

**Research Article**

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# **Appraisal of Effectiveness, Relevance and Influence of Refresher Training in Research Management in the Present Scenario: A Study**

**Dr. Bhanu Partap**

Assistant Librarian, Nehru Library  
CCS Haryana Agricultural University,  
Hisar- 125 004  
E-mail: [bpartaps2005@gmail.com](mailto:bpartaps2005@gmail.com)

**Suman Vishnoi**

Librarian  
ODM College for Women  
Rajgarh Road, Muklan, Hisar (Haryana) - 125 007  
E-mail: [suman.roz29@gmail.com](mailto:suman.roz29@gmail.com)

## **Abstract**

### **Keywords**

Refresher course,  
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CCSHAU,  
Hisar.

This study intended to explore the effectiveness, relevance, and influence of refresher training in research management in the present digital scenario on agricultural and veterinary faculties. All stakeholders of the education system can play their important role in imparting better education to the aspirants; however, before imparting education, a teacher must be well-versed and updated in his/her subject. A teacher or scientist can update his/her knowledge by joining refresher courses, orientation, Faculty Development Programs (FDP), inductions, and other training programs of various levels. To know how a refresher course can impacted the teaching, learning, research and extension activities of the agricultural and veterinary teachers and scientists, a survey based study has been conducted during the “Refresher Course in Research Management” held from 18.07.2024 to 07.08.2024 conducted by the Academy of Agricultural Research & Education Management, Directorate of HRM at Chaudhary Charan Singh Haryana Agricultural University, Hisar. The copies of the questionnaire were distributed among the 30 participants, out of which 28 responded positively, which forms the response rate @ 93.33%. The study finds that almost all the respondents were either ‘fully satisfied’ or ‘satisfied’ with the program, and their personal learning objectives were achieved to a satisfactory or full extent. The study also found that every respondent got at least some improvement in their skills and positively enhanced their understanding of their job as a whole by attending the training program. Based on the opinion of respondents, the study suggested that if material distribution before the program and quality of supporting services are enhanced, the utmost respondents’ satisfaction could be achieved in future programs.

## 1. Introduction

A refresher course is not only mandatory for career advancement in the teaching, research, and extension community of a university, but it also provides an opportunity to update their knowledge and skills in a specific area of research, as well as enhance their digital knowledge. Furthermore, refresher courses and induction programs are regular features of any university in various subject domains so that faculty members who are involved in teaching, research, and extension activities may enhance their knowledge and skills, particularly in their concerned field as well as other associated areas of interest. This refresher course covers various important topics related to research management, including study design, data analysis techniques and tools, ethical considerations, statistical methods, statistical software tools, writing and communication skills, stress management, project management, data management, and knowledge or information sharing. Participants took advantage of enhancing their existing skills and learnt about new techniques and latest developments, and advancements in their field. Apart from this, it leads to career advancement (CAS) of the fraternity.

“The knowledge dissemination and the skill orientation must be responsive to the fast-changing needs of the present global education scenario. Education has its own importance, whether it may be formal or informal. Currently, the scenario of education has totally been changed in each and every field/discipline due to the wide impact of Information Communication Technology (ICT), Internet, teaching learning aids, involvement of new things, new achievements, employment, worldwide competition, and now Artificial Intelligence (AI), etc. Therefore, the teachers and scientists, particularly in the higher education system, are required to keep up to date about the new changes and challenges in their concerned field of specialization so that they will be able to provide better education or deliver the best content to their students” (Bhanu Partap, 2018).

In India, supreme bodies in higher education such as University Grants Commission (UGC) and Indian Council of Agricultural Research (ICAR), etc. promoted training courses, refresher courses, orientations, FDPs, summer schools, winter schools, *etc.*, on various levels of subject based on interdisciplinary in nature so that teaching community can enhanced their skills and can get their service promotions. So refresher courses are specialized training programs in which teachers, scientists, and extension specialists can improve their subject-based technical knowledge and learn the latest developments in their field of specialization.

In view of the facts discussed above, the present study was therefore planned to explore the effectiveness, relevance, and influence of refresher training in research management in the present scenario among the agricultural and veterinary fraternity.

## 2. CCS Haryana Agricultural University, Hisar- A profile

“After the division of Punjab State, the first established university in Haryana State in 1970 is Haryana Agricultural University, which is one of Asia's biggest agricultural universities. In 1991, it was renamed after India's seventh Prime Minister, Chaudhary Charan Singh. Thus, now it is known as Chaudhary Charan Singh Haryana Agricultural University, Hisar. The university covers an area of 8645 Acres, out of which 7219 acres are at the main campus and 1426 acres at sub-campuses. The University has six colleges in its main campus with different departments, *i.e.*, College of Agriculture (COA), College of Home Science (COHS), College of Agriculture Engineering & Technology (COAE&T), College of Basic Science & Humanities (COBS&H), College of Fisheries Science (COFS), and College of Biotechnology (COBT). The University has three more colleges in its outstation campuses, other than these six colleges situated in the main campus, *i.e.*, College of Agriculture, Kaul (COAK), College of Agriculture, Bawal (COAB),

and Institute of Business Management and Agripreneurship (IBMA), Gurugram. The University is affiliated with the Indian Council of Agricultural Research (ICAR)” (CCS HAU, 2025).

### **3. AAREM, DHRM, CCS HAU, Hisar- A profile**

"CCSHAU, Hisar, established the Academy of Agricultural Research and Education Management (AAREM) in its Silver Jubilee Year of 1994-95 under the Agricultural Human Resource Development Project with financial support from the World Bank. AAREM is equipped with all the basic and ultra-modern infrastructural facilities and teaching aids for institutionalized in-service trainings and offers tailor-made courses for university teachers, scientists, extension specialists, research managers, administrators, policy makers, agricultural officers, and other senior officers working in the field of agriculture and allied sciences. In liaison with other cells/departments/outside agencies, area-specific collaborative training programmes are conducted in emerging areas in the disciplines of agriculture and allied sciences, including Library and Information Science. The Academy also imparts training through various Sponsored Courses of the Government of Haryana and SAUs. It also conducts ICAR-sponsored winter and summer schools. Specialized courses have been planned and offered at the International level, too, on request from organizations abroad. Taking the responsibility of developing the capabilities of the human resources of the university, AAREM imparts training to the non-teaching/para-administrative staff too in the field of language, computers, and other need-based areas. In addition to the training programmes, the Academy also initiates and finalizes MoUs with private and public agencies at the National and International level for cooperation in the field of agricultural education, research, and extension” (AAREM, 2025).

### **4. Objectives**

For the present study, the following major objectives were intended to be achieved:

- To explore the usefulness, relevance, and influence of refresher training in research management among the fraternity
- To assess the quality of content of the refresher course in research management
- To analyse the satisfaction level among the fraternity about the refresher training in research management
- To assess the fraternity’s opinion about the benefits of a refresher course in research management in their teaching, research, and extension activities.

### **5. Scope and limitation of the study**

An attempt has been made in this study to examine the effectiveness, relevance, and influence of refresher training in research management in the present digital scenario among the teaching, research, and extension fraternity. The study was limited to the agricultural, veterinary, and library & information science fraternity of Chaudhary Charan Singh Haryana Agricultural University (CCSHAU), Hisar, and Lala Lajpat Rai University of Veterinary and Animal Sciences (LUVAS), Hisar. The data was collected from the participants of the refresher course in research management; hence, the findings cannot be generalized.

### **6. Research methodology**

A questionnaire-based survey method has been used to collect the data from the participants of refresher training in research management conducted by the Academy of Agricultural Research and Education Management (AAREM), Directorate of Human Resource Management (DHRM), Chaudhary Charan Singh Haryana Agricultural University (CCS HAU), Hisar (India), scheduled from 18.07.2024 to 07.08.2024. All the 30 participants (Fraternity) of the said

refresher training have been considered as the population for the study. Copies of self structured questionnaire were distributed among all the respondents at the end of the training program. Out of the total 30 questionnaires, 28 questionnaires were filled out and received back with a response rate of 93.33% and considered for final evaluation. The collected data were then

classified, tabulated, and analyzed in accordance with the objectives of the study.

## 7. Data analysis and interpretation

The data have been presented, compared and analysed in the following tables:

**Table 1: Distribution of respondents by gender**

Sr. No.	Gender	Respondents	Percentage
1.	Male	23	82.14
2.	Female	05	17.86
<b>Total</b>		<b>28</b>	<b>100</b>

Table 1 shows the gender distribution among the respondents. Out of the total 28 respondents, the majority (82.14 percent) of the respondents were

male, while 17.86 percent were female respondents who participated positively in the survey.

**Table 2: Age-wise distribution of respondents**

Sr. No.	Age group	Respondents	Percentage
1.	<30	00	00
2.	31-35	05	17.86
3.	36-40	02	07.14
4.	41-45	08	28.57
5.	46-50	08	28.57
6.	>50	05	17.86
<b>Total</b>		<b>28</b>	<b>100</b>

Table 2 presents the age-wise distribution of respondents across different age groups. It was found that out of the total 28 respondents, eight respondents were equally distributed in the age groups of 41-45 and 46-50, while a similar trend was noted in the age group of 31-35 and >50,

where five respondents each participated. On the other hand, only two respondents were in the age group of 36-40. The analysis shows that the majority (21) of the respondents were 40 and more years of age.

**Table 3: What is your core area of profession?**

Sr. No.	Core area/specialization of profession	Respondents	Percentage
1.	Teaching	07	25.00
2.	Research	06	21.43
3.	Extension	01	03.57
4.	Teaching and Research	05	17.86
5.	Teaching, Research and Extension	09	32.14
<b>Total</b>		<b>28</b>	<b>100</b>

The data given in Table 3 distributed respondents based on their core area or specialization of profession, *i.e.*, teaching, research, and extension education. Out of the total 28 respondents, one third (nine) respondents were involved in all three areas, *i.e.*, teaching, research, and extension education; whereas, seven respondents were

represented pure teaching area, and six were represented pure research area. On the other hand, the core area of profession for five respondents was teaching and research, while extension education as a sole specialization was represented by only one respondent.

**Table 4: Has the objective of the program you attended been fulfilled?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	11	39.28
2.	Satisfied	17	60.72
3.	Partially satisfied	00	00
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

The presented data in Table 4 shows the respondents' satisfaction regarding whether the objectives of the refresher course in research management, which was interdisciplinary in nature, that they attended have been fulfilled. Out of the total 28 respondents, 60.72 percent were

'satisfied' with the program, while 39.28 percent were 'fully satisfied'. The analysis shows that all the respondents reported either being 'fully satisfied' or 'satisfied'. On the other hand, no respondents reported being 'partially satisfied', 'somewhat satisfied', or 'not satisfied'.

**Table 5: Have your personal learning objectives for attending the program been achieved?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	09	32.14
2.	Satisfied	15	53.58
3.	Partially satisfied	04	14.28
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

Table 5 shows the respondents' satisfaction regarding the achievement of their personal learning objectives from attending the said interdisciplinary refresher course in research management. It was found that 53.58 percent of the respondents were 'satisfied' with the program they had attended, while 32.14 percent were 'fully satisfied'. On the other hand, a small number (14.28 percent) of respondents were 'partially satisfied' as they felt

their personal learning objectives from the program were only partially achieved. The analysis shows that the majority of the respondents (85.72 percent) reported that their personal learning objectives were achieved from the program they had attended to a satisfactory or full extent. On the other hand, no respondents reported being 'somewhat satisfied' or 'not satisfied' with the program.

**Table 6: Did your understanding of the subject improve as a result of the program?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	07	25.00
2.	Satisfied	19	67.86
3.	Partially satisfied	02	07.14
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

The presented data in Table 6 highlights the opinion of respondents on whether they felt any improvement in their subject as a result of the program they attended. Out of the total 28 respondents, the overwhelming majority (92.86 percent) of respondents reported that their understanding of the subject improved either

‘fully satisfied’ or ‘satisfied’ as a result of the program. On the other hand, a very small number of respondents (two) experienced only ‘partial satisfaction’ in understanding their concerned subject. No respondents reported ‘somewhat satisfied’ or ‘not satisfied’.

**Table 7: Did your skills in the subject of the program improve as a result of the program?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	07	25.00
2.	Satisfied	14	50.00
3.	Partially satisfied	06	21.43
4.	Somewhat satisfied	01	03.57
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

Table 7 represents the satisfaction level of respondents about whether there is any improvement noticed in their skills in the subject of the program. It was revealed that half of the respondents were being ‘satisfied’ with the improvement in their skills, while one fourth of the total respondents were being ‘fully satisfied’. On the other hand, 21.43 percent of the

respondents were found ‘partially satisfied’, whereas only one respondent was found ‘somewhat satisfied’. No respondents reported their ‘satisfaction’ with the results of the program. The analysis shows that every respondent got at least some improvement in their skills because of attending the said refresher course in research management.

**Table 8: Did the program help to enhance your understanding of your job as a whole?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	06	21.43
2.	Satisfied	17	60.71
3.	Partially satisfied	05	17.86
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>



The data given in Table 8 highlights the satisfaction level of the respondents with whether the program they have attended helped in enhancing their understanding of their job as a whole. It was observed during the study that 60.71 percent of the respondents were found 'satisfied' with the program in enhancing their understanding of the job as a whole, while 21.43 percent respondents were 'fully satisfied'. On the

other hand, 17.86 percent of the respondents reported that they were 'partially satisfied' with the program. No respondents reported being 'somewhat satisfied' or 'not satisfied' with the program. The analysis revealed that more than 80 percent of the respondents felt that the said program 'Refresher Course in Research Management' positively enhanced their understanding of their job as a whole.

**Table 9: Would you recommend that others with similar needs attend this program?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	11	39.28
2.	Satisfied	15	53.58
3.	Partially satisfied	02	07.14
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

Table 9 shows the opinion of respondents on whether they recommend to others with similar needs to attend this program in the future, so that they can also enhance their skills as a whole. Out of the total 28 respondents, 53.58 percent of respondents were 'satisfied', whereas 39.28 percent of respondents were 'fully satisfied' with the program and want to recommend it to others

as well. On the other hand, only two respondents were 'partially satisfied' with the program. No respondents reported being 'somewhat satisfied' or 'not satisfied' with the program. The analysis shows that more than 90 percent of the respondents would like to recommend the program to others with similar needs so that they can also be get benefitted.

**Table 10: Was the material necessary for the program provided to you prior to its start?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	09	32.14
2.	Satisfied	10	35.72
3.	Partially satisfied	06	21.43
4.	Somewhat satisfied	01	03.57
5.	Not satisfied	02	07.14
<b>Total</b>		<b>28</b>	<b>100</b>

The presented data in Table 10 reveal the satisfaction level among respondents about the material necessary for the program provided before its start. It was noticed during the study that 35.72 percent of the respondents were 'satisfied', while 32.14 percent were 'fully satisfied' with the provision of necessary materials before the start of the program. On the other hand, 21.43 percent of the respondents were

found 'partially satisfied', followed by 'somewhat satisfied' (3.57 percent). Two respondents were found 'not satisfied', which shows that there is a lack of or significant issues with the necessary materials before the program started. The analysis shows that overall, two-thirds of the respondents were 'satisfied' or 'fully satisfied' with the provision of necessary materials before starting the program.

**Table 11: Was the program logically sequenced?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	11	39.28
2.	Satisfied	13	46.43
3.	Partially satisfied	03	10.72
4.	Somewhat satisfied	01	03.57
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

Table 11 highlights the opinion of respondents on whether the program was logically sequenced. The data presented in the above table shows that 46.43 percent of the respondents were 'satisfied', whereas 39.28 percent of the respondents were 'fully satisfied' with the logical sequencing of the program. On the other hand, 10.72 percent of the respondents were 'partially satisfied,' and one

respondent was 'somewhat satisfied', which suggests that there is room for improvement in the logical flow of the program. No respondent reported being 'not satisfied' with the logical sequencing of the program. Overall, more than 85 percent of the respondents found that the structure of the program was logically sequenced.

**Table 12: Were the audio-visual aids used in this program up to the mark?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	06	21.43
2.	Satisfied	17	60.71
3.	Partially satisfied	05	17.86
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

The data given in Table 12 depicts whether the audio-visual aids used in the program mark in the opinion of the respondents. Out of the total 28 respondents, 60.71 percent of the respondents were 'satisfied,' and 21.43 percent respondents were 'fully satisfied' with the provision of audio-visual aids used during the program. On the other hand, 17.86 percent of the respondents opined that they are 'partially satisfied' with the audio-visual

aids, which shows in their opinion that the audio-visual aids could have been improved. No respondent reported being 'somewhat satisfied' or 'not satisfied' with the audio-visual aids used during the program. Overall, the analysis shows that more than 80 percent of respondents were quite satisfied with the audio-visual aids used in the program, which met their expectations.

**Table 13: How do you rate the supporting services of the program (breaks, refreshments, etc.)?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	05	17.86
2.	Satisfied	07	25.00
3.	Partially satisfied	09	32.14
4.	Somewhat satisfied	05	17.86
5.	Not satisfied	02	07.14
<b>Total</b>		<b>28</b>	<b>100</b>



The presented data in Table 13 elaborates on the opinion of respondents during the program about the supporting services, such as breaks, refreshments, *etc.* It was found that 32.14 percent of the respondents were ‘partially satisfied’, whereas 25 percent respondents were ‘satisfied’ with the supporting services. On the other hand, an equal number of respondents, *i.e.*, 17.86

percent, was either ‘fully satisfied’ or ‘somewhat satisfied’ with the supporting services during the program. Interestingly, it was noted during the study that 7.14 percent of the respondents were found ‘not satisfied’ with the supporting services. The study suggested that the supporting services could be improved so that the utmost satisfaction may be achieved.

**Table 14: How familiar are you with the recent tools and technologies used in this program?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	07	25.00
2.	Satisfied	18	64.28
3.	Partially satisfied	03	10.72
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

Table 14 shows the opinion of the respondents about how they understand the recent tools and technologies, such as ICT-based AI tools, machine learning, MOOCs, SWAYAM, nano-science, new scientific areas, *etc.*, discussed in the program, which may be useful in their teaching, research, and extension activities. The data presented in the above table depicts that 64.28 percent of the respondents were found ‘satisfied’, while 25 percent respondents were ‘fully satisfied’ with their familiarity with recent tools

and technologies. On the other hand, 10.72 percent of the respondents were found ‘partially satisfied’ with their familiarity with the recent tools and technologies used in the program. No respondent reported being ‘somewhat satisfied’ or ‘not satisfied’ with the familiarity with recent tools and technologies. Overall, the analysis shows that around 90 percent of the respondents were found ‘satisfied’ or ‘fully satisfied’ with their familiarity with recent tools and technologies used during the program.

**Table 15: How would you rate the overall success and benefits of this program?**

Sr. No.	Satisfaction level	Respondents	Percentage
1.	Fully satisfied	10	35.72
2.	Satisfied	17	60.71
3.	Partially satisfied	01	03.57
4.	Somewhat satisfied	00	00
5.	Not satisfied	00	00
<b>Total</b>		<b>28</b>	<b>100</b>

Table 15 shows the respondents’ opinion on the overall success and benefits of the program ‘Refresher Course in Research Management’. Out of the total 28 respondents, 60.71 percent of respondents were found ‘satisfied’, while 35.72

percent of respondents were found ‘fully satisfied’ with the overall success and benefits of the program. Only one respondent was found ‘partially satisfied’ with the success and benefits of the program. No respondent reported being

‘somewhat satisfied’ or ‘not satisfied’ with the overall success and benefits of the program. Overall, the study found that almost all the respondents felt that the program was successful and beneficial for them in their teaching, research, and extension activities.

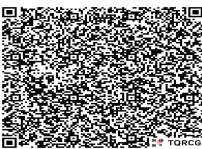
## 8. Conclusion and suggestions

The present study proposes a profound understanding of the training program in research management among the respondents from their perspective. The findings of the study show high levels of satisfaction among the respondents with overall success and benefits of the program, contents covered, logical sequencing, audio-visual aids, supporting services, and recent tools and technologies, *etc.* The majority of the respondents reported significant improvement in their subject-specific skills, enhanced understanding of their current job roles, and a strong willingness to recommend the program to other peers as well. Similarly, the study also found that most of the respondents were familiar with the recent tools and technologies. However, the study also explores some areas for improvement, especially

the distribution of necessary material during the program and quality of supporting services, *i.e.*, breaks and refreshments, *etc.* By addressing these issues, future training programs, particularly in research management, can enhance their usefulness, significance, and influence in the present scenario of ICT.

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