

“A Study On The Effectiveness Of Training And Development Of Faculty @ Jcet, Lakkidi, Ottappalam, Palakkad”

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ABSTRACT

Training means giving new or current employees the skills that they need to perform their jobs. Training evaluation has a far higher profile now than it did in the past. There is a requirement to prove the connection between an investment in training and an improvement in organizational performance. The fact is that the benefits of sustained long-term investment in training are usually impossible to calculate accurately. An organization that has sanctioned a major increase in training expenditure will also be doing other things differently—there will be new managers, new products, new markets & so on. In this background only the present study is undertaken. The main purpose of the study is to find out the training effectiveness of one programme on the faculty. This study is extremely important in the context that faculty members are the pivotal element of any academic institution is considered and the quality of faculty affects the functioning of the academic institution. The institute is in the process of becoming autonomous and a special training programme is imparted for the faculty members. “Curriculum Framework, Design & Development” was the name of the training programme and highly qualified and skilled faculty gave the training. The study is divided into 6 parts. Namely Pre- Training Experience, Learning Experience, Environment & Delivery, Survey on Instructor, Training Content, Modules & Structure, Accessibility, & Training Effectiveness. Structured questionnaire was used to elicit information from the faculty regarding the above survey and a sample of 30 faculty members were selected as sample. The analysis of the questionnaires was done using a Likert scale and results were found. The study revealed that the overall training effectiveness was good on a five-point scale (3.55). The respondents were also happy with the accessibility of the training center. Some measures to be taken to improve the quality of the instructor. As the respondents were a homogeneous group, the responses can be considered as typical of the whole group. The study also discusses the importance of T&D educational institutions and especially in case of autonomous set-ups.

Key Words: Training & Development, Curriculum Framework Design, & Development, Training Effectiveness, Training Evaluation.

INTRODUCTION

India has the largest population in the world in the age bracket of 5-24 years with 580 million people, presenting a huge opportunity in the education sector. India holds an important place in the global education industry. India has one of the largest networks of higher education institutions in the world. However, there is still a lot of potential for further development and improvement in the education system. With increasing awareness, private Indian players are collaborating with international brands to provide an international standard of education. Private investments in the Indian education sector have increased substantially over the past two decades. The demand for specialised degrees is also picking up with more and more students opting for specific industry-focused qualifications. Higher education institutes in India are focusing on creating online programmes due to the increasing demand from consumers. With cutting-edge technologies such as AI, ML, IoT and blockchain, India's education sector will redefine itself in the years to come. It has also embraced the Education 4.0 revolution, which promotes inclusive learning and increased employability. The government has implemented policies like the NEP, which will be fully implemented over the course of this decade starting from 2021-22 and will have a strong focus on high-quality vocational education. The education sector in India was estimated to be worth US\$ 117 billion in FY20 and is expected to reach US\$ 225 billion by FY25. India has over 250 million school-going students, more than any other country. India had 38.5 million students enrolled in higher education in 2019-20, with 19.6 million male and 18.9 million female students. According to UNESCO's 'State of the Education Report for India 2021', the Pupil Teacher Ratio (PTR) at senior secondary schools was 47:1, as against 26:1 in the overall school system.

Curriculum Development is the step-by-step process of designing and improving the course offered at schools, colleges and universities. Even though each institution will have its own process, the broad stages of the framework consist of analysis, design, implementation, and evaluation.

In the above context only a programme on “Curriculum Framework, Design & Development” was imparted for the NGI faculty and its effectiveness was found out. It is an established fact that Training & Development plays a vital part in the

development of an organization.

LITERATURE REVIEW

Review of literature suggests that there is a positive impact on training on job performance (Somasundaran 2017). Shakila (2014) opined that have expressed great concern about the lack of optimum utilization of management training and development resources, they have made hardly any effort in finding ways and means of improving it. Vijayalakshmi & Kumar (2018) opined that, more than ever, organizations are under pressure to keep pace with ever changing business scenario. To stay afloat they must develop the competencies to turn every challenge into opportunity. The trainer must be an expert at imparting technical skills or soft skills. Vast differences in learning skills as well as learning preferences exist among people. Always a range of alternative strategies should be used to cater for the differences in trainees. Abdul Rahman & Rima (2023) said that an excellent training and development program must combine knowledge, occupation development and objectives promoting the staff and the firm. Training development are valuable tools that help people maximize performance and become effective, productive, satisfied motivated and innovative at work. Pallavi Pahuja (2017) concluded that T&D programs are play a vital role in every organization. These programs improve Employee Performance at workplace, it updates Employee Knowledge and enhances their personal Skills and it helps in avoiding Managerial Obsolescence. With the use of these programs, it is easier for management to evaluate the job performance and accordingly take decisions like employee Promotion, rewards, compensations, welfare facilities etc., These training programs also help the managers in succession planning, employee retention and motivation. Ali *et al* (2022) found that Training and Development is considered as one of the core strategies of the organization for its effectiveness. T & D program make the organization result oriented and enable it to face technological, political and environmental changes. Karim *et al* (2019) was of the opinion that Training and Development is an important aspect of human resource management. It is important for organization to get skilled and capable employees for better performance, and employees for better performance, and employees will be then competent when they have the knowledge and skill doing the task. The review of literature reveals the fact that there is further scope for doing research on Training & Development Effectiveness. The present study is an attempt in that direction.

WHAT IS TRAINING & DEVELOPMENT?

Training and Development is the continuous process of improving skills, gaining knowledge, clarifying concepts and changing attitude through structured and planned education by which the productivity and performance of the employees can be enhanced. Training and Development emphasize on the improvement of the performance of individuals as well as groups through a proper system within the organization which focuses on the skills, methodology and content required to achieve the objective. Good & efficient training of employees helps in their skills & knowledge development, which eventually helps a company improve its productivity leading to overall growth.

Training is about knowing where you are in the present and after some time where will you reach with your abilities. By training, people can learn new information, new methodology and refresh their existing knowledge and skills. Due to this there is much improvement and adds up the effectiveness at work. The motive behind giving the training is to create an impact that lasts beyond the end time of the training itself and employee gets updated with the new phenomenon. Training can be offered as skill development for individuals and groups.

Organizational Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them.” (*From the Organizational Development Network website*).

Training and Development Process

Training and development is a continuous process as the skills, knowledge and quality of work needs constant improvement. Since businesses are changing rapidly, it is critical that companies focus on training their employees after constantly monitoring them & developing their overall personality.

1. Determine the need of training and development for individuals or teams

First of all, the need has to be seen for training and development. It has to align with the company's goals and objectives. If a company is trying to start a new department or strengthen existing sales team in new products, then an appropriate training is needed.

2. Establish specific objectives & goals which need to be achieved

The goals and objectives of the training and development have to be established. Whether the goal is awareness about new products or even installation is required to be learnt.

3. Select the methods of training

Next, methods have to be defined. The training can be done as a :

1. Classroom Training

2. Online Self-paced courses

3. Course with certification

4. Instructor led online training

4. Conduct and implement the programs for employees

After the plan and methods are finalized, the training and development programs have to be executed where courses, instructions are taught to the employees, partners or vendors.

5. Evaluate the output and performance post the training and development sessions

Training and Development is incomplete without proper monitoring. Monitoring can be done through evaluation of the instructor as well as attendees. Instructor evaluation can be done through feedback or ratings but attendees can be evaluated through internal or external certifications or scores.

6. Keep monitoring and evaluating the performances and again see if more training is required

Based on the evaluation results in the previous step, management needs to ascertain that if the training and development program was sufficient for now or more training and enablement would be required. Also, if future trainings are to be planned.

Importance of Training and Development

For companies to keep improving, it is important for organizations to have continuous training and development programs for their employees. Competition and the business environment keep changing, and hence it is critical to keep learning and pick up new skills. The importance of training and development is as follows:

1. Optimum utilization of resources

2. Development of skills like time management, leadership, team management etc.

3. To increase the performance, productivity and motivation

4. To imbibe the team spirit

5. For improvement of organization culture

6. To improve quality

7. To increase profitability and bottom line by acquiring new skills

8. Improving brand image by having well trained employees

CURRICULUM FRAMEWORK, DESIGN & DEVELOPMENT

Curriculum Development is the step-by-step process of designing and improving the course offered at schools, colleges and universities. Even though each institution will have its own process, the broad stages of the framework consist of analysis, design, implementation, and evaluation.

Curriculum refers to specific lessons and academic content taught in schools and educational institutes for a particular course or program. On the other hand, **curriculum development** is a process that aims to improve the curriculum by using various approaches.

Few of the commonly used techniques include need and task analysis, objective design, choosing appropriate teaching and learning methods, choosing assessment methods, and forming the curriculum committee and curriculum review committee.

Hence the entire process is divided into segments to ensure the development of an effective curriculum that would help to facilitate an enriching educational programme.

1) Learner-Centered Design

The learner-centered design focuses on the understanding that each learner has different characteristics. The teachers or instructors are to give opportunities to the learners to take ownership of a project or assignment.

They require creating chances for independent learning with well-regulated liberty. This indicates that students take a

more active role in the classroom, but it is to be done under the instructor's guidance.

There are four distinct attributes of learner-centered design, which includes:

Context- This refers to the assignments and tasks given in the classroom that should have real-world application. Consequently, the relevant context in student learning will help learners to connect with what they are learning.

Construction - Learners should relate their own experiences and prior learning with new learning

Collaboration- Creating an environment and providing opportunities that encourage collaboration between classmates. Activities like group discussions and team assignments allow the learners to only form individuality but also expose to others' opinions.

Conversation- Exercises to improve learners' communication skills are mandatory, and hence instructors should employ them accordingly.

2) Subject-Centered Design

Subject-centered design is a traditional approach to curriculum that focuses on a particular

Subject matter or discipline rather than on the individual. Additionally, during the curriculum development process, this approach includes four subtypes of curriculum designs: subject-area design, discipline design, broad-field design, and correlation design.

3) Problem-Centered Design

Problem-centered design is an approach that focuses on developing problem-solving skills, thinking and communication skills. This is a student-centric strategy wherein the learners are given problematic situations and encouraged to solve them after careful observation.

Process Of Curriculum Development

The curriculum development process consists of the following six stages.

- **Stage 1:** Assessing the educational needs
- **Stage 2:** Formulating objectives and learning goals
- **Stage 3:** Careful selection of learning experiences to accomplish these objectives
- **Stage 4:** The selecting the rich and valuable content through which teachers can offer the learning experiences.
- **Stage 5:** Organizing and integrating learning experiences with relevant content keeping in mind the teaching-learning process
- **Stage 6:** Timely and accurate evaluation of all the above phases.

Principles of Curriculum Development

A curriculum is considered the “heart” of any learning institution, which means that schools or universities cannot exist without a curriculum. Given the importance of curriculum development in formal education, the curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school but society as well” (Bilbao *etal.*, 2008).

Curriculum development is defined as planned, purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address the society's needs.

The principles of the curriculum are norms, values, moralities, and philosophies that will benefit teachers, students, and the whole education system. The curriculum and instructional strategy are essential components of imparting knowledge to students.

- Totality Of Experiences
- Child-Centeredness
- Conservation And Creativity
- Integration
- Flexibility
- Flexibility
- Utility
- Character Formation
- Mental Discipline
- Social Fulfillment

The following are a few of the basic principles of curriculum development:

1) Principle Of Totality of Experiences

It is imperative to realize that curriculum does not merely indicate academic subjects traditionally taught in schools and colleges. It also includes the totality of experiences a student gains through several curricular, extra-curricular and co-curricular activities.

2) Principle of Child-Centeredness

Instead of sticking to the predetermined curriculum, instructors must consider the child's concerns, motives, and needs while developing the curriculum. In addition, while planning any curricular activities, educators must consider ways to enrich learners' interests.

3) Principle of Conservation And Creativity

While developing a curriculum, it is mandatory to include subjects and experiences that would help conserve cultural heritage. Furthermore, one of the most essential principles of curriculum development is that the curriculum cannot be static.

On the contrary, it should be subject to modification as per the requirement aligned with the changing global educational trends and students' needs.

4) Principle of Integration

The curriculum should be planned in such a way that varied subjects could be added at different stages of education. Similarly, the existing subjects should be able to integrate with other subjects apart from enabling the students to correlate with the content.

5) Principle of Flexibility

One of the ideal qualities that a curriculum should have is flexibility and dynamism, as this will be instrumental in serving the needs and concerns of individuals and society. Also, timely changes and appropriate modifications to the curriculum allows educators and learners alike to stay updated with academic goals.

6) Principle of Utility

Curriculum construction should follow the principle of utility, according to which educators must include content that is useful to the individual and society. In addition, the curriculum must consist of rich and valuable content that would be useful later in life.

7) Principle of Character Formation

The goal of the curriculum is not just educating learners through bookish knowledge. It should also encourage the development of character and personality in students. Therefore, the curriculum must aid in students' character training throughout the academic years.

8) Principle of Mental Discipline

A significant task of the curriculum is to foster learners' various mental faculties or powers through cognitive training and practice.

9) Principle of Social Fulfillment: Education aims to provide the overall development of the students through comprehensive teaching styles and content. Moreover, the curriculum should also consider adding the element of social life so that learners could gain insight into becoming responsible citizens.

**PRIMARY OBJECTIVES
OBJECTIVES**

1. To find out the effectiveness of T& D on faculty @JCET w.r.t "Curriculum Framework, Design & Development"
2. To find out the perception of the training programme on "Curriculum Framework, Design & Development Program" conducted for the faculty.
3. To find out opinion and satisfaction level of the faculty regarding the training programme conducted at JCET.

SECONDARY OBJECTIVES

1. To find out the pre-training experience of faculty members.
2. To find out the learning experience, environment, and delivery of the specific training program.
3. To find out the effectiveness of the instructor.

4. To find out the effectiveness of training content, modules and structure.
5. To find out the accessibility of training program.
6. To find out the training effectiveness on JCET faculty.

RESEARCH METHODOLOGY

- **Research methodology** is a structured and scientific approach used to collect, analyse, and interpret quantitative or qualitative data to answer research questions or test hypotheses. A research methodology is like a plan for carrying out research and helps keep researchers on track by limiting the scope of the research. Several aspects must be considered before selecting an appropriate research methodology, such as research limitations and ethical concerns that may affect your research.
- **The research methodology** section in a scientific paper describes the different methodological choices made, such as the data collection and analysis methods, and why these choices were selected. The reasons should explain why the methods chosen are the most appropriate to answer the research question. A good research methodology also helps ensure the reliability and validity of the research findings. There are three types of research methodology—quantitative, qualitative, and mixed-method, which can be chosen based on the research objectives.
- **Research Design:** The research design is descriptive in nature. We intend to examine the relationship between Training and Development and Curriculum Frame Work, Design, and Development. Even though lot of studies is conducted in this area, there exists lot of gaps which can be filled with the study. This is a qualitative study with a lot of questions on training and development.
- **Population & Sample:** The population consisted of 100+ faculty members who underwent the training program on Curriculum Framework, Design, and Development. Considering the fact that the population is homogeneous, a sample of 30 faculty members was selected.
- **Instrumentation:** 5 Point Likert scale was used to gather data from the respondents. A total of 73 questions were asked and the questionnaire was divided into 6 parts. The source of data is primary and no secondary data was collected. The contact method was interview only and the questionnaire was explained in detail to the respondents.
- **Data collection:** Structured questionnaire was used to elicit information from the respondents. 5-point Likert Scale was used to get the response. A total of 45 questionnaires were distributed and 30 filled questionnaires were selected for final analysis. The questionnaire is divided into 6 parts with each part corresponding to each component of Training & Development.

SUMMARY OF THE FINDINGS

I. Post-Training Survey Questions on the Pre-Training Experience

5	4	3.47	2	1
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II. Post-Training Survey Questions on the Learning Experience, Environment, and Delivery

5	4	3.48	2	1
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III. Post-Training Survey Questions on the Instructor

5	4	3.29	2	1
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IV. Post-Training Survey Questions on the Training Content, Modules, and Structure

5	4	3.30	2	1
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V. Post-Training Survey Questions on Accessibility

5	4	3.53	2	1
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VI. Post-Training Survey Questions on Training Effectiveness

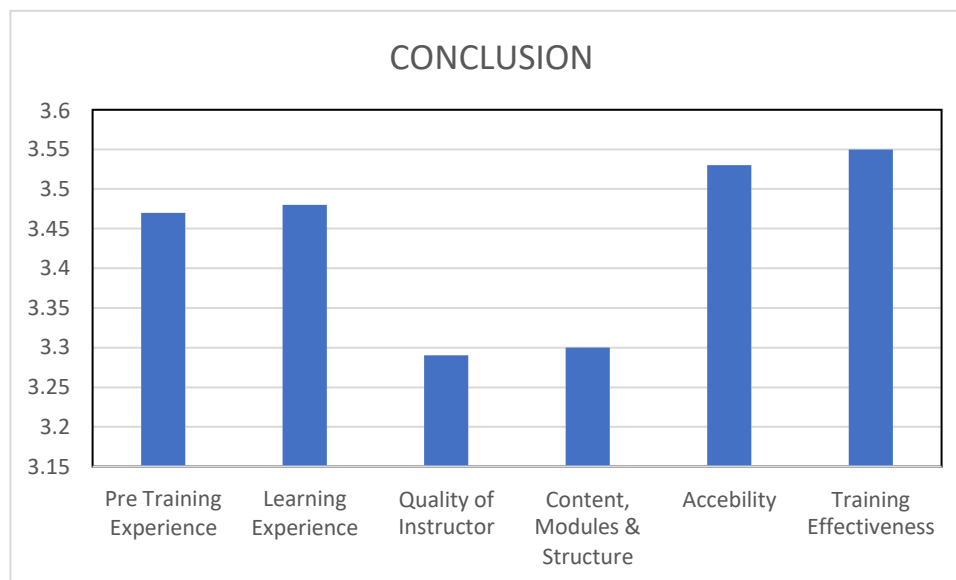
5	4	3.55	2	1
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CONCLUSION

The study titled “A Study on the Effectiveness of Training and Development of Faculty in JCET, Lakkidi, Ottapalam, Palakkad” was conducted to find out the effectiveness of the training programme “Curriculum Framework, Design & Development” for NGI Autonomous Institutions. The programme was attended by 104 faculty members from various streams of JCET including MBA faculty. The purpose of the study was to find out to what extent the Curriculum Frame work is designed to the tune of autonomous institutions. As the organization wants to become a University in the near

future, all the necessary frame work should be ready for the alignment with University requirement. As the population was assumed to be a homogeneous one, a sample of 30 faculty were taken. A well-structured questionnaire suitable for the purpose of study was designed and checked for its validity and reliability and administered on a one-to-one basis. The study consisted of six parts., i.e., Pre-Training Experience, Learning Experience, Environment and Delivery, Survey on the Instructor, Training Content, Modules and Structure, Accessibility, and Training Effectiveness.

Diagram 1



As the diagram shows, it is clear that the training effectiveness was satisfactory and the quality of the instructor requires a lot to be desired. Content, Module and Structure also got a median score only. Overall, it can be concluded that the training programme was quite effective and the participants got benefited from the whole exercise.

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