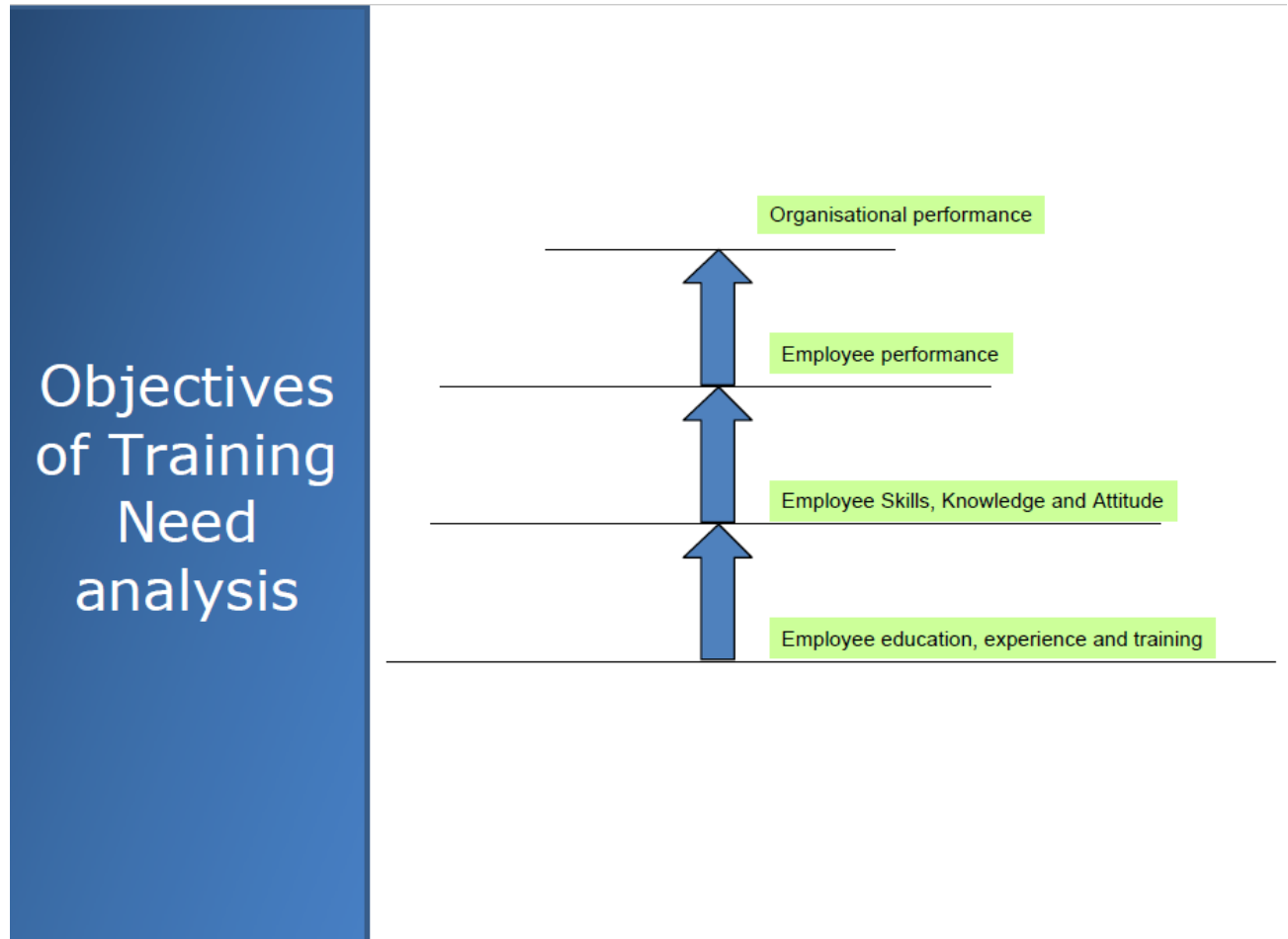


## **Best Practice – 02**

**Title of the Practice:** Training Needs Analysis for Faculty Development and Enhanced Productivity

**Objectives of the Practice:**

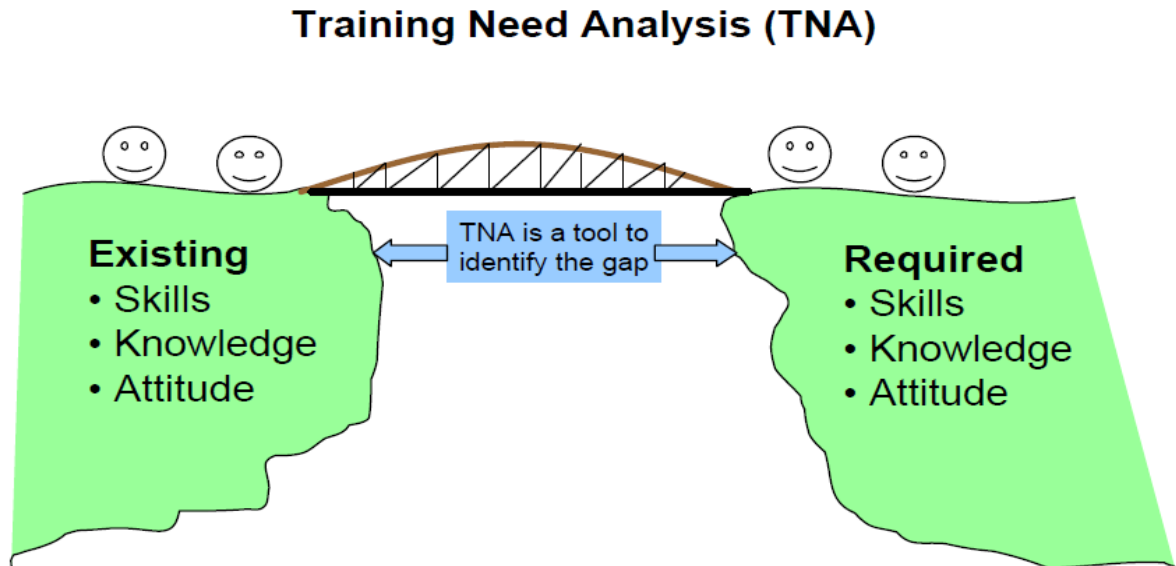


To train faculty in

- Domain knowledge
- Research competence
- Pedagogical skills

## The Context:

TNA is a series of activities that is conducted in the organization to define the gap between the current and desired individual and organizational performances.



## The practice:

TNA is a systematic process based on specific information converging techniques. TNA gives performance improvement, introduction of new system, task or technology and organizational benefits.

### Level 1:

- Each staff member and faculty shall analyze his/her current knowledge and skills, and the desired knowledge and skills for effective performance of his/her current job profile as well as perceived future/prospective job profile.
- To take-up the exercise of TNA, staff and faculty are suggested to use the information/feedback

- While analyzing the training needs, a staff member shall align his/her personal development objectives with those of the department.
- In cases of training in specialized subject areas and R&D skills, faculty are expected to have communication with the organization(s) where such trainings are available in order to furnish information pertaining to the duration, period (tentative date) and trainer organization, in the TNA proforma (this will essentially be helpful to Head of Department and Principal in finalizing a Plan for deputing staff and faculty in a phased manner).
- All members of faculty shall submit the duly filled-in TNA proforma indicating training needs along with their development objectives, to the Head of Department.

### **Level 2:**

- Heads of Department should review the department's individual filled - in TNA proforma, make an attempt to align the individual development aspirations with the department's objectives/ priorities, and consolidate into a Departmental Training/Development Plan, and including Heads of Department own Training/development needs.
- Heads of Department should submit the Departmental Training/Development Plan along with an Undertaking that the same is resulted from an actual needs analysis of the Department, for Principal's approval.

### **Level 3:**

Principal will review all Departments'/Sections' Training/Development Plans make an attempt to align it with the institution's objectives/priorities, and consolidate into an Institutional Training/Development Plan including Principal's own training/development needs.

#### **Level 4:**

Principal shall recommend the Institutional Training/Development Plan along with an Undertaking that the same is resulted from an actual Training Needs Analysis of the institution, for Governing Body's approval.

#### **Level 5: Convergence of TNA**

The exercise of TNA at various levels finally converges into an Institutional Training/Development Plan, comprising a short -term (up to three months) training/development plan and a long-term (above three months) Training / Development Plan.

#### **Evidence of Success:**

- More members of faculty upgrading their qualification
- Improvement in teaching skills and adoption of new teaching styles
- Significant improvement in faculty competence in course delivery and creating curriculum content
- Sustained culture of research and increase in number of faculty research funding and publication output

#### **Problems Encountered and Resources Required**

##### **Challenges:**

- Faculty opting for training programs in India and abroad sometimes become difficult as itinerary of the programs are conflicting with the academic calendar of the Institution.
- Deputing members of faculty for two or more weeks program during the course of a semester sometimes cripples the timetables and resource management of the institution

##### **Resources Required**

- Institution's Strategic Development Plan

- Institution's (recent) SWOT analysis
- Previous years' Development/Training plans
- Seniors' and/or Peers' feedback
- Students' feedback
- Feedback on previously attended training programs
- Any other relevant feedback

**Notes:**

It is evident that the college focuses its development by considering that the faculty contributions are vital. And continuous capacity building of faculty in domain knowledge, research competence and pedagogical skills shall improve the learning outcomes of the students besides developing the departments by enhanced core competencies of the faculty in teaching and research.