

Training needs analysis of pre-service training department, district institute of education and training, Lucknow, Uttar Pradesh, north India

Abstract

Training Needs Analysis of Pre-service Training Department, District Institute of Education and Training, Lucknow, Uttar Pradesh, North India has been carried out. National Policy on Education suggested establishing District Institute of Education and Training (DIETs) across the nation and at present there are 500 DIETs in India. The DIET, Lucknow is owned and maintained by the UP Govt. to impart quality education to eligible candidates to create qualified teaching faculty for the schools of Elementary Education. It conducts two year courses for BTC and Special BTC (in Urdu), six months courses of Special BTC (for B.Ed. pass Students) and in-service training courses for teachers of Elementary Education. A TNA consultancy report can strengthen the professional competencies of the officials working with DIET, Lucknow and to ensure the stakeholders participation to achieve the set objectives of the DIET. The terms of reference and surveillance (Phase I-Entry and contracting), SWOT and EMB factors (Phase II-Data collection) and Cause and effect (fish bone) analysis (Phase III-Analysis and Diagnosis), Performance Report and Priority List (Phase IV-feedback) and Training plan, Design brief and TNA report (Phase V-Withdrawal) have been used as materials and methods. The aims and objectives, performance problems, various environmental, motivational and behavioural problems have also been incorporated in the TNA consultancy report. Training and non-training recommendations, Training Plan, Priority List and design brief are the other highlights of the paper.¹⁻³

Keywords: TNA, SWOT analysis, EMB factors, fishbone analysis and performance, non-training recommendations, training Plan, officials working

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Abbreviations: DIETs, district institute of education and training; TNA, training needs analysis

Introduction

The Training Needs Analysis (TNA) is one of the Training Development Programmes of DoPT. Quality education is the bedrock of wellbeing on our society. With a view to ensure these aspects, National Policy on Education suggested to strengthen the two dimensions of our teacher education: Pre-Service and In-service areas. As part of it, DIETs were established across the nation. At present, there are 500 DIETs in India. The vision of the institutes is to provide better academic input for teachers in service, as well as prospective teachers. A revisit of the in-service and prospective teacher education programmes existing in the states were undertaken as a follow up activity.⁴ As a result, effective and dynamic pedagogical practices were being operationalized under the aegis of the DIETs. The DIET, Lucknow is owned and funded by the UP Govt. and Union Govt. through SCERT to impart quality education to eligible candidates, to create qualified teaching faculty for the schools of Elementary Education in U.P. It conducts two year courses for BTC and Special BTC (in Urdu), six months courses of Special BTC (for B.Ed. pass Students)⁵ and in-service training courses for teachers of Elementary Education. It is under the governance of Dept. of Education, Govt. of UP and is funded by Grants and aids of UP Govt. and Union Govt. The main context of the TNA study is to reduce performance gap among the client and stakeholders.⁶

Study area and performance problem

Training Needs Analysis of Pre-Service Training Department, District Institute of Education and Training, Lucknow, Uttar Pradesh is the result of TNA conducted at Pre-Service Training Department, District Institute of Education and Training (DIET),⁷ Lucknow, Govt. of Uttar Pradesh. The Principal, DIET, Lucknow, Uttar Pradesh is the client and BTC and Special BTC (in Urdu), six months courses of Special BTC (for B.Ed. Students) and in-service training courses for teachers of Elementary Education are the stakeholders. Many performance problems in the Client organisation are related to environmental, motivational and behavioural categories which are affecting successful performance of Client organisation. The various causes include to environmental, motivational and behavioural categories existing in the Client organisation. Status of DIET in the Department of Education, Govt. of U.P. is compiled (Figure 1). The hierarchy of the client organisation is given in the flow chart as follows and is compiled (Figure 2).⁸⁻¹⁰

Materials and methods

The methodology adopted include-

- I. Primary and secondary data collection,
- II. Interview and observation, and
- III. The various TNA tool kits.¹¹

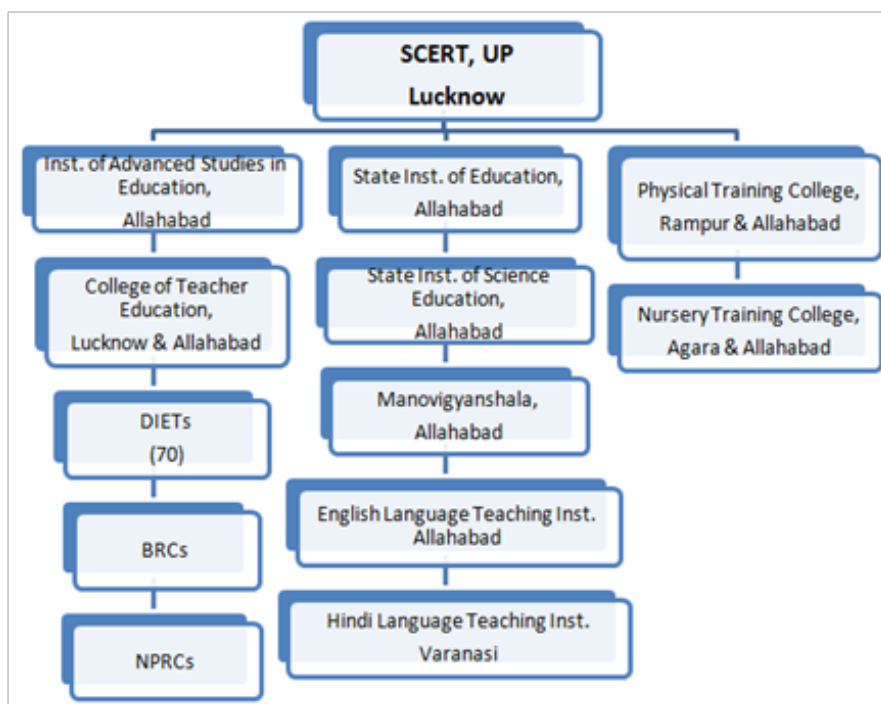


Figure 1 Status of DIET in the Department of Education, Govt. of U.P.

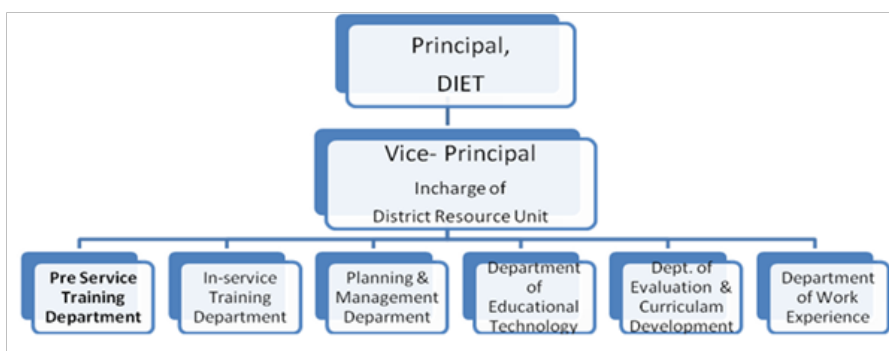


Figure 2 The hierarchy of the client organization.

The various TNA tool kits used during the five phases of TNA consultancy are Terms of reference and surveillance (Phase I-Entry and contracting), SWOT and EMB factors (Phase II-Data collection) and Cause and Effect (Fish bone) analysis (Phase III-Analysis and Diagnosis), performance report and priority list (Phase IV-feedback) and training plan, design brief and TNA report (Phase V-Withdrawal).¹²

Entry and contracting

Terms of reference-The Terms of reference with DIET, Lucknow is compiled (Annexure 1).

Surveillance-Surveillance of available primary and secondary data about DIET, Lucknow is collected from Website of DIET, Lucknow and personal interviews with the stakeholders.

Data collection

SWOT Analysis

The 'SWOT' is a mnemonic for an analysis of four factors related to an organisation's performance viz. strengths, weaknesses,

opportunities and threats. The strengths of organisation are attributes of organisation helpful in achieving the objectives. Weaknesses are attributes harmful in achieving organisational objectives and areas of improvements. Opportunities are external conditions which are helpful in achieving objectives. Threats are the factors which could do damage to the objectives of the organisation.¹³ The data collected during SWOT analysis is compiled (Annexure 2).

Environmental, motivational and behavioural factors

This tool is used to distinguish performance factors directly linked to training needs and other non-trainings' factors that also require attention. The factors contribute the environment in which they are performing, includes all the tools, equipment, materials and logistical support necessary for successful performance. The persons are motivated to perform at high standard, if they find it rewarding to do something to the best of their ability. The person has the necessary behaviour (or knowledge and skill) to carry out the tasks at high standard, they are required to perform. The EMB factors in the client organisation are compiled (Annexure 3).¹⁴

Analysis and diagnosis

Cause and effect (Fish bone) analysis

The Cause and effect analysis enables to analyse a particular performance problem in more detail. Often, a problem is apparent through one, or perhaps several ‘symptoms’ that indicate faulty performance. It is also known as “Fishbones” (because of their shape) or Ishikawa diagrams.¹ It is a systematic way of looking at effects and the causes that create or contribute to specific performance problems.

The problem being analysed can be expressed as a deficiency or as “desired state”. The analysis focuses attention on either a detailed analysis of the causes of the problem, or seeking ideas for its solution. This tool identifies the problem area or “effect” to be analysed or the desired state to be reached by holding brainstorming sessions with students, faculty and officials of DIET to establish all the major possible causes and effect. The Cause and Effect diagram has been prepared (Figure 3).¹⁵⁻¹⁸

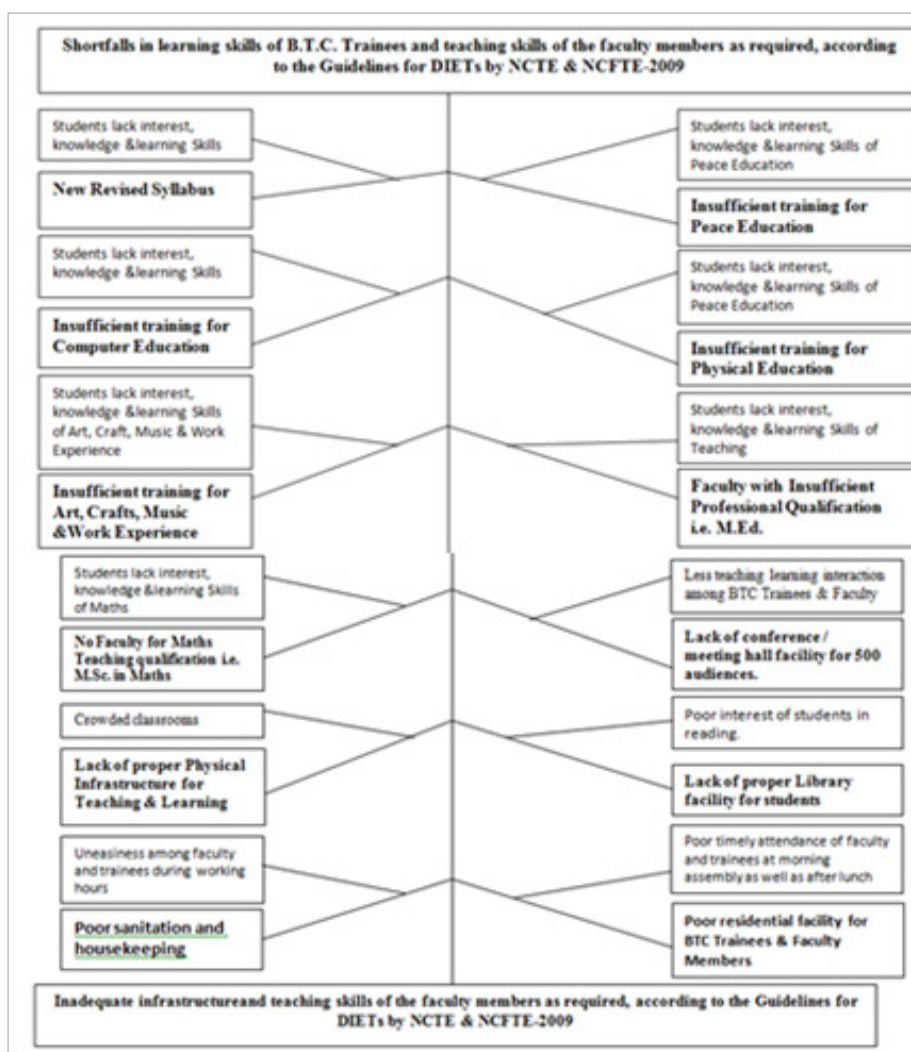


Figure 3 Cause & Effect (Fish bone) Analysis.

Results and discussions

Aim of the TNA consultancy is to enhance the teaching and training skills of the faculty members, enhance infrastructural facilities of the client organisation and enhance learning skills of the stakeholders. The objectives include Training Needs Analysis for DIET, Lucknow, involvement of stakeholders in the overall performance, Training of Trainers/faculty viz. ILTC, computer, in-house keeping, smart classes, art, crafts, music and work experience, Peace Education,¹⁹⁻²² increase the infrastructural facilities viz. furnished Class rooms, digital

library, canteen and hostel facilities, playground, conference hall and identification of all the EMB factors for proper functioning of DIET so as to increase the performance of the client organisation.²³⁻²⁶

Performance problem

Many performance problems related to environmental, motivational and behavioural categories affecting successful performance of DIET were identified during the interaction with the client and stakeholders and these are incorporated (Table 1).²⁷

Table 1 Performance Problems in Client organization

Performance Problem: B.T.C. trainees lack teaching skills according to the Guidelines issued by NCTE and NCFTE-2009.

Symptoms of the problem: Students lack interest, knowledge and learning Skills in Arts, Crafts, Music, Work Experience, Computer, Physical Education, Peace Education and Mathematics etc.; Lack of interaction in classroom transaction; Overcrowded class rooms; Poor timely attendance of faculty and trainees at morning assembly as well as after lunch; Uneasiness among faculty and trainees during working hours; Poor interest of students in reading.

Causes of Problem:

1. New Revised Syllabus of B.T.C. and Unavailability of Text Books
2. Faculty with Insufficient professional Qualification i.e. M.Ed.
3. Insufficient training for Arts, Crafts and Music and Work Experiences
4. Insufficient training for Physical Education
5. Insufficient training for Peace Education
6. Insufficient training for Computer
7. No Faculty for Maths Teaching qualification i.e. M.Sc. in Maths
8. Lack of proper Physical Infrastructure for Teaching and Learning
9. Lack of conference / meeting hall facility for 500 audiences.
10. Lack of proper Library facility for students.
11. Poor sanitation and housekeeping activities.
12. Poor residential facility for BTC Trainees and Faculty Members

Conclusion

For improving performance, training and non-training implications, Training Plan, Priority List and design brief have been proposed (Annexure 3), (Annexure 4), (Annexure 5) and (Annexure 6). The main training interventions include Teaching Skills specific training programmes like DTS for all faculty members, Physical Education Training for one faculty, music Training for one faculty member, Art Training for one faculty, Peace Education Training for one faculty, computer Training for one faculty member with help of Computer Training Institutes etc. Efforts for writing Subject specific textbooks and digital Resource material on website, encouragement of faculty members for in-service courses like M.Ed., B.P.Ed., B.Ed (Special Education for disabled), PGDCA or B.C.A., P.G. in Education, Music, Psychology or Art, availability of conference / meeting hall facility for 500 audiences, proper library hall with furniture for 100 readers, establishment of digital library with relevant digital resource material, maintenance of hostel with necessary furniture are proposed under non-training interventions. Client appreciated the consultancy report and various training interventions and non-training implications. The client is of opinion that the implementation of the recommendations will definitely nullify the performance gap among the faculty / officials of the client organisation and stakeholders. The TNA tools used, include terms of reference and surveillance (Phase I-Entry and contracting), SWOT and EMB factors (Phase II-Data collection) and Cause and effect (fish bone) analysis (Phase III-Analysis and Diagnosis), performance report and priority list (Phase IV-feedback) and training plan, design brief and TNA report (Phase V-Withdrawal). The tools used during the consultancy were useful for proposing training and non-training recommendations.

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Conflicts of interest

The author declares there is no conflicts of interest.

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