



AN EVALUATION OF SKILL DEVELOPMENT PROGRAMMES AND ITS IMPACT ON EMPLOYMENT

Dr. Gajanan J. Salunkhe , MBA, M.Phil.,Ph.D.

Assistant Director /assistant Professor Yashwantrao Chavan School of Rural Development, Shivaji University , Kolhapur, India

Abstract : Training evaluation is the systematic process of analyzing training programs. For ensuring that it is delivered effectively and efficiently training evaluation identifies training gaps and even covers opportunities for improving training programs. Training evaluation can be defined as any attempt to obtain information on the effects of training program and to assess the value of training in the light of that information for improving further training. Evaluation of training can be viewed as a method of measuring change in knowledge skills attitude job performance cost and the quality of the training facilities. An evaluation of skill development programmers and its impact on employment. we have collected primary data by framing questions about students self assessment skill learning and feedbacks given by employers / lab owners . A successful training evaluation works as a check point to ensure and major the effectiveness of training a well laid out training evaluation process helps to bring greater Accountability by ensuring the end objectives of training met and there are no compromises on deliverables from either side.

INTRODUCTION

Training evaluation is the methodical process of assaying training programs to insure that it's delivered effectively and efficiently. Training evaluation identifies training gaps and indeed discovers openings for perfecting training programs.

By collecting feedback, coaches and mortal resource professionals are suitable to assess whether training programs are suitable to achieve its intended outgrowth, and if the training accoutrements and coffers used are aligned with or meet company and assiduity norms.

Training evaluation generally covers examining questions like “ Was the content bandied at the right position of complexity for your background? ” and “ Did the facilitator demonstrate a good understanding of and effectively delivered the program material? ”, among others. This allows coaches to gain sapience on what's working and what's not. Helping them to make better opinions on unborn training.

The study includes an assessment of the phlebotomy technician training programme offered by Skill Academies, Kolhapur. In this study, 12 key technical skills were selected by the researcher in order to evaluate this training programme. These technical skills are those that are taught to students and other programme participants in order to prepare them to become Lab Technician.

1. Objectives of the study

1. To assess training program of SKILL to understand wheather it achieved it's objective.
2. To understand the skill development at work place for the students SKILL academy Kolhapur.
3. To analyze effectiveness of training in terms of placement.
4. To asses training experience of participants.

2.NEED OF THE STUDY.

The evaluation of training provides in-depth feedback on the benefits of the training initiatives and their efficiency in reaching organizational objectives. In order to analyze the intended results of training programmes, it aids management in better comprehending and identifying skill shortages. It also aids the organization in the following ways: identifying problems and enhancing training programmes' general procedures; evaluating the efficiency of training aids and other resources;

Determine the leadership skills required to tackle complex challenges, support ongoing career transformation, and evaluate the participants' entire training experience.

3. RESEARCH METHODOLOGY

3.1 Population and Sample

The total universe of the study was 240 students in various Skill academies implementing skills for becoming lab technicians in Kolhapur. we used Simple random sampling method for data collection and choosing the respondents. In this research we used a thumb rule and chosen 90 students for data collection which represent appropriately.

3.2 Data and Sources of Data

We framed Questionnaire based on five point likert scale 14 Questions enquiring about students self assessments about skill learning. 14 Statements had responses ranging from strongly disagree corresponding to 1 to strongly agree corresponding to 5 . 1-5 rating scale to indicate students' understanding of the training content. Students had given 14 numbers of questions in Questionnaire in a statement format. these statements were framed to evaluate students' skill development assessment from self perspective. 14 Statements had responses ranging from strongly disagree corresponding to 1 to strongly agree corresponding to 5

3.3 Theoretical framework

With the use of their instructor-approved criteria, students have the chance to review or assess their own learning process and learning outcomes through self-assessment. Most students are already formally assessing their own work as they study and providing comments to themselves. Students can evaluate their work by, for instance, proofreading an assignment before turning it in and making edits to make it better. Self-assessment is not a skill that is explicitly taught in the classroom, despite its significance in the learning process. However, teachers may motivate and empower students to assess themselves more successfully by actively incorporating self-assessment components into the classroom. The student can use self-assessment to evaluate both the results of their learning (such as their understanding of the course material, a final project, an essay, etc.) and the learning process (such as their approach, techniques, strengths and places for growth, etc.).

Self-assessment activities help students to be a realistic judge of their own performance and to improve their work.

Why Use Self-Assessment?

- Promotes the skills of reflective practice and self-monitoring.
- Promotes academic integrity through student self-reporting of learning progress.
- Develops self-directed learning.
- Increases student motivation.
- Helps students develop a range of personal, transferrable skills.

Considerations for Using Self-Assessment

- The difference between self-assessment and self-grading will need clarification.
- The process of effective self-assessment will require instruction and sufficient time for students to learn.
- Students are used to a system where they have little or no input in how they are assessed and are often unaware of assessment criteria.
- Students will want to know how much self-assessed assignments will count toward their final grade in the course.

Incorporating self-assessment can motivate students to engage with the material more deeply.

Self-assessment assignments can take more time.

Research shows that students can be more stringent in their self-assessment than the instructor.

Getting Started with Self-Assessment

Identify which assignments and criteria are to be assessed.

Articulate expectations and clear criteria for the task. This can be accomplished with a rubric. You may also ask students to complete a checklist before turning in an assignment.

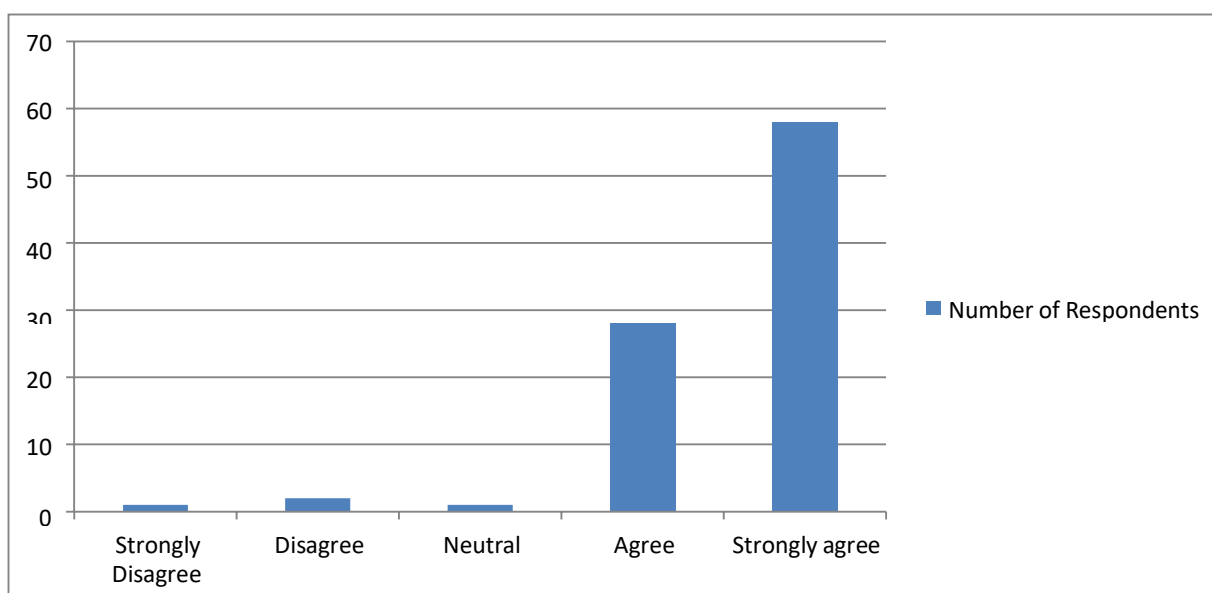
Motivate students by framing the assignment as an opportunity to reflect objectively on their work, determine how this work aligns with the assignment criteria, and determine ways for improvement.

Provide an opportunity for students to agree upon and take ownership of the assessment criteria.

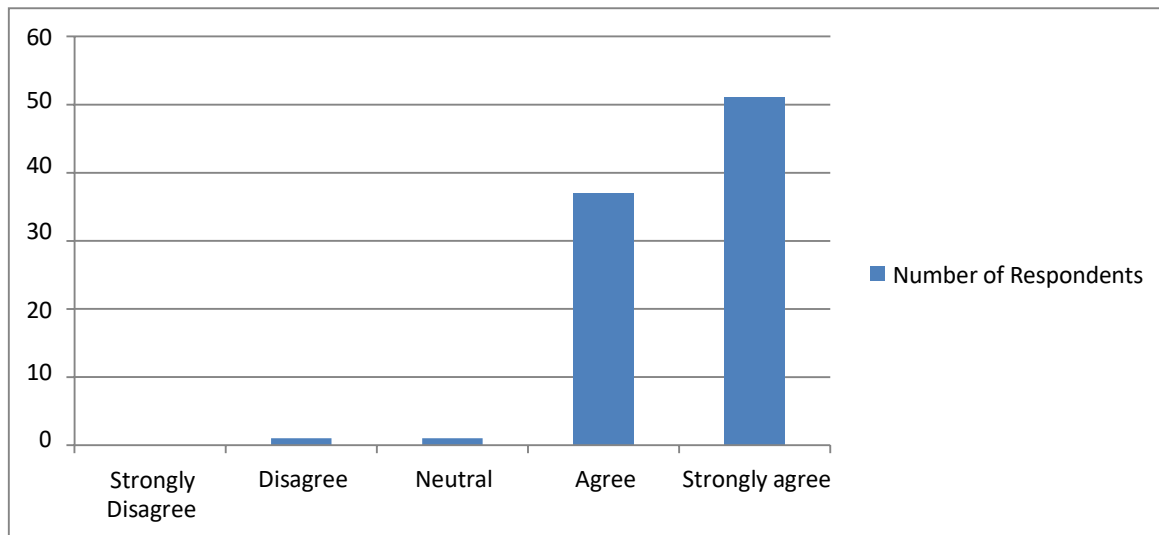
Draw attention to the inner dialogue that people engage in as they produce a piece of work. You can model this by talking out loud as you solve a problem, or by explaining the types of decisions you had to think about and make as you moved along through a project.

4.1 Descriptive Statistics

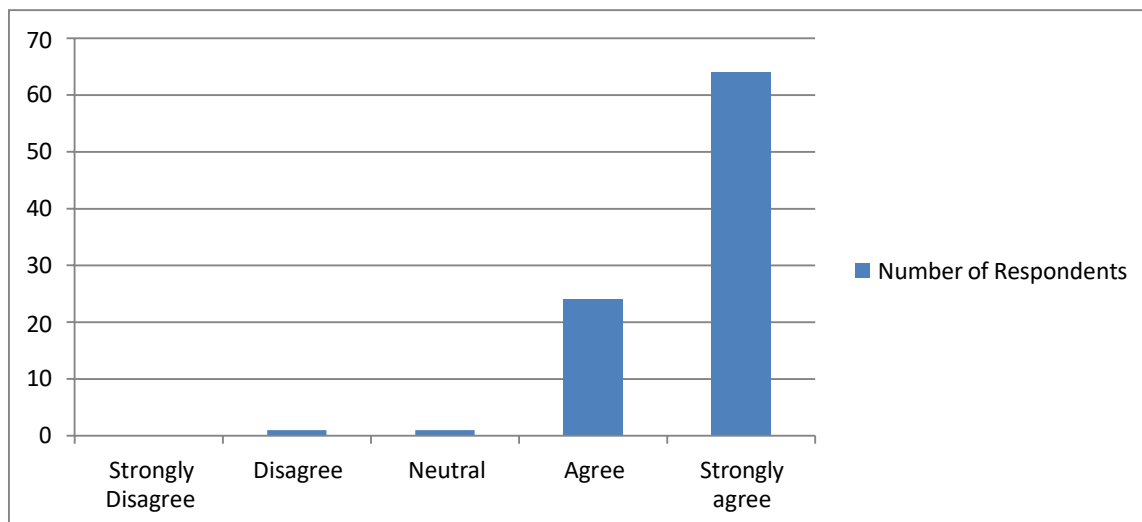
4.1.1. Students opinion about communication with patients.



Graph 4.1.1 is about the students opinion about communication with the patients where 1% of students are strongly disagree where is 2% of students are disagree and 1% of students are neutral 31% of students are agree about communication with patients where as 64% of students are strongly agree It could be inferred that most of the students are good at communication with patient.

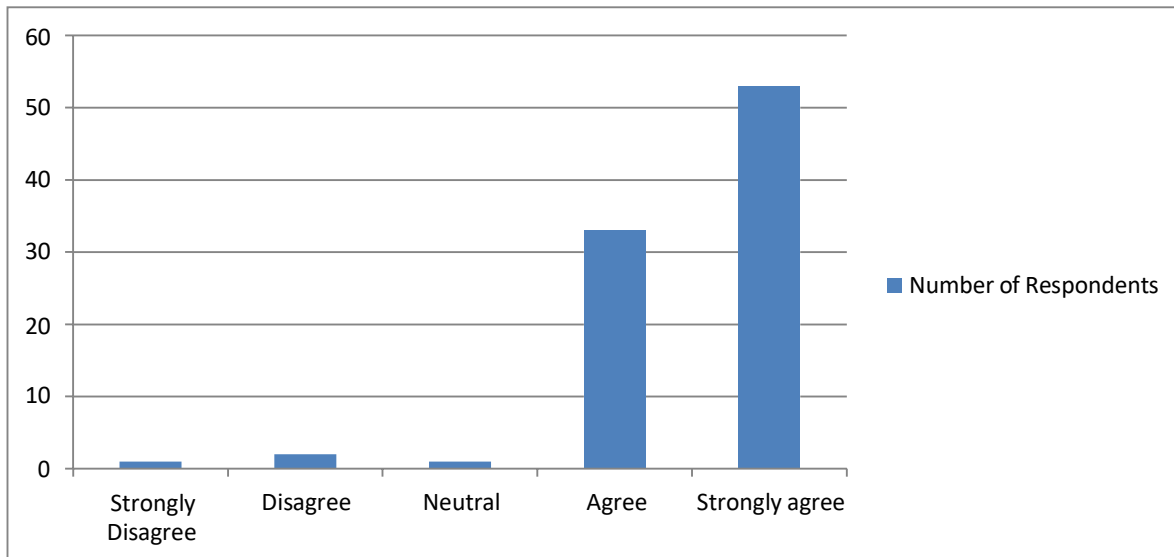
4.1.2. Students opinion about blood sample collection and delivery to Lab.

Graph 4.1.2 is about the respondents opinion about blood samples and delivery to the lab in accordance with doctor's order there is a no respondents for strongly disagree opinion 1.1 % of respondents disagree and 1.1 %respondents are neutral in opinion where as 41.11% of students are agree and 56.66% of respondents are strongly agree. It could be inferred that almost all respondents are very good for collection of blood samplesand delivering to the lab.

4.1.3. Students opinion about handling needle with precaution without injury to patients.

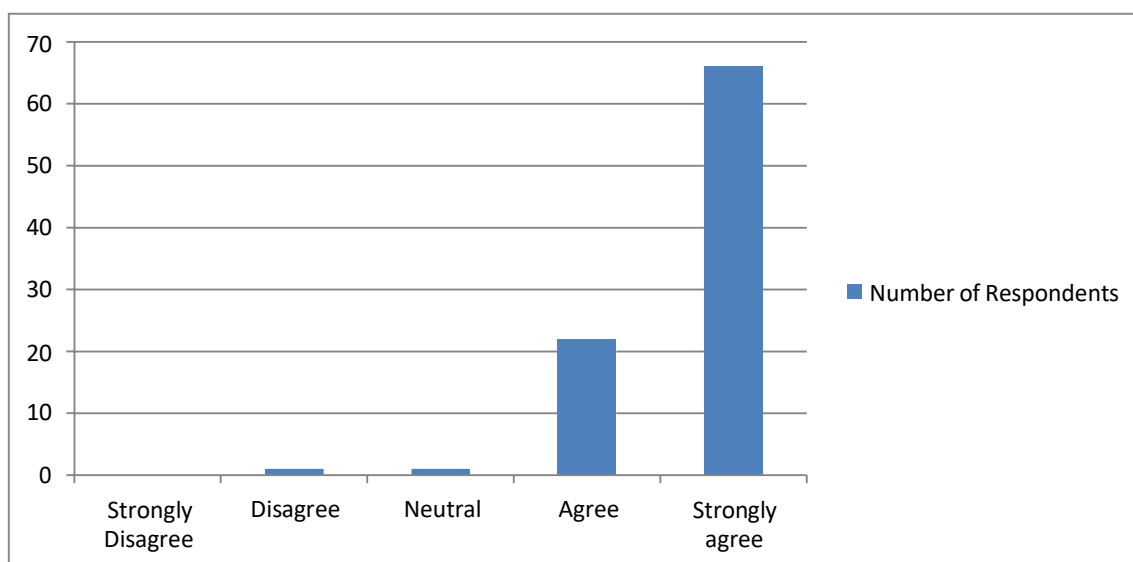
Graph 4.1.3 is about the respondents opinion about handling needle there is a no respondents for strongly disagree and 1.11% of students are disagree as well as1.11% of respondents are neutral in opinion and 26.66 percentage of respondents are agree and last 71.11% of respondents are stronglyagree.It could be inferred that majority of students are very well about handling needle withoutinjuring to the patient.

4.1.4. Students opinion about their ability to keep patients Lab record updated.



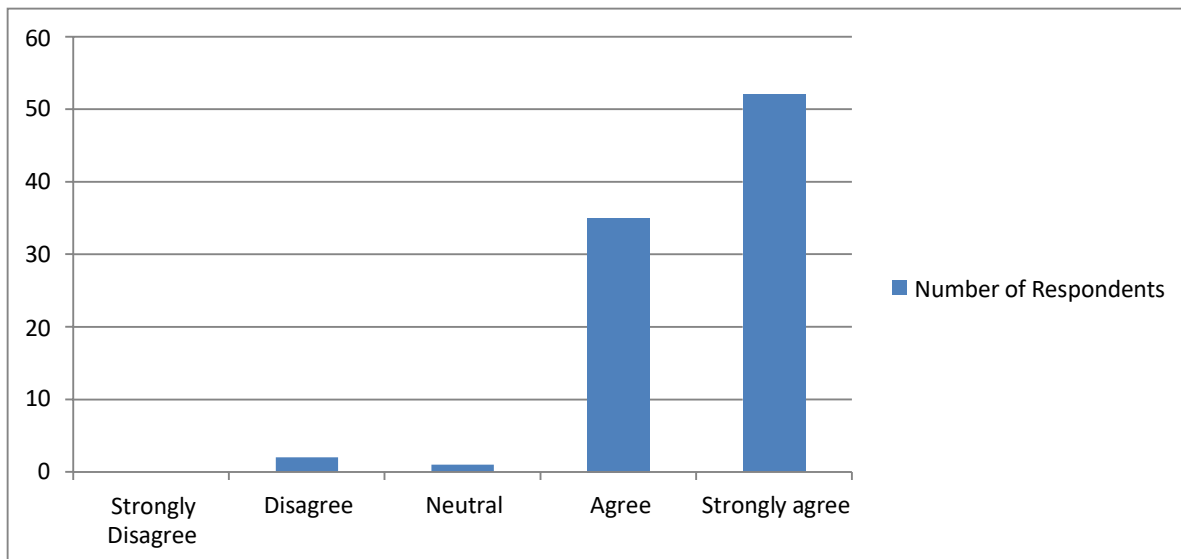
Graph 4.1.4 is about the respondents opinion about their ability to keep patients lab record updated where 1.1 % of respondents are strongly disagree where 2.22% of respondents are disagree where 1.11% of respondents are neutral about opinion 36.67 % of respondents are agree Where as 58.89% respondents are strongly agree. It could be inferred that majority of students are expert in keeping lab record updated.

4.1.5. Students opinion about their ability to handle the needle without injury to self.



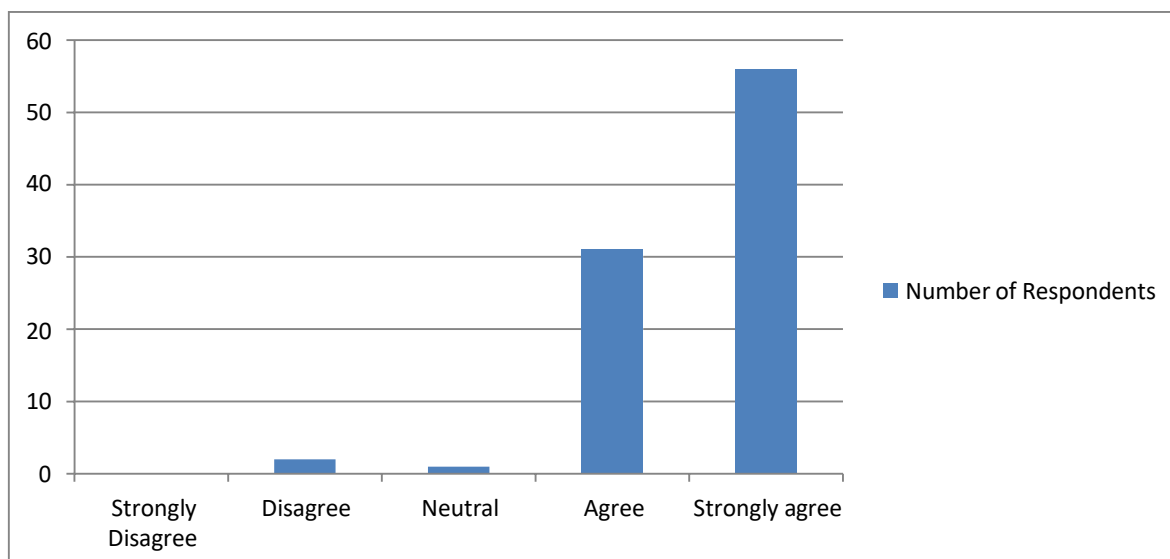
Graph 4.1.5 is about the respondents ability to handle the needle without injury to self there is no respondents for strongly disagree opinion there is a 1.11% of students are disagree as well as neutral in opinion whereas 24.44% of respondents are agree where is 73.33% of respondents are strongly agree. It could be inferred that most of the students has developed ability to handle the needle.

4.1.6. Students opinion about keeping supplying and equipment in good condition



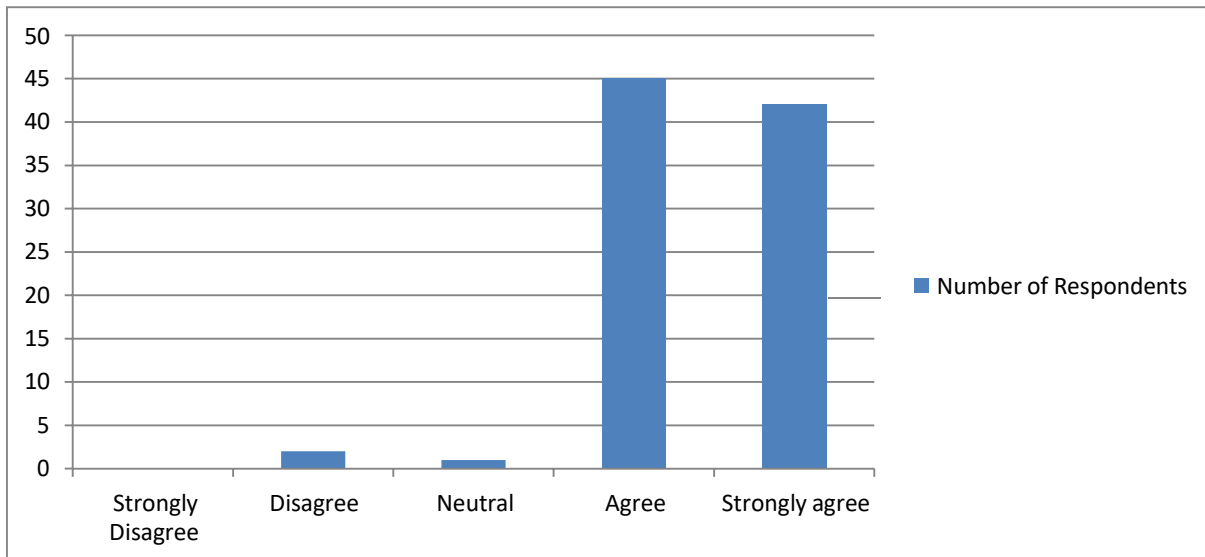
Graph 4.1.6 is about the respondents ability to keeping supplying and equipment in good condition where there is a no respondents for strongly disagree opinion where 2.2% of respondents are disagree where has 1.1 % of respondents are neutral in opinion 30.89 % of respondents are agreein opinion whereas 57.78% of respondents are strongly agree Most of the students are very good in manner keeping supply and equipment in good condition.

4.1.7. Students opinion about building rapport with their patients by making them feel comfortable.



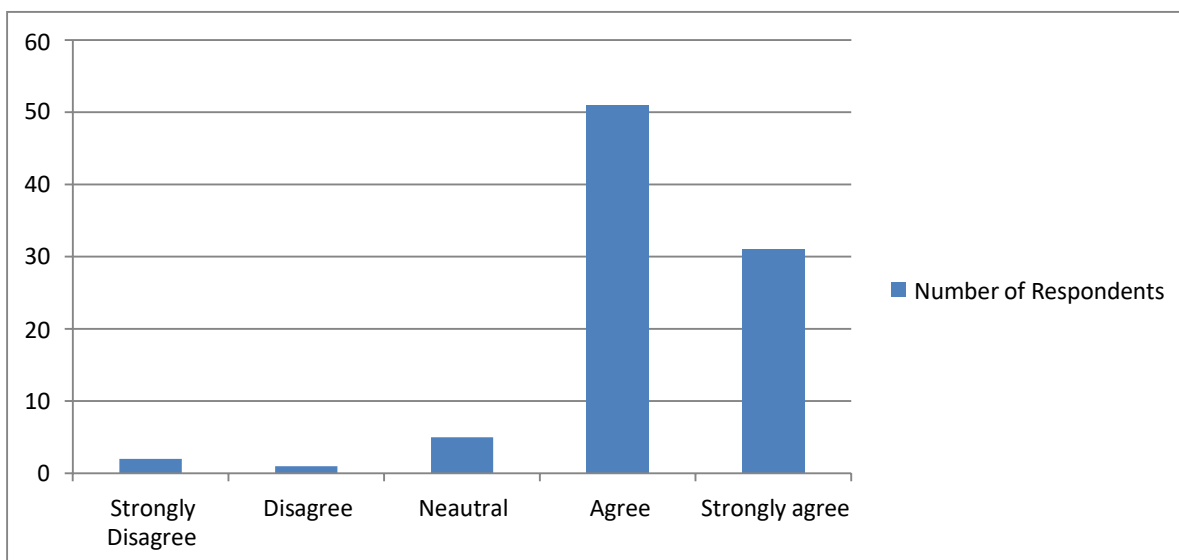
Graph 4.1.7 is about respondents building rapport with their patients by making them comfortable. there is a no respondents for strongly disagree opinion whereas 2.22% of respondents are disagree where has 1.11 % of respondents are neutral about opinion 34.44 % of respondents are agree about opinion and last 62.22% of respondents are strongly agree about opinion. Most of the students are well developed for building report with their patients by making themwill comfortable.

4.1.8 Students opinion about able to read patient state of mind to make them ease.



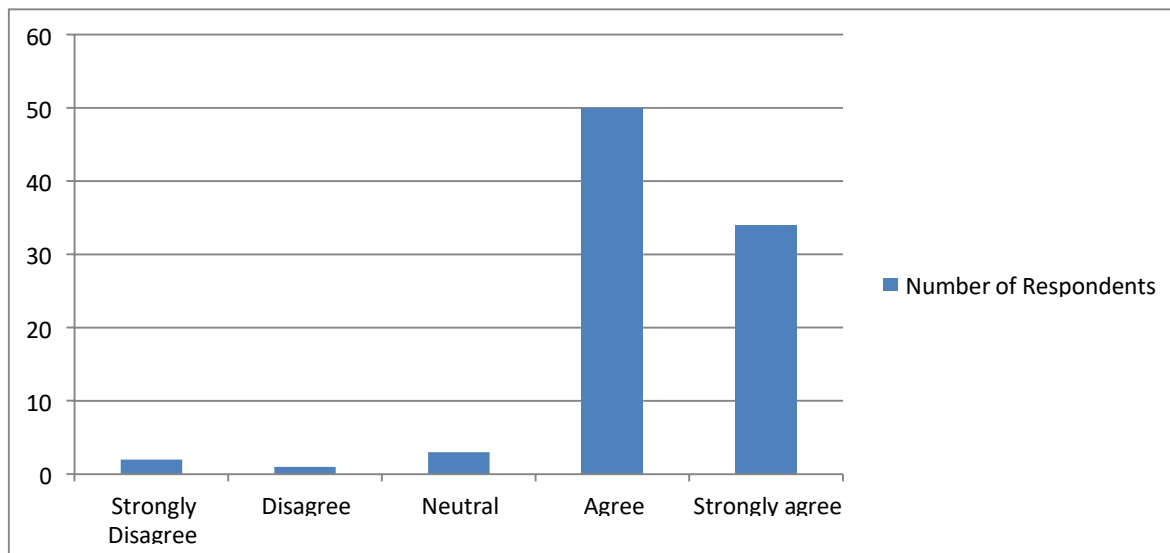
Graph 4.1.8 is about respondents opinion about able to read patients state of mind to make them ease. There is a no respondent for strongly disagree opinion 2.22 % of respondents are disagree where has 1.11% of respondents are neutral about opinion where 50% of students are agree in opinion 46.67 % of respondents are strongly agree. There are number of respondents became to able to read patients state of mind to make them ease.

4.1.9 Students opinion about training provided to them at SKILL AcademyKolhapur is sufficient for their current workplace.



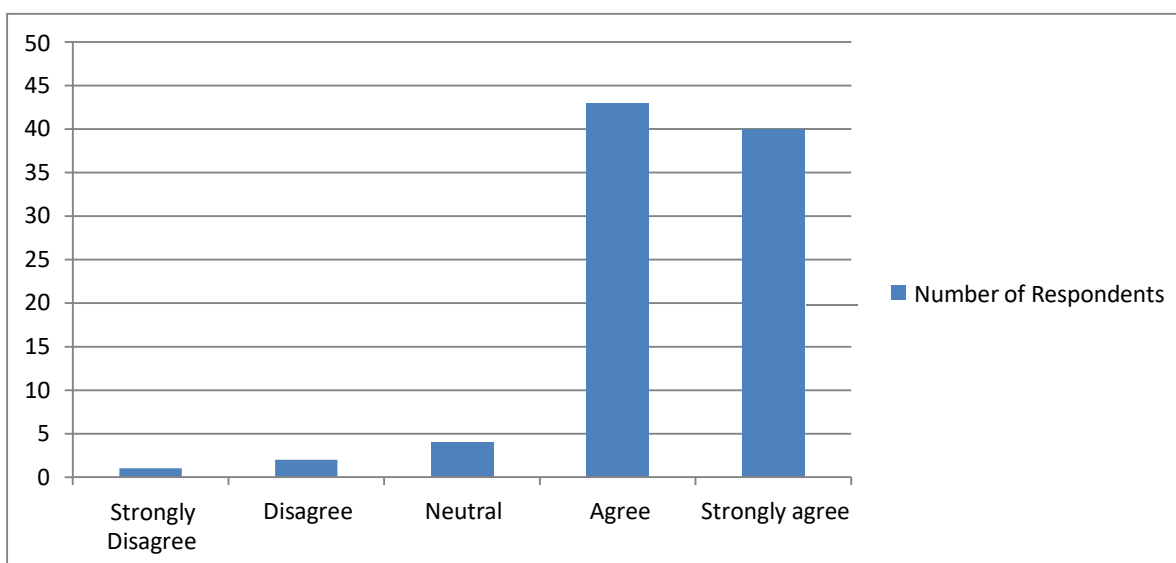
Graph 4.1.9 is about respondents training provided at SKILL Academy Kolhapur is sufficient for their current work place whereas 2.22% of respondents are strongly disagree and 1.11% of respondents are disagree 5.56% of respondents are neutral about opinion where has 56.67%of students are agree where is 34.44% of students are strongly agree. Near about all students are to happy about training provided at SKILL Academy Kolhapur issufficient for their current work place.

4.1.10 .Students opinion about training obtained at SKILL Academy Kolhapur was helpful for industry with them.



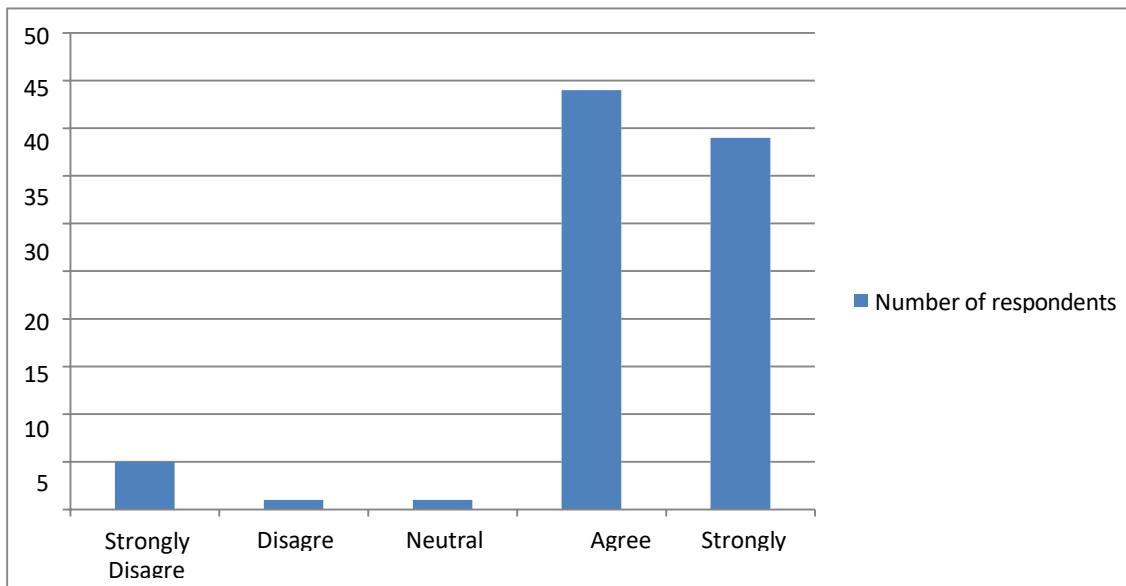
Graph 4.1.10 is about respondents opinion about training obtained at SKILL Academy Kolhapur helpful for industry with them where 2.22% of respondents are strongly disagree and 1.11% of respondents are disagree whereas 3.33 % of students are neutral about opinion and 50.56% of respondents are agree about opinion and last 37.78% of respondents are strongly agree. Almost everyone is agree with training obtained at SKILL Academy Kolhapur was helpful for industry with them.

4.1.11 .Students opinion about SKILL Academy Kolhapur made enough efforts fortheir placement.



Graph 4.1.11 is about respondents opinion about SKILL Academy Kolhapur made enough efforts for their placement 1.11% of respondents are strongly disagree whereas 2.22% of respondents are disagree neutral opinion of respondent is about 4.44 % whereas 47.78% of respondents are agree about opinion and lastly 44.44 % of respondents are strongly agree. Every student is giving thanks to SKILL Academy Kolhapur for giving goodplacement.

4.1.12 .Students opinion about on the job training opportunity provided by SKILL Academy Kolhapur was helpful for their skill development.



Graph 4.1.12 is about respondents opinion about on the job training opportunity provided by SKILL Academy Kolhapur was helpful for their skill development where 5.56 % of respondents are strongly disagree 1.11% of respondents are disagree as well as neutral about opinion where 48.89% of respondents are agree about opinion where 43.33 % of respondents are strongly agree.

Near about all the students are too happy for getting on the job training opportunity.

Findings

1. From Table 4.1.1 Communication between students and patients is very important majority of students are good at communication with patients.
2. From Table 4.1.2 It is to clear that near about all the students are too good in the activity of collecting blood samples and delivering to lab.
3. From Table 4.1.3 It is observe that students are too careful while handling needle with precaution without injury to patient.
4. From Table 4.1.4 Indicates that students ability to keeping patients lab record updating is too good. strongly agree opinion is more as compared to others.
5. From Table 4.1.5 Shows that near about all the students has greater ability of handling the needle without injury to self.
6. From Table 4.1.6 Iit is clearly shows us students have a good skill of keeping supplying equipments in good condition.
7. From Table 4.1.7 Indicates that overall the students are very good at building rapport with their patients strongly agree opinion about this task is greater than all others opinion.
8. From Table 4.1.8 Gives idea to us that overall the students are very good at reading patient's mind for making them ease.
9. From Table 4.1.9 It clearly indicates that training provided at SKILL Academy Kolhapur to the student is sufficient for their current workplace.

10. From Table 4.1.10 Shows us important thing that training obtained at SKILL Academy Kolhapur was too helpful for students.
11. From Table 4.1.11 Clearly shows us that SKILL Academy Kolhapur has taken enough efforts for their good placement.
12. From Table 4.1.12 Near about all the students are too happy for getting on the job training where they can enhance their skills.

REFERENCES

1. Ashok K. Gupta: Developing Human Resource Information System, 2008.
2. Dr. P.K. Gupta and Susheel Chhabra: Human Resource Information System, 2015.
3. Jayant Mukherjee: Designing Human Resource Management Systems – A Leader's Guide, 2012
4. Kelvin Molly: Human Resource Information System, 2014.
5. Michael J. Kavanagh, Mohan Thite, Richard D. Johnson: Human Resource Information Systems - Basics, Applications, and Future Directions, Third Edition, 2015.
6. Satish M Badgi: Practical Guide to Human Resource Information Systems, 2012.
7. Yorrick Bakker: Back to the Future of Human Resource Information Systems, 2012