

A STRATEGY FOR STAFF DEVELOPMENT

* B. L. Gupta

ABSTRACT

The paper describes the various facts of staff development. The need for establishing a staff development cell in the context of technical level institution is emphasised. The sample strategy for preparing a staff development programme at institution level and out station level is described. Establishment of a staff development cell at institution level will increase efficiency and effectiveness of the institutional programmes. It would ultimately lead to the generation of resources and creating congenial atmosphere in the institution.

1. INTRODUCTION:

The need for staff development is well recognised. The New Education Policy (1986) also stipulates the need of staff development. A teacher has to perform a variety of job functions. He is trained only in content during his regular course of study. The AICTE has also emphasised staff development for placing a teacher in different grades of pay scale. At present, there is no compulsion to technical teachers to undergo training in different areas like in school education where B.Ed and M.Ed. is compulsory.

The work load on technician education has increased due to increase in intake, introduction of flexibility at different levels and increased work in different areas related to education. In some states due to implementation of World Bank Assisted Project, the work load on institution is continuously increasing. Under this project, capacity expansion, quality improvement and efficiency improvement have been included as the areas of development. These will require development of additional

knowledge, skill and positive attitude towards work among the technical teachers.

The above discussion leads to urgent time bound need of staff development programme in technician level institutions.

2. CONSTRAINTS OF OUT STATION TRAINING:

- (a) In most of the institution the number of sanctioned posts is much less than prescribed by AICTE norms. Out of the sanctioned posts 20 - 40% posts are lying vacant due to some reason or another. So generally it is not possible to spare a teacher for out station training programme.
- (b) Mass release for training is not possible.
- (c) The training objectives of training institution may not match with the objectives of individual's training requirement.
- (d) Expensive.

- (e) Time spent in training hampers the institutional work.
- (f) Training duration and time may not suit to individuals.
- (g) The training institution imparts training assuming the minimum required resources available in trainees institution but generally it is not so.

3. Advantages of institutional training :

Training can be provided :

- (a) at suitable time which is convenient to institution and trainee without disturbing the routine activities of the institution.
- (b) at a short notice of time.
- (c) giving due weightage to institutional constraints.
- (d) in free and frank atmosphere.
- (e) sharing experience of each other.
- (f) effectively and economically.

The constraints of out-station training and advantages of institutional training lead to establishment of staff development cell which shall function in co-ordination with staff development cell at directorate level.

4. Structure of the staff development cell :

It may consist of the following members

- Research officer - Full time
- Members : Principal, All HODs
- Resource Person - One teacher from each department
- Research Assistant - Full time
- Officer Assistant - Full time
- Typist
- Peon

4.1 Functions of staff development cell :

It shall work in tune with the staff development norms prescribed.

- It shall identify, plan, implement and monitor the training programme.
- It shall maintain the necessary records and produce it when required.
- Other functions which are specially assigned to it.

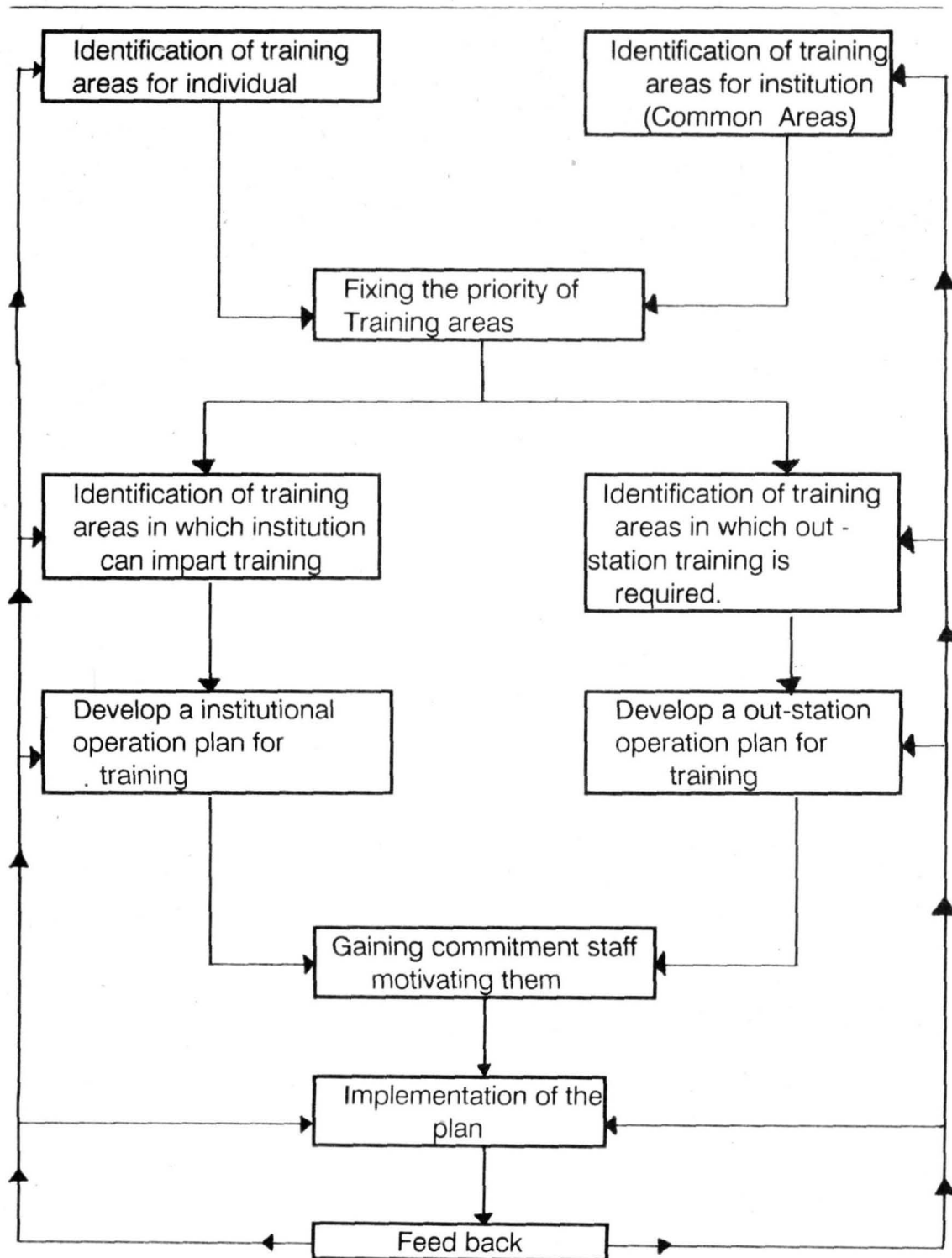
5. Methodology

A systematic approach of staff development programme is depicted in block diagram 1.

5.1 Identification of training areas for individuals.

The identification of training areas depends on the teachers.

- (a) Educational qualification,
- (b) Experience - teaching
 - Industrial
 - Researches etc.
- (c) Job function/potential job function,
- (d) Courses he is teaching,
- (e) Introduction of new curriculum /change in curriculum,
- (f) Areas of interest,
- (g) Commitment,
- (h) Motivation level,



Block diagram 1.
Systematic approach to staff development.

Considering above factors the staff development programmes may vary from person to person. It should provide scope for vertical and horizontal mobility in the job.

The training needs for individual teacher shall be identified by a staff development cell through well defined staff appraisal mechanism.

The training needs for HODs, Principal, and higher posts shall be identified by the staff development cell at directorate level through well defined staff appraisal mechanism.

5.2 Identification of training areas for institution (common areas):

The identification of training areas for institution depends on the :-

- (a) Goals of the institution.
- (b) Course which are running.
- (C) Course which are to be introduced.
- (d) Resources available.
- (e) Activities, other than education, in which institution is involved.
- (f) The level of accountability of institution in different activities.
- (g) Resource generation need.
- (h) Government policy.

Considering above factors and factors mentioned at 5.1 the staff development cell shall identify the areas in which more than one teacher requires training.

5.3 Fixing the priority for training areas :

The priority of training areas shall be fixed on the basis of goals, resources available, time available,

finance available, urgency of the training, training guidelines etc.

5.4 Identification of areas in which institutions can impart training :-

Based on the priority in training areas and training competence available in the institution, prepare a list of training programme at institution level.

5.4.1 Other sources :-

In some of the training areas resource person may not be available in institution in that case following may be referred:

- (a) Distance learning programmes of – Indira Gandhi Open University.
- (b) Other open university programmes.
- (c) Self learning modules prepared by T.T.T.Is.
- (d) UDC country wide telecast.
- (e) Continuing education programmes of ISTE, IITs etc.
- (f) Seminars of professional bodies ISTE, AICTE, Institution of engineers, IIM etc.
- (g) Journals and magazines.
- (h) Research findings.
- (i) Special lectures from local/out station experts.
- (j) Visits to local industry.
- (k) Visits to local educational institutions:
- (l) Computer centre : Computer aided instruction, tutorial, simulation, games role, playing etc.

- (m) Video cassettes of UGC, IGNOU, TTTI and other educational programmes.
- (n) Audio cassettes of different educational programmes etc.

5.5 Develop a detailed institution level operational plan of training areas:

A detailed operational plan of training areas in which training can be obtained at the institute itself shall be prepared by staff development cell for 1-3 years.

5.6 Identification of training areas in which out station training is required :-

A detailed list of training programmes may be prepared in annexure III. Approval on training programme should be obtained in advance from the training institute.

5.6.1 Training Institute :- Training institute may be one of the following.

- Technical Teachers Training Institute.
- Indian Institute of Technology.
- Engineering College.
- Curriculum Development Centre.
- Science and Technology.
- Research Institute.
- Industry.
- ISTE sponsored short courses (Conducted by various institutes)
- Seminars organized by professional bodies etc.

5.6.2 Advantages of out station programmes. The training provides:

- Expertise and upto date know how.
- Creative ideas and decision making alternatives.
- Chances of interaction with other person facing the same problem.

Looking to the constraints mentioned in 2, the out station training should be preferred only when it is not possible for the institution to impart training as described in 5.4

5.7 Develop an out station training plan:

The out station training programme should not be in conflict with the institute level training plan. If it is so, the institute level plan should be modified.

5.8 Gaining Commitment from staff and motivating them :

The staff development programme is designed to harness the potential of the individual and resources for the development of the institution. The explicit and implicit aims of the training programme must be explained to every individual; Their agreement and commitment should be obtained.

The individual may be motivated by awarding him status, challenging job, incentives etc. The individual should feel that they are benefitted by the programme. Then the motivating level shall be high. Another way is to link the staff development programme with suitable appraisal system.

5.9. Implementation of the plan:

Before implementation of the plan every aspect must be discussed and necessary arrangements must be made. A prior approval from high authority may be obtained. While implementing the plan the staff development cell has to play variety of dynamic and decision making roles.

5.10 Feedback:

Feedback mechanism shall continuously improve the efficiency and effectiveness of

the training programme. The institution shall learn from its own experience.

6. Conclusion:

A well designed staff development procedure (systematic approach) shall improve the efficiency and effectiveness of the institutional working. Establishing a staff development cell at institution level shall create a congenial atmosphere and positive attitude towards work among the teachers. The motivation level of the institution shall be high. Due to increased competence in knowledge, skills and attitude the institution shall attain self dependency in its working and generating resources that is a good signal for granting autonomy.

7. Recommendations

- a) The ISTE may identify a broad based training requirement needs of technical teachers.

- b) The ISTE may define a well defined staff appraisal mechanism.
- c) The ISTE may prepare a staff development programme guidelines with suitable remuneration for trainers and trainees which may be approved by AICTE.

REFERENCES:

1. National Policy On Education, 1986.
2. Project for Strengthening Technician Education in India with World Bank Assistance, Guide document-1
3. Aspect of curriculum design CPSC, Singapore.
4. George, P.J., Faculty development'- The Indian Journal of Technical Educational, July-December, 1991.
5. Narasiman, C. 'A Strategy for incorporating technical and professional qualities in staff development programme. The Indian Journal of Technical Education July-December, 1991.

* * *