



A STUDY OF GAP ANALYSIS AMONG NON-TEACHING FACULTY IN THE INSTITUTE WITH REFERENCE TO PUNE DISTRICT: A MELIORATION

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ABSTRACT

The aim of this paper is expected to understand the requirements of training that is required once the employees join the organization or during the inspection / committee visits. Officially, one must understand the professionalism is missing, with this effort writer shall provide an understanding that training is necessary for knowing or unknown things of a non-teaching members. The necessary involved of non-teaching staff members may be in the cadre of clerical or supervisory or assistants or anyone involved during the official hours and expected to work who are primarily not involved in the training.

Non-teaching staff significantly contribute in the making of a successful open or distance education programme and institution. They must undertake a variety of activities correlated with course development, their delivery and their programme implementation which also includes student support services. The fact is that non-teaching staff has always been neglected for want of training, and this article support paper to provide the guidelines for some training.

KEYWORDS: Non-teaching, MIS (Management Information System),

1. INTRODUCTION

Training is always necessary for a human being to learn something, sometimes such training is provided in schools and colleges, may be considered as 'Academic Learning'. Whereas, when it goes into the practical training or 'on the job training' usually observed by the academician as practical training.

Usually, what we are learning as a part of the graduate or sometimes considered as Post-graduate but fails to focus on the skills sets observed that is expected to be learned or training. When it comes to learning, nobody is small or big than a skills sets. Some people get an opportunity to prove themselves but the people who are privileged to learn usually settles the job of lower cadre or due to family

challenges could not continue their studies.

Training is provided for both Teaching and Non-teaching staff members, especially no wastage is given to non-teachers and staff training. When it comes to training people might be deprived of teaching or training to non-teachers category.

In the Schools and colleges teaching institutions section officers/superintendents, computer operators, typists, assistant registrars, deputy registrars' assistants, stenographers, etc., are closely collaborated with the academics and function accordingly. Teaching cannot be said to be a meaningful activity in distance learning as long as there is no clear awareness or a general knowledge of the distance mode itself along with the degree of sensitivity of problems faced by the learners with the same. The

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administrators, the academics as well as the non-teaching staff must work in conjunction where the student is at the focal point. An open university has no activity that can be viewed in isolation. However, different people can be involved in various activities or sets of activities.

2. REVIEW OF LITERATURE

In many organizations, due to limited resources, specialized workers have been used to provide training for non-teaching staff to other colleagues. This choice of modality is in most cases advantageous because it provides lower costs in relation to external trainer resources, contributes to a closer trainee-trainee relationship, which facilitates the process of knowledge transfer, change and commitment (Martin & Hrivnak, 2009, p. 607-615) (cited by Luz, 2016).

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According to (Brás, 2007), the idea of training includes the transfer of knowledge, the standard is represented by actions on individual performance, which aim to improve team performance. So, training non-teaching staff in higher education institutions to increase work creativity, knowledge and skills in the field of administration in supporting the teaching and learning process, productivity and the provision of public services.

Dessler (2008) saw training as giving new or current employees the skills they need to perform their jobs. This involves showing employees what they have to do and how to do it. Denisi and Griffeth (2005) wrote that training is a planned attempt by an organization to facilitate employee's learning of job-related knowledge, skills and behaviors.

Training processes mould the staff's thinking leading to quality work. It is continuous as well as endless in nature. The emphasis on training is the belief that, if the educational system must remain in the competitive age, it is desirable to focus more attention on areas which in the past, have been relatively neglected. This is because, every institute irrespective of its scale, must fulfil the demands, desire and interest of its personnel within that particular work atmosphere when it is for earning dedication, loyalty, involvement and necessary commitment for effective competition. Abtahi (2009), supporting this, opined that achieving educational goals depended on the ability of the employees to perform their duties and adapt to the changing environment and training of non-teaching staff will therefore make them more prepared and better equipped to do their specific tasks and take newer and higher responsibilities in schools. Elisa (2011) asserts that training is a planned organizational effort concerned with helping an employee acquire specific immediate useable skills, knowledge, concepts, attitudes and behavior, which can enhance optimum job performance in the school system. This means that, training involves teaching and learning of specific job-related skills and behaviors. Armstrong (2009), stated that training is the practice of equipping employees with skills, knowledge and abilities, with the aim of building organizational capabilities and increasing organizational productivity. A job consist of duties, responsibilities and tasks that are defined, specific and could be quantified, measured and rated, while performance is the accomplishment of a given task measured against preset standards of accuracy, completeness and speed.

Empowerment denotes discrete principles of staff with respect to their role in the association (Bandura, 1989; Spreitzer, 1995). When it comes to individual analysis, empowerment is rather considered an 'enabling process' than an allotting one (Kanungo & Conger, 1988). It has been theorized work time empowerment of employees, four dimensions are experienced by them: (a) a fit amid their work role requirements and their values, beliefs, behaviors, etc.; (b) having some sense of certainty in their ability in

performing activities using their skill; (c) sense of control over their respective work; and (d) the belief of having substantial impact over planning, operational, and/or administrative outcomes at work (Spreitzer, 1995).

According to research, trust is vital for individuals for experiencing empowerment during work. Trust may be nurtured at its initial stage so that staff will have no fear of trying out new conducts of doing work or implementing in work (Chan et al., 2008). Spreitzer (2007) claimed that more empowerment is experienced when the staff is able to perceive their leader as a trustworthy being.

Staff must have the freedom of taking initiative for any kind of innovation provided any kind of inevitable failures must be taken into consideration as a part of their learning experience (Arad et al., 1997; Mathisen & Einarsen, 2004; Siegel & Kaemmerer, 1978).

3. NEED FOR THE STUDY

In a teaching institute, the executive duty consists of some direct inferences as well as consequences over the academic activities. For example, without any electricity for a few hours, the institute would face numerous challenges and adjournments while developing courses whose victims would be none other than the students. The machineries like telephones (intercoms), photocopiers, word processors, etc. would become out of option; preparation of manuscripts, course writing and all kinds of communications as well as recording will be disturbed; and perpetually there would be modifications in the plan that included distribution of study materials to students, arrangement of counselling meetings and exams. If out of ignorance, the top-level administrators neglect their responsibilities in providing required infrastructural facilities, the teaching and the non-teaching staffs' efforts for accomplishing the educational goals of distance teaching university will partially or fully be in vain. It is important for each member be it administrative, teaching staff or non-teaching staff to remember the nature of their respective work as well as the responsibility

required to follow up each and every step of the work.

4. OBJECTIVES

1. To Study the competency and gap analysis among the non teaching staff of technical institutes.
2. To find out the inputs required

6. RESEARCH METHODOLOGY

The Purposive Sampling Method is used to select required sample. The required list of colleges/ Institutes under Pune and PCMC are considered.

There are different tools that may be used as Primary data. For collecting this data, the investigator has visited numerous libraries and read the articles. Researcher has visited Library and many articles of the ISSN and ISBN books and has been studied from other colleges' library.

Gathered data and fed into MS-Excel are examined, defined and evaluated using SPSS (Statistical Package for the Social Sciences) for Windows.

A sequence of numerous reversion evaluates were organized to check the key influence hypotheses all by numerous independent variables and a single dependent variable. Researcher has used statistic methods such as averages, percentages, comparison and cross-tabulation.

7. DATA ANALYSIS.

The non-teaching staff of 107 employees or respondents data has been collected and analyzed based on which suggestions have been given in the following details has been given subsequently.

Education	Frequency	Percentage	Chi-Square Test
Below 10th	4	3.74	0.0997 96497
Upto 10th	17	15.89	
Upto 12th	15	14.02	
Graduate	37	34.58	

Post-graduate	14	13.08	
Technical courses	20	18.69	
Total	107	100.00	
Gender preferences	Frequency	Percentage	
Male	70	65.42	
Female	37	34.58	
Total	107	100.00	
English Communication	Frequency	Percentage	
Do not know	14	13.08	0.1989 93015
Not necessary	5	4.67	
Can't speak but knows language	65	60.75	
Speak & Write English	23	21.50	
Total	107	100.00	
Training in MS-OFFICE	Frequency	Percentage	
Understand the working	49	45.79	0.1578 74458
Attended quite long time	36	33.64	
Job not permitting to work	9	8.41	
Not required	13	12.15	
Total	107	100.00	
Training in Day-to-day Office work	Frequency	Percentage	
Understand the working	67	62.62	0.2042 7283
Not required	7	6.54	

Job not permitting to work	20	18.69	
Not required	13	12.15	
Total	107	100.00	
Communication skills	Frequency	Percentage	
Excellent	25	23.36	0.1346 75273
Good	48	44.86	
Average	17	15.89	
Not so good	10	9.35	
Bad	7	6.54	
Total	107	100.00	

8. SUGGESTION

The unplanned basis on which we gather and store information is one of the chief causes for deficiency. This arrangement is for meeting requirements of particular circumstances at certain point of time. However, an as simulated scheme of info, when developed, may effectually fulfil the varying requirements of the organization.

A crucial criterion to the design and operational control of a coordinated training, it is a strong obligation of its significance towards the control and planning functions for staff people at different levels in an organization. Therefore, it is crucial to make certain whether the staff has a major role in something like non-teaching staff development which is essential while on the other hand, technical interests of a specialist would play supportive role. In real work, it will be essential for creating the appropriate work environment in which experts in the system and staff may fully and freely cooperate for development of data system.

When it comes to the overall development of an institution, we must be familiar with the few reasons causing its 'failure' as well.

These might be as a result of:

- lack of thorough and all-inclusive system planning as well as control within the institute;
- lack in participation by the top-management in organizing training to their staff;
- inappropriate organizational arrangements accesses teaching and non-teaching resulting in an open or hidden unfriendliness of staff;
- overemphasis over facilities than on failure to appreciate truthiness;
- the representatives that found the top management need to be suit ably concerned with the development as well as use of feedback whenever needed.
- lack of adherence towards code of conduct with respect to the surveying due to the pandemic situations.

9. CONCLUSION

In an education environment giving importance towards faculty training, and role of non-teaching staff in making effective and efficient operation of system is taken for granted. This paper indicates the crucial role played by support staff as well as how they can be trained for ensuring effective functioning of system. The demand for modification is also stressed. The message being personnel-focused change, its numerous parts and practices, and the need for positioning the top management to it. The clear inference is that all-inclusive training programme of non-teaching staff shall be inclusive of suitable constituents in training that may position and enable the top management as well as lower teams for discharging their duty intelligently and efficiently.

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