Training for Development of Professional Education

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Abstract—Irony of the education system, the concept of management taught as a part of curriculum of professional education, but not yet able to find its existence for its implementation there. The need for this paper arises from the problem of employability of professional students, who are not enough competent to meet the requirement of the employer.

Education system has its grassroots in India from the beginning of our civilization, but with the change of time the system was not able to evolve itself to be in synchronization with requirement of present. Gurukul Parampara (Traditional Education System), very much based on Guru (mentor) and Shishya (disciple) relationship where the Shishya has to stay with his Guru at a place known as Gurukul/Ashram/School to learn the basic values and believes to broaden his competency domain so that he can improve his day to day decision making power and to successfully fulfill/achieve his self actualization need. Evolution from Gurukul to Professional education there is a long time span which has lead a drastic change in values, believes and attitude of the students and teachers. This arises a need to re-think that the education system which we believe that is very much proficient, is it actually so? And if not what are the necessary measures which we can take to meet the present requirement and increase the employability of professional students.

The objective here is to develop a proper channel of need identification, module design and lesson planning for the teachers.

Index Terms—Analysis of Training Need (AOTN), Competency, Evaluation, Quality in Education.

I. INTRODUCTION

Education is the always being a building block and mirror of the society. From the beginning of our civilization education is evolving as the human race and changing its facets as per the need of human. But now the time has come where we have to think about quality of education which we are providing to the younger generation.

Today where we are talking about quality of professional students we are neglecting the effect of quality of efforts which we are giving to them. The dilemma of the system is that there is a lack of synchronization between the pace of racial development and development in educational field. No doubt, we have almost reached to the technical advancement stage but the teaching pattern we are following still have an essence of Gurukul Parampara/ Traditional Education, where teacher has to maintain a sufficient gap from his students and

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expects his students to blindly follow him. This gap creates a mental barrier between the teacher and the student and affects the learning of the students. It also discourages the students in showing there creativity/capability and as a result of which students stops thinking and instead of which they start following the traditional approach. To overcome all these problems there arises a need to develop a proper need identification process, which will help the professional teachers to synchronize there efforts which they are delivering to what they are expected to deliver. This will also helps them in their career advancement, career planning and can increase their retention by increasing their satisfaction level.

II. QUALITY IN EDUCATION SYSTEM

Education is an approach or a concept to broaden the horizon of an individual to increase his thinking and reasoning ability. Where as quality refers to characteristics that a product posses to meet the requirement of the customer to satisfy his need. In educational sector students are the end product that resembles the quality of the institution and have to be differentiated as per the requirement of the end users, and to deliver that quality product to the customer's teachers are working as an employees for the organization. Quality is not only restricted to education but to provide a complete personality development for meeting the requirement of the end users i.e. the recruiters. Difference between the requirement of the academicians and the technocrats from the student's draws the attention to develop an effective system for building this gap and meet the requirement of both of them. Learning of students is based upon the learning of teachers, for inculcating a habit of 'learning to learn' among the students it is important to develop the same among teachers and it can be achieved by proper training need identification of the teachers for there career development and increasing their competency domain.

There are various training and faculty development programs conducted for teachers to help them in broadening their KSA (knowledge, skill and attitude) domain, but still there are some problems related to the quality they deliver to the students. This draws the prime focus on the method of training need identification to cope up with the changing need of organization and the end users. There are many factors which can create a difference between desired and actual performance such as organizational culture, career development opportunity and static behavior of the teacher, so in order to improve the quality of the end product we have to solve all these problems. For that the first step is to locate the problem, separate cause from effect and identify the cause for it, as a result of which AOTN (Analysis of Training Need) is finding its need and space for implementation in

educational sector also. AOTN is the measure of performance of the organization which helps in identifying the areas where training can be an effective tool for solving them and if it cannot the information has to be disseminated to the concerned department for taking necessary actions. There is a need of proper need identification method for the teachers so that they can keep themselves up to the desired competency level for delivering a good quality to the students. The topic, method and trainer must be identified as per the requirement of AOTN.

III. TRAINING SYSTEM

Where education is the concept of broadening the horizon of an individual, training is an instructor-lead content-based intervention leading to the desired change in the behavior of an individual, for specializing him in performing a given task more effectively and efficiently. Today, where education is considered as a profession indeed noble one it became necessary to improve the perfection of the performer/teacher so that they can deliver better quality consistently and to do that training is a better option. But the question arises how AOTN can be conducted? Who should be responsible for it? How module designing and lesson planning can be done?

Before starting with AOTN, first we have to design a proper system for training and development for the employees of the organization. The traditional approach for training find four stages: training need analysis, design/development stage, implementation stage and evaluation stage as the milestone of an effective training program. Training need analysis is the first stage to begin with any training program, but it will become useless to go for training program for any individual before knowing his present and required level of skill set or behavior pattern. Therefore, the entry level behavior of the new entrants/employees should be measured and kept in record based on which further training need is forecasted. For the existing employee's regular feedback system is the best method for measuring the performance of an individual on the present job and to identify the key areas where one has to work upon for his/her improvement and it is to be done by the HOD's of the departments quarterly, based on which an average rating should be given to the employees related to different topics on a scale of 5 points or 10 points. This can serve as a basis for forecasting the required level of skill of an employee on a particular topic or area. Feedback has to be based upon the information provided by the end users (who are students here), colleagues and the HOD's assessment. This method looses its effectiveness when there is a centralization of power due to which information/feedback starts getting manipulated, the best remedy for that is decentralization of power; decentralization also increases the responsibility and hence higher accountability as a result of which performance start increasing. Sometime staff members themselves or student's tries to give wrong feedback because of the internal fear or personal factors, which can be solve by using an external neutral agency for measuring the performance in a particular job. The will leads to a hint for forming a team or committee, whose job is to measure the performance of the employees on different ground,

irrationally.

IV. ANALYSIS OF TRAINING NEED (AOTN)

Among all the four stages of training process I believe AOTN is the most interesting process, as completion of it will results in an appropriate need identified, so it should be done very accurately. It is an indicative measure of the key areas where training can contribute effectively for solving a problem. Need could be identified by answering some simple questions like:

a. What are the organizational goals?
b. What task must be completed to achieve these goals?
c. What behaviors are necessary for each job?
d. What are the deficiencies in the KSA of the individual?

To begin with AOTN it is very important to appoint someone who can be responsible for taking actions and decision and must have power or authority to implement them. That person or group of people should have easy and permitted access to any information required by him/them for performing AOTN. In an education industry there is an absence of HR personnel, so it would be better to have a team having members from different department who are proficient enough to comment on the performance on an individual and capable of identifying their weak areas for further development. The committee should work under the guidance of Director and in coordination with the HOD's and have to be free to take any positive decision with a clear objective of alignment of individual goal to organizational goal for betterment of both the employees and the organization so that the quality of the end product can be enhanced. The need so identified should be recorded for future references. The task of need identification have to based of the feedback collected by the team and to deal with the problem related to the feedback system the committee should be neutral with the employees and the feedback of only those students should be considered who has attended more than 80% of the classes because if a student is not regular in the classroom than how can he will be able to give feedback related to the teaching style of the teacher. Also the committee has to conduct some surprise visits during the lecture hours to get aware of the teaching style.

The need so identified should be arranged according to their priorities so as to separate those areas where training can be an effective tool for improving performance from those which will require some other type of intervention. This will also serve as a basis to measure the effectiveness of the training program. It is also very important to separate the effect from cause because if effect is treated as a problem than it might be possible to get deviated from the actual problem, for example if it was noticed that a teacher is not delivering his lecture very effectively or deeply on a topic, this leads to an interpretation that the teacher is not having enough knowledge on that topic based on which need is identified to suggest him to learn more on that topic, but this was the effect. The cause for his below average performance can be that he is not having a good explanatory power or the class is taking the subject/topic for granted or he is not having a command on that that topic. To verify the reason for that performance dip all these causes have to be given equal

importance and the result so obtained should be considered as identified need for designing a training program.

V. DESIGN AND DEVELOPMENT STAGE

Where traditional approach identifies all four phases as separate stages of training system, modern approach suggests the overlapping effect of all these phases. It means that the designing of the training system have to be started before the end of training need identification phase. Design phase constitute of module designing and lesson planning. Design of training program is based on training emphasis, KSA approach and Longs' spectrum to bridge the gap between desired and actual performance. Training emphasis gives a hierarchical representation of training outcome as:

i. Simple motor skill, which demand little knowledge ex. Stamping document.

ii. More complex skill, which requires some knowledge base.

iii. Even more complex skills, which requires non-procedural skills.

iv. Ability to merge knowledge and skills.

v. Ability to integrate attitude, knowledge and skills, to create interpersonal skills.

KSA approach is the easiest one, which is based on the measure of training need by analyzing the present and required level of knowledge, skills and attitude of an individual for performing the job, and area where he found himself deficient, training should be provided to improve his on the job performance. It breaks the training need into Knowledge, Skills and Attitude of the individual. Either Knowledge or Skills or Attitude or any combination of this set can be used to increase the competency domain of any individual to lower the competency gap.

Long spectrum classifies learning as goals varying from tangible to abstract. Skill as the simplest goals lies at tangible end where as complexity increases while moving toward the other end of abstract goals (refer Fig.1).
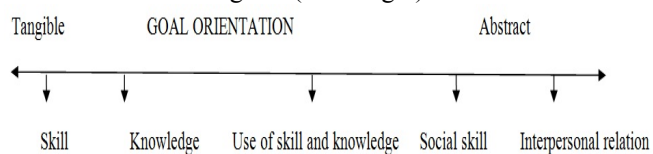

Fig. 1- Longs' Spectrum

Following the above three approach, if the initial competency of the individual is higher than he will start his training from more right end i.e. from the abstract goal of the longs' spectrum and the same is to be done for the teachers, they already posses a higher level of competency so the prime focus of the lesson planning is toward the efficient use of the skills and knowledge. Depending upon the requirement of the persons, training is provided to them. It also varies according to the type of skill that whether he requires more of technical skills or there is a need of soft skill, for example a teacher might requires more of a technical skill and less of soft skills but the persons higher in the hierarchy requires an appropriate mixture of technical and soft skill.

Selection of appropriate training method is equally important to the AOTN activity because if the need so identified is not properly fulfilled than the effort will became useless and the training outcome will not meet the desired level of performance.

During this phase the committee responsible for conducting training program should prepare a schedule for training, identify the type of training (on-the-job or off-the-job) and the trainer who will responsible to bring the desired change in the behavior of an individual. In the mean while the need identified from the different department is cumulated and a combined figure is prepared topic wise for the identified persons. This will give an idea about the total number of persons to be trained on a particular topic so that the necessary arrangements can be done.

VI. IMPLEMENTATION, EVALUATION AND FEEDBACK STAGE

Some of the people say, these all are different stages but I believe that even though they are distinct but they complement each other and that is why to make the implementation phase effective, the evaluation have to be perfect and the result should be conveyed back, to overcome the shortcoming of the current system without any delay, by improving it or if required by replacing it. During the implementation phase the system designed above came into existence and start running, but it is necessary to measure its effectiveness also because it is the responsibility of the team to give a final report to the management as a proof to ensure them that the need which was identified during AOTN activity is fulfilled and the training outcome is of desired level. This leads us to think how to effectively implement training program and how to evaluate the training outcome?

Evaluation of effectiveness of training program is the process of measuring how far the training process is able to achieve its goal. As in the present scenario, where the concept of accountability has increased, evaluation provides a basis to give feed back for the betterment of training program and to prove that training has served the required purpose well.

Kirkpatrick (1976) put forward a conceptual framework suggesting four levels of criteria:

1) Reaction: The participant suggestions for the trainer, duration, material etc. are observed.

2) Learning: Skills, knowledge and attitude learned during the program.

3) Behavior: Change in the on-the-job behavior performance.

4) Result: The ultimate change in the performance of the organization like cost saving etc.

War, Bird and Rackham (1970) has suggested a different approach, using the first four letters of the different levels it is the acronym called CIRO:

1) Context Evaluation: What need to be changed?

2) Input Evaluation: What procedures are most likely to bring about change?

3) Reaction Evaluation: What are the trainees' opinions of the training? It is the least useful, easiest and most frequently used method for evaluation. It provides help based on the idea that training should be a self correcting system. If also serves a mode of feed back. Reactions are generally collected by questionnaire.

4) Outcome Evaluation: Proof of change in behavior?

a) Immediate: These are results based on the immediate output, that what are the changes in KSA have resulted? Here the concern is related to the measure of the effect caused by training in KSA.

b) Intermediate: It is the measure of change in job performance because of training. But it became difficult to separate the effect of training from other causes. It can be done by:

» Direct Measure: By measuring the performance in quantitative value.

» Indirect Measure: By assigning a numeric value to subjective judgment of performance. This can be done by using performance grid technique. This can be done by asking a judge to rate individual on the dimension of motivation and skills. Rating from low to high.

c) Ultimate: It is the ultimate effect which has been caused to the organization by training. Its main focus will be on the cost effectiveness of the training. It can be done by

» Cost effective analysis: Examination of training on the basis of monetary terms.

» Cost benefit analysis: Examination of training on the basis of non-monetary terms. Done by:

Human resource value (HRV): The performance rating is converted to a cash value by multiplying it by the personnel cost. This helps to calculate the HRV before the training. And after the training personnel cost is multiplied by new performance rating to calculate new HRV. And its difference indicates us about the effectiveness of the training to organization.

There is a tendency of human behavior to project itself more than its actual capacity, so the measurement of the improvement in the behavior of individual should have to be done by a person neutral in nature. In this case this duty should have to be assigned to the students, the HOD and to the team for measuring the effectiveness of the training.

In this step a written statement should have to be taken from the trainees rating them on a scale of 5 or 10 points, that how effectively are they able to understand the outcome of the training program and does they are able to implement it in their day to day decision making power. This statement for confirmation should be forwarded to the HOD's for reassurance, for measuring their on the job performance and decision making. The decision so obtained should be conveyed back to designing/redesigning phase, to make the implementation phase more effective by improving the design of the training program and the AOTN activity.

VII. Conclusion

The system of education has suffered a lot while passing through the crust and trough of the development of our society as a result of which present professional students are lagging in their pace with present requirement and hence facing a problem of employability which has emphasized our prime focus towards the re-evaluation of the education system. There is a need of bridging the gap between what quality is to deliver and what is being delivered buy our professional teachers, for that teacher is required to identify the key areas in which they have to work upon to keep up to the changing need of time. For doing this there is a need of a system which will assist them to do it effectively and impartially. This can be achieved by properly identifying specific training need accompanying with identifying key areas for their development and attainment of organizational objective, and their involvement should have to increase to develop their reliability on the system of measuring their present and required performance. The training program so designed by keeping in mind that this should have to be in a harmony with their present believes, values and attitude and focus on their further advancement so that they can integrate their efforts for further betterment of their own and of the organization by improving the quality of the end product and also increase their inclination toward learning to learn.

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