

Faculty Training Transfer in Karnataka, India

Working Paper

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Author Note

We have no conflicts of interest to disclose.

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Abstract Faculty development programmes should guarantee the successful transfer of knowledge, skills, and attitudes from the training to educational practice to ensure sustainable development of teaching and learning practices. Based on the concepts of training transfer, the predicting transfer model, recent advances in faculty training transfer and the measurement of transfer, we will analyze the effectiveness of faculty training by determining its transfer and explore alternative approaches to improve faculty training in the State of Karnataka (India). We will perform two studies. First, we will evaluate the transfer of training of the Assistant Professors orientation training. Data will be gathered after the training. The questionnaire of efficacy (CdE), the multidimensional scale of transfer and personal transfer scale will be administered. Second, we will undertake a transfer evaluation study that will create and assess a predicting transfer model for faculty in Karnataka. This model will include factors that influence transfer. To test the instrument, we will evaluate a one-year training program that will be offered to Assistant Professors. In addition to previously mentioned questionnaires, the factors predicting transfer questionnaire will be applied. Implications for HRD and adult education will be extracted, providing evidence for theory building on transfer in the context of India. The findings could be used, from the lens of a National Human Resource Development (NHRD) perspective to boost faculty training transfer in India.

Keywords: faculty training transfer, teacher training transfer, transfer evaluation, HRD, India.