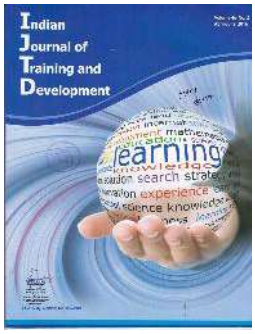
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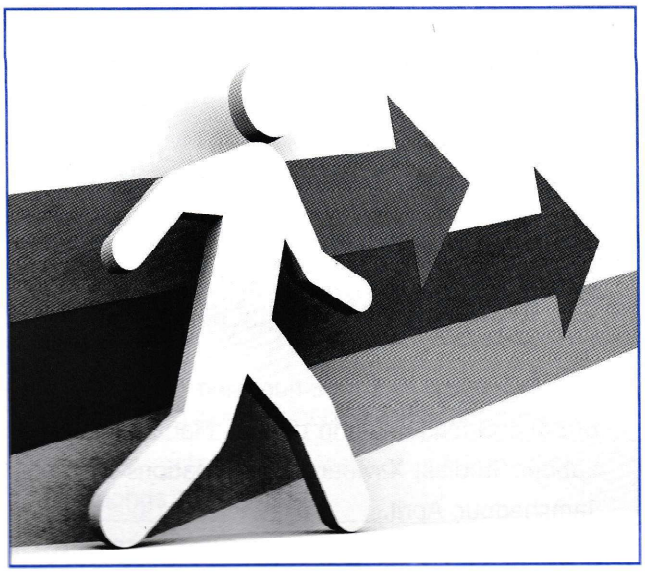
Faculty Induction Program Designing, Implementing and Evaluation : A Case Study of Atmiya Institute Rajkot

ABSTRACT

The paper discusses about the Faculty induction program conducted at Atmiya Institute and gives a basis for designing, implementing and evaluation of the same. The paper also elaborates on factors to be considered before designing the program and also a detailed description of implementing each of the factors is also available. The paper further gives a work plan for conducting the program with the case study of Atmiya and also details the content of the program, it further discusses the evaluation by doing a feedback analysis of the participant of the program. The paper will be useful to institutes of Professional education as it is practical in nature.

Keywords: *Training and Development, faculty Induction, training effectiveness, training planning, training design, training implementation, training evaluation.*



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Introduction

An induction programme is the process used within many businesses to welcome new employees to the company and prepare them for their new role.

An induction programme is an important process for bringing staff into an organization. It provides an introduction to the working environment and the set-up of the employee within the organization. The process will cover the employer and employee rights and the terms and conditions of employment. As a priority the induction programme must cover any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee.

An induction programme is part of an organizations knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the company. Good induction programmes can increase productivity and reduce

short-term turnover of staff. These programs can also play a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment.

"Training is critical for growth and development of employees in the organization and also to retain talent", expressed Vivek Punekar, Chief Human Resource Officer-HCL Info systems. Referring to his company's strategy, he adds that their comprehensive training.

Programs ranging from entry level to the highest-level executives focuses on all-round development of the people. In the TJinsite survey, on-the-job training by seniors has been voted as the most preferred method of training by 71% employees. Other training methods come at distant second; with workshop and seminars preferred by 15% of surveyed employees, followed by external trainers (11%) and least preferred manual & journals (3%).

This article briefly describes the details of induction program conducted for newly recruited faculties of engineering and diploma discipline at Atmiya Institute of Technology And Science, its outcomes and evaluation so that a future plan can be establish for its improvement.

Literature Survey

As it is rightly pointed out by Donald Kirkpatrick in his book titled "Evaluating Training Programs" the reason for evaluating is to determine the effectiveness of a training program. When the evaluation is done, we can hope that the results are positive and gratifying, both for those responsible for the program and for upper-level managers who will make decisions based on their evaluation of the program. Therefore, much thought and planning need to be given to the program itself to make sure that it is effective.

He has mentioned certain points to evaluate training program effectiveness in a best possible way. Each of the following factors should be carefully considered when planning and implementing an effective training program:

1. Determining needs
2. Setting objectives
3. Determining subject content
4. Selecting participants
5. Determining the best schedule
6. Selecting appropriate facilities
7. Selecting appropriate instructors
8. Selecting and preparing audiovisual aids
9. Coordinating the program
10. Evaluating the program

Suggestions for implementing each of these factors follow.

Determining Needs

As Kirkpatrick mentioned if programs are going to be effective, they must meet the needs of participants. There are many ways to determine these needs. Here are some of the more common:

1. Ask the participants.
2. Ask the bosses of the participants.
3. Ask others who are familiar with the job and how it is being performed, including subordinates, peers, and customers.
4. Test the participants.
5. Analyze performance appraisal forms.

Selecting Participants

When selecting participants for a program, the author focused on four decisions which are needed to be made:

1. Who can benefit from the training?
2. What programs are required by law or by government edict?

3. Should the training be voluntary or compulsory?
4. Should the participants be segregated by level in the organization, or should two or more levels be included in the same class?

Determining the Best Schedule

The author has clearly stated that best schedule takes three things into consideration: the trainees, their bosses, and the best conditions for learning. Many times, training professionals consider only their own preferences and schedules. An important scheduling decision is whether to offer the program on a concentrated basis for example, as a solid week of training or to spread it out over weeks or months.

Selecting Appropriate Instructors

The selection of instructors is critical to the success of a program. Their qualifications should include a knowledge of the subject being taught, a desire to teach, the ability to communicate, and skill at getting people to participate. They should also be "learner oriented "have a strong desire to meet learner needs.

Selecting and Preparing Audiovisual Aids

An audiovisual aid has two purposes: to help the leader maintain interest and to communicate. Some aids, hopefully only a few minutes long, are designed to attract interest and entertain. This is fine providing they develop a positive climate for learning.

Coordinating the Program

Sometimes the instructor coordinates as well as teaches. In other situations a coordinator does not do the teaching. For those who coordinate and do not teach, there are two opposite approaches. This states in general terms why we need to evaluate training. Here are three specific reasons:

1. To justify the existence of the training department by showing how it contributes to the organization's objectives and goals
2. To decide whether to continue or discontinue training programs
3. To gain information on how to improve future training programs.

WORKPLAN AND METHODOLOGY

INDUCTION PROGRAM FOR NEWLY RECRUITED FACULTY MEMBERS

- **Program Highlight**

  Atmiya Institute of Technology & Science (AITS), Rajkot had organized Induction Program for Newly Recruited Faculty Members of Degree & Diploma Engineering during **22-Sep-14 to 16-Oct-14 under ISTE Staff Chapter. Total 62** new faculty members were addressed by 18 senior staff members from various institute of the campus viz. Atmiya Institute of Technology & Science (AITS), Atmiya Institute of Technology & Science for Diploma Studies (AITSDS) and Shree M. & N. Virani Science College (VSC).

- **Program Objective**
  - To familiarize new faculty members about the work environment and culture
  - Rules & Regulations
  - Teaching & Learning Process
  - Learning Resources
  - Activities & Clubs at Institute
  - Expectations by Institute from new faculty members
  - Experience sharing by Senior Staff Members

Values & Motive in Foundation of Yogidham Campus

The participants got the idea about the missions

and goals of institution. The topic was covered by speaker who is with the institute right from its establishment. The speaker gave brief idea about historical background of the institute and its foundation.

Quality Teaching

The topic was covered in two phases and it put an ample amount of light of what as a content giver is expected from you by the listeners or in our case it is students. What is lacking from teachers side which is not full filled even though they are well trained in their domain.

Rules, Regulation & Discipline for Faculties

This topic covered some of the disciplinary aspects of the institutes expected from the employees during their working hours. It gave information about dos and don'ts related to working environment and behavior.

Class-Room Management

This point discussed some of the ways to handle students in class and how to deal with good and worse situations faced by teacher conducting the lecture.

Laboratory Management

The topic discusses the correct ways of conducting lab and experiments. It also discusses how to prepare your lab manual and some of the creative work that you can assign to the students in the lab.

Highlights of Training & Placement Activities and Importance of Industry Institute Interaction Cell

The various training and placement activities going in the institute were discussed and details of student placed in various companies were provided by training and placement officer.

GTU & Associated Activities

This subject discussed the various duties that as a faculty of institute has to perform and this duties are related to exam supervision, internal viva and external viva and observer duty.

GTU Udisha Club, Patenting & IPR

This aspect discussed the importance of co-curricular activities undergoing in the institute and creating awareness among the students regarding it. Moreover the procedure to file the patient and rules and regulations related to it.

Library & Learning Resources Utilization

This phase of the program put ample amount of light on the various learning facilities available with the institute online and offline. It also discussed the various development program going to modernize the available resources.

Counseling & Solving Students' Problems and Importance of AAMS

The goal of our institute is to treat student with maximum care and hence personal counselling method is employed. In the institute there is specialized, software to help student and faculty to monitor the related data.

Entrepreneurship Development Cell

To create awareness among the students regarding different aspects of entrepreneurship. To motivate the entrepreneurship aptitude. To give idea and update knowledge regarding the process and procedures required for setting up own venture. To develop various managerial and technical skills among students.

NBA Accreditation

Any institute related to academic purposes has to apply for accreditation to NBA. For this the institute has to satisfy certain criteria and then it has to apply for it. This phase also discussed various criteria coming under it for getting accreditation certificate.

Universal Human Values in Higher Education

This session was attended by both student and faculties and it discusses the need of human values in current scenario. It also brings out problems residing inside us and self-realization and understanding of ourselves.

Highlights of GTU past Results and Best Practices for Result Improvement

The discussion of academic performance of student semester wise and year wise was carried out. Moreover some of the preventive and caution measures were discussed for its improvement.

Paper Setting & Assessment

How to set the paper and how to asses it was briefly covered during the final phase of the program. How to set a balance paper and not to have any kind of prejudice during both kind of the activities was covered.

Evaluating Results

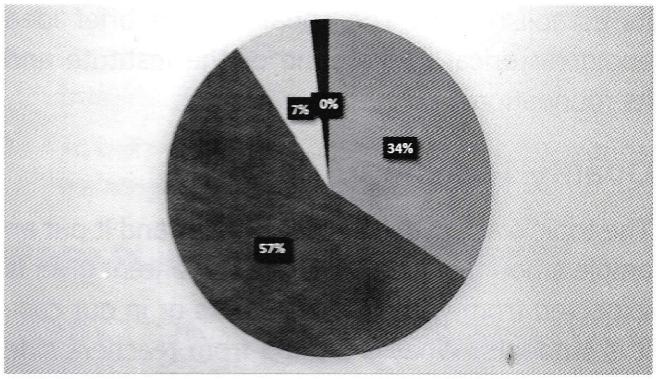
A survey form was designed attached at the end of article to get idea regarding effectiveness of training program recently completed in the institute. The form provided a fair path to get knowledge about what was the gap between expected and actual program.

Statistical Analysis of Responses

A statistical analysis was carried out by the top management of the institute to understand the outcome of the program and to guide for any modification required to be implemented for its better results in future and towards ensuring its continuity. This analysis guided the management to know over which different factors the differences in opinions among participants befalls.

Figure 1

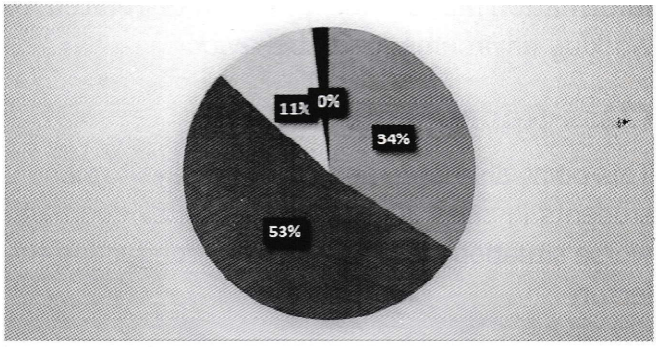
Feeling of essentiality of training



The participants gave a good nearly 60% affirmative feedback as shown in figure 1 regarding the necessity of the program particularly for our organization. This justifies the exsistence of the present program.

Figure 2

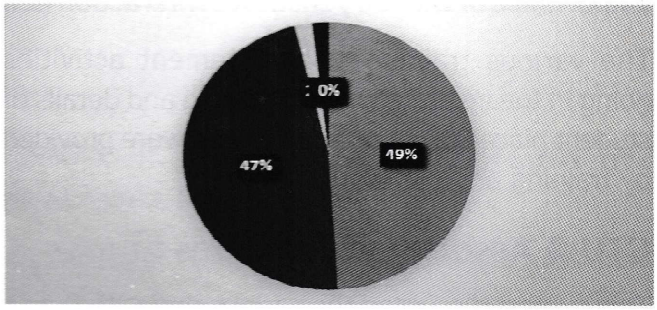
Problems variety covered in training



The graph in figure 2 clearly depicts that a major variety of problems faced by new faculties were covered during the program but it still has the universe for its improvement.

Figure 3

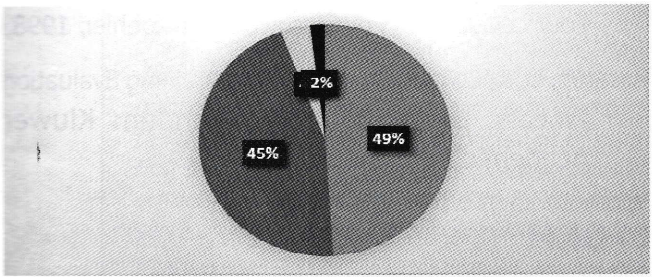
Presenter's background



There was not a clear mandate whether presenters background was on the verge of expectation of participants as seen in figure 3 and so in future decision regarding inclusion of outside experts into the program.

Figure 4

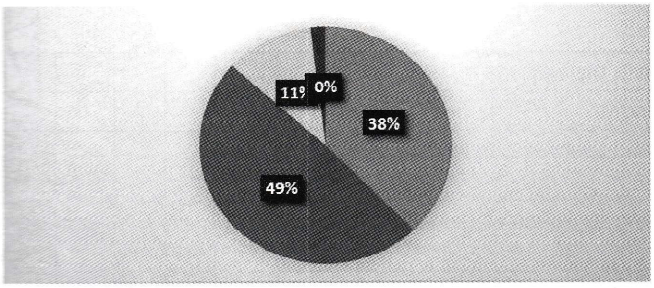
Participative climate and atmosphere of training



The climate of participation and expression ideas was vey much friendly as clinched from this graph in figure 4 and in future it will be much more interactive.

Figure 5

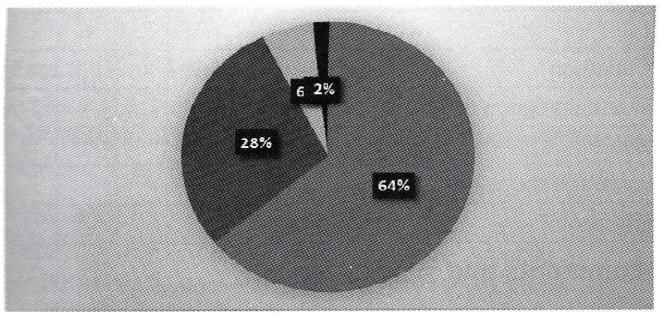
Matching of Training Objective and Participants expectations



The goal of the program was succesfully met as participants were in favour that training objective was inlined with their anticipations which can be seen in figure 5.

Figure 6

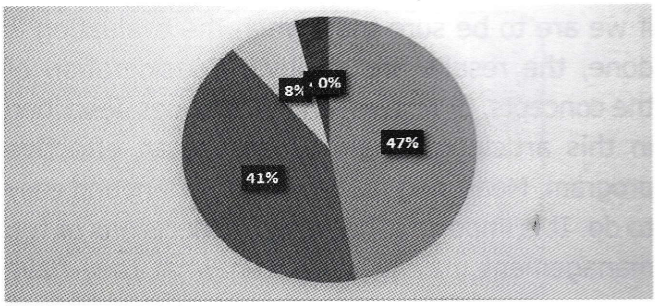
Resolving of doubts



The above graph in figure 6 cleary provides indications that not all but efforts were made to solve the queries of participants to the maximum level.

Figure 7

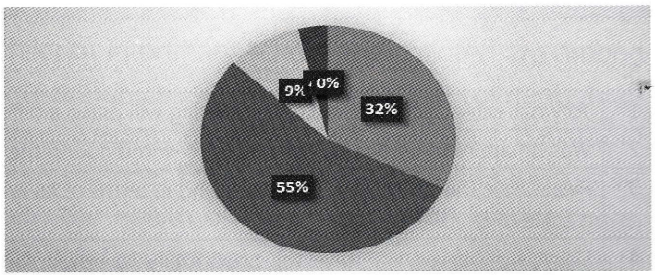
Utilization of training skills



This data provided from figure 7 gives in depth overview that particpants were happy to have such kind of program. The inputs that they have received from this event will help them to utilise new skills which they have learned from it.

Figure 8

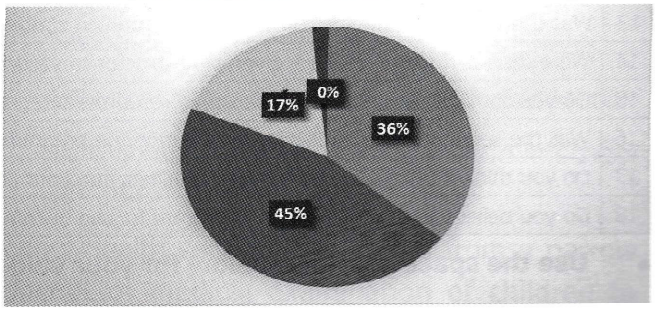
Satisfaction regarding content covered



The content, delivery and implementation of the program was upto the level as justified from figure 8 and 9 and a large no of individuals nearly 50% thought that the entire process of execution was satisfactory.

Figure 9

Proper implementation of training



Conclusions

As stated at the beginning of this article, to ensure the effectiveness of a training program, time and emphasis should be put on the planning and implementation of the program. These are critical if we are to be sure that, when the evaluation is done, the results are positive. Consideration of the concepts, principles, and techniques described in this article can help to ensure an effective program. Measuring reaction is important and easy to do. It is important because the decisions of top management may be based on what they have heard about the training program. It is important to have tangible data that reactions are favorable. It is important also because the interest, attention, and motivation of participants has much to do with the learning that occurs.

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FEEDBACK FORM

Evaluation of Induction Training for Newly Joined Faculties

- Your opinion is important to us. Additional comments and suggestions are encouraged.
- Using the understanding you gain in training please rate the item below about the training you have received.

Give your suggestions as per the scale provided (By placing √ in the column)

1	2	3	4	5
Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

5.		1	2	3	4	5
1	To what extent do you expect this training will make a difference in the way you do your job?					
2	Was an appropriate amount of content covered during the training?					
3	Please rate the course covered in training in terms of its impact and usefulness in your job profile on a scale of 5					
4	Do you think you will have the opportunity to utilize the training skills you've gained during this workshop within the nearby future?					
5	Did this program change your attitude towards your job and toward the organization?					
6	Do you consider technique of presenting the content of training to be appropriate?					
7	Did the sessions design reflected careful planning, organization and active participation from listeners?					
8	Were adequate time and structure provided for participants to share experiences and insights					
9	Were employees problem and employers complaint successfully resolved during the session?					
10	Did the presenter(s)' background, experience, and/or expertise enhance the quality of the session?					
11	Was there a climate of respect for participants' experiences, ideas, and contributions?					
12	Did the objective of training program match with your expectations?					
13	Was there enough time for you to learn the training content?					
14	Were the satisfactory answers given by instructor to participant's question?					
15	Do you consider introduction of part time resources integration into the program?					
16	Was the sequence of modules covered during the program effective?					
17	Do you think it bring about some new qualities into your professional and social life?					
18	Do you believe in continuity of this program for the upcoming participants?					

- **Use the space provided below for your valuable comments and suggestions.**