIM, drones, and project management software. However, the industry faces a significant digital skills gap. Research suggests that practical, hands-on training delivered through visual and multilingual methods can improve digital competency and support technology adoption.

4.7 Synthesis and Pattern Matching

The literature indicates a strong positive relationship between training and employee performance. However, training effectiveness depends on four key factors: alignment with job requirements, robust evaluation and reinforcement mechanisms, organizational and labor market conditions, and the growing need for safety and digital competencies. Addressing these factors is essential for achieving sustainable improvements in employee and organizational performance.

INDIAN CONSTRUCTION AND REAL ESTATE SECTOR: TRAINING LANDSCAPE AND INDUSTRY CONTEXT

5.1 Sector Overview and Employment Dynamics

The Indian construction and real estate sector is a key driver of economic growth, projected to reach a market size of US\$ 1 trillion by 2030. It is the second-largest employer after agriculture and contributes significantly to GDP. Rising investments and infrastructure development continue to increase the demand for skilled labor, although the sector remains largely dependent on informal employment.

5.2 Skill Gap Analysis

The sector faces a significant shortage of skilled workers despite growing demand driven by infrastructure and housing projects. Reports indicate that over 80% of the construction workforce is unskilled, with limited digital

competencies, resulting in lower productivity, quality issues, and safety concerns.

5.3 Policy Initiatives and Industry Partnerships

Government and industry bodies have introduced programs such as NIPUN, EPEP, PMKVY, and the National Skill Development Mission to enhance workforce skills and certification. The CSDCI has developed standardized occupational standards, while recent initiatives by CREDAI and Adani Cement emphasize sustainability and green construction skills. However, challenges related to training quality, accessibility, and employer adoption remain.

5.4 Housing Demand and Workforce Expansion

India faces a substantial housing shortage and increasing urbanization, creating a strong need for skilled construction workers. Achieving housing and infrastructure targets will require large-scale workforce development in trades such as masonry, carpentry, electrical work, and site supervision.

5.5 Safety and Regulatory Environment

Safety remains a critical concern due to weak enforcement of construction safety regulations. Studies suggest that continuous safety training, combined with regular assessment and monitoring, can reduce accidents, improve worker retention, and enhance overall project performance.

5.6 Digital Transformation and Skills Challenge

The adoption of technologies such as BIM, drones, and digital project management tools is transforming the construction industry. However, limited digital literacy and inadequate training infrastructure hinder technology adoption. Addressing this challenge requires targeted digital training programs, industry partnerships, and improved access to learning resources.

DISCUSSION AND IMPLICATIONS

6.1 Synthesis of Findings

The review confirms a positive relationship between training and development and employee performance. However, training effectiveness depends on factors such as program design, evaluation methods, management support, and post-training reinforcement. In the Indian construction sector, challenges such as workforce informality, labor mobility, low literacy levels, and limited digital skills reduce the effectiveness of conventional training approaches. Safety training and

digital upskilling emerge as critical areas for improving workforce performance.

6.2 Theoretical Implications

The findings support Human Capital Theory, the Resource-Based View, and Kirkpatrick's Evaluation Model. Training enhances employee productivity and organizational competitiveness when it is systematic, job-relevant, and effectively evaluated. The study also highlights the need to consider labor market characteristics, particularly workforce informality and migration, when examining training effectiveness in developing economies.

6.3 Practical Implications

Organizations should conduct job-specific training needs assessments and adopt practical, multilingual, and hands-on training methods. Training evaluation should extend beyond participant feedback to include learning outcomes, behavioral changes, productivity, quality, and safety indicators. Continuous reinforcement through coaching, mentoring, and refresher programs is essential. Large firms can establish dedicated training centers, while SMEs may benefit from industry-led and collaborative training initiatives.

6.4 Policy Implications

Government and industry bodies should strengthen skill development programs through increased funding, outcome-based training incentives, and wider access to certification. Greater investment in digital learning infrastructure and mandatory safety training can improve workforce capability and productivity. Enhancing the portability and recognition of skill certifications across regions and employers will further encourage workforce development.

6.5 Limitations of the Study

The study is based primarily on secondary data and existing literature, limiting its conclusions to the quality and scope of available research. Variations in research methodologies and industry data may affect generalizability. Future studies should incorporate primary data, longitudinal analysis, and mixed-method approaches to provide deeper insights into training effectiveness in the construction sector.

CONCLUSION AND RECOMMENDATIONS

7.1 Summary of Key Findings

The study confirms that training and development positively influence employee productivity, job satisfaction, and organizational performance. Training effectiveness depends on job relevance, systematic evaluation, management support, and post-training reinforcement. In the Indian construction sector, factors such as workforce informality, labor mobility, low literacy, and limited digital skills affect training outcomes. Safety training and digital upskilling have emerged as critical areas for improving workforce performance, while initiatives such as NIPUN, PMKVY, EPEP, and CSDCI standards provide a foundation for workforce development.

7.2 Recommendations for Practice

1. Conduct job-specific training needs assessments to ensure relevance and effectiveness.
2. Evaluate training using learning, behavioral, and performance-based measures.
3. Prioritize safety training and digital skill development.
4. Promote collaborative training programs for SMEs through industry associations.
5. Strengthen post-training support through mentoring, coaching, and refresher programs.

7.3 Recommendations for Policy

1. Link skill development funding to measurable outcomes such as certification, employment, and productivity improvements.
2. Enhance portability and recognition of skill certifications across regions and employers.
3. Enforce mandatory safety training and compliance measures.
4. Expand access to digital training infrastructure and learning technologies.
5. Integrate sustainability and green construction practices into training curricula.

7.4 Directions for Future Research

Future studies should focus on primary data collection within the Indian construction sector, using longitudinal and mixed-method approaches to assess training

outcomes. Comparative studies across regions and research on digital training technologies, such as virtual reality, mobile learning, and AI-based assessment tools, would provide valuable insights into workforce development.

7.5 Concluding Remarks

The Indian real estate and construction sector stands at a critical juncture. The demographic dividend, urbanization momentum, and massive infrastructure investment create an unprecedented demand for skilled labor. Yet the sector's ability to meet this demand depends on transforming its approach to workforce development—from ad hoc, informal, and fragmented training to systematic, evaluated, and scaled skill architectures. The evidence synthesized in this paper demonstrates that such a transformation is not only desirable but achievable. By aligning training design with job realities, evaluating rigorously, and addressing the structural constraints of informality and seasonality, the sector can convert its human capital deficit into a sustainable competitive advantage. The recommendations offered herein are intended to guide practitioners, policymakers, and researchers toward that goal, ensuring that India's construction workforce is equipped to build the nation's future.

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