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2.1 Meaning of Human Resource Development (HRD)

Human resource development is the process of helping people to acquire competencies. In an organizational context human resource development is a process by which the employees of an organization are helped in a continuous and planned way to;

❖ Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

❖ Develop their general capabilities as individuals and discover and exploit their inner potential for their own and/or organizational development purposes.

❖ Develop an organizational culture in which supervisor subordinate relationships, teamwork and collaboration among sub unit are strong and contribute to the professional well-being, motivation, and pride of employees.

❖ Human resource development process is facilitated by mechanism (instruments or sub systems) like performance appraisal, training, organizational development (OD) feedback and counseling, career development, potential development, job rotation and rewards.
Employees are continuously helped to acquire new competencies through a process of planning, performance, feedback, training, periodic review of performance, assessment of the developmental needs, and creation of development opportunities through training, job rotation, responsibility definition and such other mechanisms.

2.1.1 The Concept of Human Resource Development (HRD)

Human resource development is mainly concerned with developing the skill, knowledge and competencies of people and it is people-oriented concept. Human resource development can be applied both at the national level and organizational level.

The concept of human resource development is not yet well conceived by various authors. They have defined the term from their approaches as it is of recent origin and still is in the conceptualizing stage.

But many personnel managers view human resource development as synonymous to training & development. Many organizations in the country have renamed their training departments as human resource development departments. Surprisingly some organizations renamed their personnel department as human resource development department. Some educational
institutions started awarding degree and diplomas in human resource development even though the concept is not yet crystal clear.

The concept of human resource development was introduced by Nadler (1984) in a conference organized by the American society for training and development. Nadler defines human resource development as “Those learning experiences, which are organized for a specific time and designed to bring about possibility of behavioral change.

The term learning experience refers to purposeful or intentional learning not incidental learning.

Among the Indian authors Rao (1990) worked extensively on human resource development. He defined human resource development in the organizational context as a process by which the employees of an organization are helped in a continuous, planned way to:

1) acquire or sharpen capabilities required to perform various functions associated with their present expected and future roles,

2) developed their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes,
3) development of an organizational culture in which superior subordinate relationship, team work and collaboration among sub units are strong and contribute to the professional well being motivation and pride of employees.

Human resource development from organizational point of view is a process in which the employees of an organization are helped/motivated to acquire and develop technical, managerial and behavioral knowledge skills, and abilities and mould the values, beliefs, attitudes, necessaries to perform present and future roles by releasing highest human potential with a view to contributing positively to the organizational group, individual and social goals.

A comparative analysis of these definitions seems to be comprehensive and elaborate as it deals with the developmental aspects of all the components of human resources. Further it deals with all types of skills, the present and future organizational need and aspect of contribution to not only organizational but also other goals.

The analysis of the definitions further shows that there are three aspects in human resource development.

1) employees of an organization are helped and motivated,
2) acquire, develop and mould various aspects of human resources; and
3) contribute to the organizational, group, individual and social goals.

The first aspect deals with helping and motivating factors for human resource development. These factors viz. organization structure, organizational climate, human resource development climate, human resource development knowledge and skills to managers and resource planning recruitment and selection may be called enabling factors. The second aspect deals with techniques or methods, which are means to acquire, develop and mould the various human resources. These techniques include; performance appraisal, potential appraisal, career planning, and development, training, management development, social and cultural programmes, workers participation in management and quality circles. The third category includes the outcomes contribution of the human resource development process to the goals of the organization, group, individuals and society.

2.1.2 Elements of Human Resource Development

❖ human resource development activities to be the joint responsibility of various target functionaries,
❖ reducing direct recruitment by retraining and redeployment of existing manpower,
❖ laying emphasis on human resource development mechanism which can suitably match the individual and organizational needs,

❖ using training as the main human resource development mechanism,

❖ utilising performance and potential appraisal not only as mechanisms for deciding rewards and punishments but basically as an effective tool for development,

❖ making jobs more meaningful and providing challenges and intrinsic motivation so that they become the strongest motivators,

❖ developing the 'line' staff as the competent resource persons for human resource development,

❖ conducting periodic reviews of the organizational health introducing suitable interventions on a long-term basis. Encouraging, adopting and experimenting new interventions aimed at human resources development and liberally encouraging research,

❖ conducting regular auditing of the effectiveness of the personnel and human resource development systems,

❖ developing and implementing a mechanism for clarification of goals and roles for individuals and groups, and

❖ arranging continuous exchange of ideas with eminent professionals.
The human resource development strategies are drawn keeping in view that the dominant managerial ideologies and organizational climate have a potential of success as they help in selecting and developing appropriate interventions. In order to build up and reinforce the confidence of people in the human resource development efforts, it is suggested that the areas and mechanisms of high success potential may be taken up initially and preceded gradually towards more challenging and complex situations.

2.1.3 Dimensions of Human Resource Development (HRD)

Human resource development is considered as the key to higher productivity, better relations and greater profitability for any organization. As far as the dimensions/components/sub-systems of human resource development are concerned, various thinkers and professionals have given divergent views and designed the mechanism of human resource development in different ways. Rao (1988) opines that human resource development sub-systems comprise performance appraisal, potential appraisal, career planning, training, performance coaching, organization development, employee welfare, rewards, qualities of work life and human resource information system. Pareek (1983) refers to performance appraisal, feedback, counseling, potential appraisal, career advancement, career planning and training as dimensions of human resource development. Varadan (1987) traces human resource development mechanism
into performance appraisal, role analysis, organization development and quality circles. Though there is diversity among these arguments, but one can trace out that on some of the dimensions there is unanimity of opinion among all the experts.

2.1.4 Human Resource Development Components

The human resource development programme is expected to have the following components.

(a) Manpower Planning

Manpower planning is a process for determining and assessing that the organization will have an adequate number of qualified persons available at proper times, performing jobs which would meet the needs of the organization and which would provide satisfaction for the individuals involved. It is an endeavour to watch demand and supply. It involves:

(a) estimation of present and future requirements and supply of human resource based on the objectives and long-term plans of the organization

(b) calculation of net human resource requirements based on present level of human resources

(c) initiating steps to change, mould and develop the existing human resource to meet the future human resource requirements
(d) planning the necessary programme to get rest of human resource from outside the organization and to develop the human resource of existing employees.

(b) Recruitment, Selection and Placement

Recruitment is generation of application for specific positions for actual or anticipated vacancies. The ideal recruitment efforts will be to generate adequate number of suitable applicants. Selection is the process of ascertaining the qualifications, experience, skill, knowledge etc of an applicant with a view to appraising his/her suitability to a job. Placement is the process of assigning the selected candidate with the most suitable job. Scientific placement underlies the need for placing right men at the right job so that the best results could be obtained.

(c) Training and Development

Although the two terms are generally put together, they are not identical in meaning. Training is a learning process that seeks to bring about a permanent improvement in the ability and behavior of the employees by enabling them to acquire new skill, knowledge and attitude for more efficient performance. Training includes:

a) identification of training needs

b) developing suitable training programmes
c) imparting requisite job skills and knowledge to employees

d) evaluating the effectiveness of training programmes.

(d) Performance Appraisal

Performance appraisal is a process of determining how well a worker is performing his job. It provides a mechanism for identification of merit and deficiencies observed in an employee in relation to his job performance. The object of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training. The process of performance appraisal consists of:

(a) setting standards for performance

(b) communicating the standard to the employees, measuring the performance, comprising the actual performance with the standard set.

(e) job rotation

It is said that distribution of responsibilities will result in specialization, but to be able to utilize there specialization in the best possible way, the work-tasks should be rotated among the employees so as to broaden their field of specialization as well as their knowledge about the organization's operation as a whole. The work-tasks, therefore, be rotated once a year among the various employees depending upon their qualifications and suitability to perform a new work-task.
(f) Wage and Salary Administration

Wage and salary administration refers to the establishment and implementation of sound policies and practices of employee compensation. It includes areas such as job evaluation, development and maintenance of wage structure, wage surveys, wage incentives, profit sharing, wage changes and adjustments, supplementary payments, control of compensation costs, etc. The primary requirement of all employees is an adequate wage and salary, which is commensurate with his duties and responsibilities involved. Wages and salaries are important in determining the standard of living, per capita income, productivity, moral and economic well being of the workers and employees.

(g) Career Planning and Development

It is the planning of one's career and implementation of career plans by means of education, training, job search and acquisition of work experiences. It is aimed at generating among employees an awareness of their strengths and weaknesses and at helping them to match their skills and abilities to the heads and demand of the organization. Without development of people in the organization, the organization cannot prosper. Individual career development is considered to be a three-step process:
(a) identifying and organizing skills, interest, work-related needs and values
(b) converting these inventories into general careers fields and special job-goals and
(c) testing the possibilities against the realities of the organization or the job market.

Earnest efforts are needed to find possible congruence between the development of the organization and the individual.

(h) Organization Development

Organization Development (OD) is an organization-wide, planned effort managed from the top, placing emphasis on making appropriate intervention in the on going activities of the organization. Organization development provides a normative framework within which changes in the climate and culture of the organization towards harnessing the human potential for realization of organizational objectives is brought out. Thus, organization development is a planned change strategy aimed at developing and revitalizing the adaptive capacities or organizations so as to enable them respond to their internal and external environments, in a pre-active manner. Organization development exercise includes team-building programme, interpersonal sensitivity, role clarity, personal growth and stress management.
(i) Quality Circle

A self-governing group of workers with or without their supervisors constitute a quality circle who voluntarily meet regularly to identify, analyze and solve problems of their work field. The circle groups can meet both during and after the working hours and discuss issues and problems relating to their work unit and their own jobs. In addition to the quality circles, there are facilitators, coordinators, and the steering committee who play their respective roles at various stages of functioning of quality circles. The objectives of quality circle are:

(a) to develop, enhance and utilize human resource effectively

(b) to satisfy the worker’s psychological needs to motivate them

(c) to improve supervisory skills of employees like leadership, inter-personal and conflict resolution and

(d) to utilize the skills through participation, creating work interest, inculcating problem-solving techniques etc.

(j) Human Resource Information System

It is a systematic way of storing information and data for each individual employee to aid planning, decision-making and supply of returns to external agencies. A variety of records are maintained to meet the needs of manpower planning, recruitment, development of people, compensation, integration and
maintenance and separations not only for internal control, feedback and corrective action, but also to meet the various statutory obligations.

Keeping in view development dimensions as discussed above, it is noticed that comprehensive policy on human resource development is highly significant. While most chief executives in our country agree that human resource is very important and that human resource development should be given high attention, this may be possible with the help of sheer exploitation of human resource for productive purposes. A management innovation like human resource development can be initiated and institutionalized only with a deep commitment and involvement of top management.

2.2 Human Resource Development Climate

The human resource development climate of an organization plays a very important role in ensuring the competency, motivation and development of its employees. The human resource development climate can be created using appropriate human resource development systems and leadership styles of top management. The human resource development climate is both a means to an end as well as an end in itself. In the recent past simple instruments have been developed to measure the human resource development climate in organizations.
These instruments are being widely used to assess periodically the climate, maintain profiles and design interventions to further improve it.

2.2.1 Defining Climate

Perception about an organization's goals and about decisions that a manager should take to achieve these goals come not only from formal control systems but also through informal organization. Both the formal and informal structure combine to create what is called organizational climate.

The term 'climate' is used to designate the quality of the internal environment which conditions in turn the quality of cooperation, the development of the individual, the extent of member's deduction or commitment to organizational purpose, and the efficiency with which that purpose becomes translated into results. Climate is the atmosphere in which individual's help, judge, reward, constrain, and find out about each other. It influences morale and the attitudes of the individual toward his work and his environment.

Organizational climate has been a popular concept in theory and research for sometime and has received a great deal of attention in the past 25 years. Guion (1973) has stated "The construct implied by the term 'organizational climate' may be one of the most important to enter the thinking of industrial psychologists in many years".
Twelve reviews of climate literature have appeared since the mid-1960s. Though these reviews had been critical of the conceptualization and measurement of the climate construct, they have resulted in a significant understanding of the concept.

Hellriegel and Slocum (1974) define organizational climate as a "set of attributes which can be perceived about a particular organization and/or its sub-systems, and that may be induced in the way that organization and/or its sub-systems deal with their members and environment" of organizational climate:

a) perceptual responses sought are primarily descriptive rather than evaluative

b) the level of the items, scales and constructs are macro rather than micro

c) the units of analysis tend to be attributes of the organization or specific sub-systems rather than the individual

d) the perceptions have potential behavioural consequences.

Schneider (1975) has prepared a working definition of climate:

"Climate perceptions are psychologically meaningful molar descriptions that people can agree characterize a system's practices and procedures. By its practices and procedures a system may create many climates. People perceive
climates because the molar perceptions function as frames of reference for the attainment of some congruity between behaviour and the system's practices and procedures. However, if the climate is one which rewards and supports individual differences, people in the same system will not behave similarly. Further, because satisfaction is a personal evaluation of a system’s practices and procedures, people in the system tend to agree less on their satisfaction than on their description of the system’s climate.”

By its very nature, ‘climate cannot be described concretely. Some alternative characteristics are as follows:

- focus on results versus focus on following work
- individual accomplishment versus being a member of the team
- initiative and risk-taking versus not rocking the boat
- individual gains versus enhancement of organization objectives
- tough mindedness versus dealing with people vs. avoidance of unpleasant actions
- the relative importance of participating management versus authoritarian management.
Schneider and Reichers (1983) outline a four-fold progress made in climate research. The climate approach to understanding how work contexts affect behaviour and attitudes is grounded in perception. It provides a much-needed alternative to motivation theories as explanations for just about everything that happens to people at work. What motivationists, whether of the content (need) or process (instrumentality) persuasion fail to recognize is the key role these perceptions play in operationalizing these approaches?

A second advance in climate research has its focus on multiple level of analysis. While motivations tend to concentrate on the explanations of phenomena from an individual's perspective, climate research tends to focus on aggregated or group level data to discover relationships between clusters of perceptions and organizationally relevant outcomes.

A third advance has been the clarification of the distinction between psychological climates and organizational climate. This distinction, first proposed by James and Jones (1974), and further clarified by Jones and James (1979), has gained general acceptance.

The fourth advance follows from the idea that people attach meaning to, or make sense of clusters of psychologically related events. People in
organizations encounter thousands of events, practices and procedures and they perceive these events in related sets.

2.2.2 Human Resource Development Climate And Organizational Climate

Human resource development climate is an integral part of organizational climate. It can be defined as perceptions the employee can have on the developmental environment of an organization. This developmental climate will have the following characteristics (Rao and Abraham, 1986):

- a tendency at all levels starting from top management to the lowest level to treat the people as the most important resource
- a perception that developing the competencies in the employees is the job of every manager/supervisor
- faith in the capability of employees to change and acquire new competencies at any stage of life
- a tendency to be open in communications and discussions rather than being secretive (fairly free expression of feelings)
- encouraging risk-taking and experimentation
- making efforts to help employees recognize their strengths and weaknesses through feedback
- a general climate of trust
a tendency on the part of employees to be generally helpful to each other and collaborate with each other

- team spirit

- tendency to discourage stereotypes and favouritism

- supportive personnel policies

- supportive human resource development practices including performance appraisal, training, reward management, potential development, job-rotation, career planning etc.

Organizations differ in the extent to which they have these tendencies, some organizations may have most of these tendencies, some others may have only a few of these and few may have most of these. It is possible to work out the profile of an organization on the basis of these tendencies.

Human resource development climate contributes to the organization’s overall health and self-renewing capabilities which in turn, increase the enabling capabilities of individuals, dyads, team and the entire organization.

2.2.3 Elements of Human Resource Development Climate

The elements of human resource development climate can be grouped into three-board categories general climate, OCTAPAC culture and human resource development mechanisms.
The general climate items deal with importance given to human resources development in general by the top management and line managers. The OCTAPAC items deal with the extent to which Openness, Confrontation, Trust, Autonomy, Pro-activity, Authenticity and Collaboration are valued and promoted in the organization. The items dealing with human resource development mechanisms measure the extent to which human resource development mechanisms are implemented seriously. These three groups were taken with the following assumptions:

a) a general supportive climate is important for human resource development if it has to be implemented effectively. Such supportive climate consists of top management, line management’s commitment but good personnel policies and positive attitudes towards development

b) successful implementation of human resource development involves an integrated look at human resource development and efforts to use as many human resource development mechanisms as possible. These mechanisms include: performance appraisal, potential appraisal, career planning, performance rewards, feedback and counseling training, employee welfare for quality work life, job-rotation etc.

c) OCTAPAC culture is essential for facilitating human resource development. Openness is there when employees feel free to discuss their
ideas, activities and feelings with each other. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for fear of hurting or getting hurt. Trust is taking people at their face value and believing what they say. Autonomy is giving freedom to let people work independently with responsibility. Pro-activity is encouraging employees to take initiative and risks. Authenticity is the tendency interdependencies, to be helpful to each other and work as teams.

The conventional connotation with which the term ‘climate’ has been used in literature is ‘Organizational Climate’. The concept of climate with specific reference to human resource development context, i.e. human resource development climate, has been recently introduced by Rao and Abraham (1986). Perhaps it could be due to this reason that there is hardly any research work available in published literature.

2.2.4 Contributors to Human Resource Development Climate

The following factors may be considered as contributing to human resource development climate:

1) **Top Management Style and Philosophy:** A developmental style, a belief in the capability of people, a participative approach, openness and
receptivity to suggestions from the subordinates are some of the dimensions that contribute to the creation of a positive human resource development climate

2) Personnel Policies: Personnel policies that show high concern for employees, that emphasize equity and objectivity in appraisals, policies that emphasize sufficient resource allocation for welfare and developmental activities, policies that emphasize a collaborative attitude and trust among the people go a long way in creating the human resource development climate

3) Human Resource Development Instruments and Systems: A number of human resource development instruments have been found to generate a good human resource development climate. Particularly open systems of appraisal with emphasis on counseling, career development systems, informal training mechanisms, potential development systems etc. contribute to human resource development climate

4) Self-renewal Mechanisms: Organizations that have built-in self-renewal mechanisms are likely to generate a positive human resource development climate,

5) Attitudes of Personnel and Supportive Attitude on the art of Human Resource Development and Personnel People: This plays a very critical
role in generating the human resource development climate. If the personal behaviour of any of these agents is not supportive, the human resource development climate is likely to be vitiated

6) **Commitment of Line Managers:** The commitment of line managers to the development of their subordinates is a very important determiner of human resource development climate. If line managers are willing to spend a part of their time for their subordinates, it is likely to have a positive impact.

2.3 **Performance Appraisal**

Appraising the performance of individuals, groups, and organizations is a common practice of all societies. While in some instances these appraisal processes are structured and formally sanctioned, in other instances they are an informal and integral part of daily activities. Thus teachers evaluate the performance of students, bankers evaluate the performance of creditors, parents evaluate the behaviour of their children, and all of us, consciously or unconsciously evaluate our own actions from time to time. In social interactions, performance evaluation is done in a haphazard and often unsystematic way. But in organization formal programmes of evaluating employee and managerial performance-conducted in a systematic and planned manner have achieved widespread popularity in recent years.
During and after World War I, the systematic performance appraisal was quite prominent. Credit goes to Walter Dill Scott for "systematic performance appraisal technique of "man-to-man rating system (or merit rating). It was used for evaluating military officers. Industrial concerns also used this system during 1920 and 1940s for evaluating hourly paid workers. However, with the increase in training and management development programmes from 1950s, management started adopting performance appraisal for evaluating technical, skilled, professional and managerial personnel as part of training and executive development programmes. With this evolutionary process, the term merit-rating had been charged into employee appraisal or performance appraisal. This is not a mere change in the term but a change in the scope of the activity as the emphasis of merit-rating was limited to personnel traits, whereas performance appraisal covers results, accomplishments and performance.

2.3.1 Meaning of Performance Appraisal

Performance appraisal is a method of evaluating the behaviour of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. Performance here refers to the degree of accomplishment of the tasks that make up an individual's job. It indicates how well an individual is fulfilling the job demands. Often the term is confused with...
effort, which means energy read in terms of results. Some of the important features of performance appraisal may be captured thus:

- Performance appraisal is the systematic description of an employee’s job-relevant strengths and weaknesses.
- The basic purpose is to find out how well the employee is performing the job and establish a plan of improvement.
- Appraisal process is always systematic in the sense that it tries to evaluate performances in the same manner using the same approach.
- Appraisals are arranged periodically according to a definite plan.
- Performance appraisal is not job evaluation. Performance appraisal refers to how well someone is doing an assigned job. Job evaluation determines how much a job is worth to the organization and, therefore, what range of pay should be assigned to the job.
- Performance appraisal is a continuous process in every large scale organization.

Historically, performance appraisal has generally been employed for administrative purposes, such as promotions and salary increases, as well as for individual development and motivation.
2.3.2 Need for Performance Appraisal

➢ provide information about the performance ranks basing on which decision regarding salary fixation, confirmation, promotion, transfer and demotion are taken

➢ provide feedback information about the level of achievement and behaviour of subordinates, rectifying performance deficiencies and to set new standards of work, if necessary

➢ provide information to diagnose deficiency in employee regarding skill, knowledge, determine training and developmental needs and to prescribe the means for employee growth

➢ provides information for correcting placement

➢ to prevent grievances and in disciplinary activities.

2.3.3 Purposes of Performance Appraisal

Performance appraisal aims a satisfactory level of performance. They are:

➢ to create and maintain a satisfactory level of performance

➢ to contribute to the employee growth and development through training, self and management development programmes

➢ to guide to job changes with the help of continuous ranking
to facilitate for testing and validating selection tests, interview techniques through comparing their scores with performance appraisal ranks

to provide information for making decisions regarding lay off, retrenchment etc.

to ensure organizational effectiveness through correcting employees for standard and improved performance, and suggesting the change in employee behavior.

2.4 Induction and In-Service Education

Teacher Education, being a continuous process, is of two kinds, pre-service and in-service. Education that one acquires in colleges of education is pre-service education, whereas education given to the teachers, after their entry into the profession is known as in-service education or post-service education. It has been noted that as pre-service education alone is not sufficient to create an impact on the teachers to meet the thrust envisaged in the National Policy on Education (1986), more weightage has to be given to in-service education. Realizing the importance of in-service education, Chattopadhyaya Commission on Education has recommended that every teacher should undergo 21-day orientation course after every five years of service, keeping in view that teachers must be intellectually alive and academically sound.
2.4.1 Induction

It is introduction of an employee to the job and the organization. A planned programme, which is intended to provide some systematic and sustained assistance specifically to beginning teacher educators.

2.4.2 The Induction Process

The aims of the induction process are:

1) to make the new employee efficient as quickly as possible

2) to encourage the new employee to become committed to the organization and thus less likely to leave quickly

3) to familiarize the new employee with the job so that the feeling of being out of place is quickly dispelled.

2.4.3 In-Service Education

In-service education is obligatory on the part of the teachers who are supposed to know the modern methods, approaches, techniques and other recent trends involving the application of educational principles. Despite having vast resources and manpower, India has not been able to achieve a prominent position in the world. The reason is lack of training without clear-cut objectives. Radhakrishnan (1948), the Chairman of the Education Commission stressed the importance of post-training of the teachers and said: Most of our teachers do not keep intellectually alert and there is little inducement for them to do. It is
extraordinary that our schoolteachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their future education is left to experience, which is another name for stagnation.

The in-service education that gears up teacher’s potential has to be organized in such a way that the teachers realize relevance of the course material to their classroom practice.

It must include lectures, workshops, group discussions, tutorial, sessions, demonstrations and microteaching. Since an ounce of demonstration is worth a pound of theory, no teacher-training course will be complete without demonstration and peer teaching sessions. By and large, teacher education would provide a strong base for quality education in future. If the nation wants to achieve its educational objectives of developing human resource for the promotion of social justice, the thrust area in the sphere of education shall be teacher’s development. It will help the government that has a larger responsibility to promote excellence at all levels of the educational pyramid throughout the country.

2.5 Training Needs

Training can contribute to the effective use of the organizations resources, but only if approached systematically.
The importance of clearly defining needs before embarking on a training programme cannot be over-emphasized.

A training need can be defined as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current jobholder. It is vital that this gap is adequately analyzed to establish exactly what training is required.

It is misleading to imply that training needs analysis should take place only at the level of the job. A thorough analysis starts with an attempt to assess total organizational training needs in the context of:

❖ management’s plans for the future of the organization
❖ the current organization structure
❖ current expectations about the use of employees.

Figure 2.1 presents training needs analysis

![Training Needs Analysis Diagram](image)