IDENTIFICATION OF TRAINING REQUIREMENTS FOR FACULTIES OF PROFESSIONAL EDUCATION

WITH SPECIAL REFERENCE TO DEPARTMENT OF MANAGEMENT STUDIES BHIMTAL

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Abstract— **The objective of this study is to identify the proper training needs for the faculty members of Department of Management Studies; Bhimtal so that the training programmes which are conducted for the faculty members or the faculty development programmes they undergo, can become more effective.**

For the attainment of above said objective a competency mapping sheet for the faculties will be prepared by the responsible team, on the identified attributes, so that a proper annual calendar can be prepared for the identified trainees. The process will take approximately four to five weeks. The concerned persons are the head of departments, faculties and staff.

The study will be done considering the constraints of time, availability of the possible trainees and other academic constrains.

Keywords- training; development; training and development; attributes; team; analysis of organizational training needs; annual calendar; competency mapping; training programme

I. INTRODUCTION

Training is an instructor-lead content based intervention which is done to develop a desired change in the behaviour of an individual, so that the trainee can perform same task repeatedly, with more efficiency and accuracy.

Training is tool for improving any organisation's efficiency. The need of the hour is that in every organisation, because the changes which are taking place in internal and external environment, every organisation is keen to update its human resource in a manner so that it can appreciate with time with proper training interventions. Training is also a tool to protect the skill obsolescence of the employees of any organisation; it is also an effective change agent with which we can introduce a change in the organisation without generating any dissatisfaction in the organisation among its employees.

Every organisation, while performing its task and duties, faces may problems a time which cause a performance dip to it. This can be improved by a proper Analysis of Organisational Training Need (AOTN). AOTN is the process of identifying all the problematic areas of an organisation and prioritizing them according to their solutions which training can offer to that. While performing AOTN, all the problems which are resulting into organisational performance dip, are identified and a list is generated stating that to which area training can be the best solution. The list so generated, is later on, converted into a priority list indicating the best training solution and giving the least priority to the problem for which training can contribute minimum. On successful generation of priority list, excluding the problems for which training is the best solution rest of the problems communicated to the departments to which the problems are associated. And for the problems to which training is the best solution are selected and solved one by one.

For undertaking the task of bringing out training requirement of the Department of Management Studies, Kumaun University Campus, Bhimtal, the researcher has followed the same procedure for identifying the training need of the department. The steps for which are explained below.

II. PROCESS OF TRAINING NEED IDENTIFICATION OF DEPARTMENT OF MANAGEMENT STUDIES (DMS), BHIMTAL
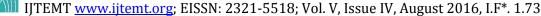
The process of training need identification or analysis of organisational training need starts with the process of appointment of a responsible person for undertaking the AOTN activity.

A. Step 1: Appontment of a Responsible Person

For conducting an effective AOTN, it is first and foremost required that the responsibility of identifying the training need is to be assigned to an unbiased person who is the direct or line manager of the potential trainees so that an appropriate training need can be identified. Also the person must have the legal/official ability to access the resources which are required to conduct the training programme.

For identifying training need of DMS Bhimtal the responsibility of conducting AOTN is assigned to the Head of Department (HOD) of DMS Bhimtal, as he is the immediate superior or line manager of all the teaching staff who is

working in the department. Also he is the one who undertakes the process of student's feedback, regarding the performance of every faculty member in the classroom and during other academic activities.

B. Step 2: Preparation of Training Need Identification and Competency Mapping Sheet

The next step is to identify the Key Responsibility Areas (KRA's) based on which the training needs can be identified and competency mapping can be done to know the competency gap among all the faculty members of the department. Below is the Training Need Identification and Competency Mapping Sheet, on which the competency gap for every faculty member is measured. The present and forecasted skills are identified by the HOD based on which the competency gap is measured. Where present skill means the present skill wet acquired by the faulty member while performing his present job in the current academic session and forecasted skills means the skill set required to perform the same jobs in future in next academic session. (Refer to table 1)

C. Step 3: Preparation Analysis of Organisational Training Need Chart

On successful measurement of the competency gap between the present performance of all the faculty members and their required performance, an Analysis of Organisational Training Need (AOTN) is performed based on Table 2. The Analysis of Organisational Training Need depict us all the areas where training can be the best solution and what is the exact number of trainees who are identified for a particular training need.

An AOTN done in proper manner helps us in different manner such as it tell us, depending upon the number of trainees identified on a particular topic, when can we schedule the training programme, what type of training programme will be appropriate and how much time it must be repeated for making an effective learning.

This chart is prepared by using the information obtained while training need identification and competency mapping process.

D. Step 4: Annual Calendar Preparation

This is the third and last phase of training need identification process of DMS Bhimtal, in which the information compiled in AOTN sheet is analyzed by the HOD with the other senior professors from our university & other universities and compiled in the form of annual calendar (Table 3) depicting the details of the schedule for conducting the training programme.
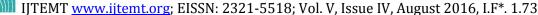
The annual calendar contains information about topic identified, number of trainees, duration of the training programme, repetition of programme (on annual basis), type of trainer (internal or external) and last the type of training required. On the completion of annual calendar we have

detailed information about the Training Needs Identified for the faculties of Department of Management Studies, Bhimtal.

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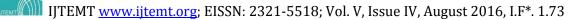
AUTHORS PROFILE

Authors Profile …

Table 1: Training Need Identification and Competency Mapping Sheet

S.No.	Name of Faculty Member	Attributes	Key Result Areas	Required Skills* (5 point Scale)	Existing Skills# (5 point Scale)	Competency Gap
1	Dr. L. K. Singh	Technical	Subject Knowledge	4	4	0
			Research Aptitude	4	3	1
		Behavioural	Approach to Students	4	3	1
			Teaching Techniques	3	2	1
2	Dr. Amit Joshi	Technical	Subject Knowledge	4	4	0
			Research Aptitude	3	3	0
		Behavioural	Approach to Students	3	1	2
			Teaching Techniques	3	1	2
3	Dr. Hitesh Pant	Technical	Subject Knowledge	4	3	1
			Research Aptitude	4	2	2
		Behavioural	Approach to Students	3	2	1
			Teaching Techniques	3	2	1
4	Mr. Asheesh Bisht	Technical	Subject Knowledge	4	3	1
			Research Aptitude	3	2	1
		Behavioural	Approach to Students	3	2	1
			Teaching Techniques	3	2	1

5	Mr. Sunil Kumar	Technical	Subject Knowledge	4	3	1
			Research Aptitude	3	1	2
		Behavioural	Approach to Students	3	1	2
			Teaching Techniques	3	2	1
6	Mrs. Pratibha Pant	Technical	Subject Knowledge	4	3	1
			Research Aptitude	3	2	1
		Behavioural	Approach to Students	4	3	1
			Teaching Techniques	3	2	1
7	Er. Sumit Prasad	Technical	Subject Knowledge	4	3	1
			Research Aptitude	4	3	1
		Behavioural	Approach to Students	3	2	1
			Teaching Techniques	3	2	1
8	Dr. Neelam Pandey	Technical	Subject Knowledge	4	3	1
			Research Aptitude	3	1	2
		Behavioural	Approach to Students	4	3	1
			Teaching Techniques	3	2	1
9	Mr. Narendra Kumar	Technical	Subject Knowledge	4	2	2
			Research Aptitude	3	1	2
		Behavioural	Approach to Students	3	2	1
			Teaching Techniques	3	2	1

10	Mr. Udit Pandey	Technical	Subject Knowledge	4	3	1
			Research Aptitude	3	2	1
		Behavioural	Approach to Students	3	2	1
			Teaching Techniques	3	2	1

* **Existing Skills:** Present Competency Domain in current academic year (2013-2014).
* **Required Skills:** Skills required for the teaching performance in the next Academic Year (2014-2015).

Table 2: Analysis of Organisational Training Need Chart

S. No.	Training Need Identified (Topic)	Number of Trainees Identified
1	Subject Knowledge	08
2	Research Aptitude	09
3	Approach to Students	10
4	Teaching Techniques	10

Table 3: Annual Calendar Preparation

S. No.	Topics Identified	Number of Participants	Duration (in Hrs.)	Repetition Of Programme (Annually)	Type of Trainer (Internal / External)	Type of Training Required
1	Subject Knowledge	08	4 Hrs.	2	External	Case Study
2	Research Aptitude	09	8 Hrs.	4	External	Mentorship
3	Approach to Students	10	2 Hrs.	4	External and/or Internal	Role Playing
4	Teaching Techniques	10	2 Hrs.	3	External	Case Studies/ Mentorship