

Gap Analysis and Plan for Need-Based Training for Teaching and Non-Teaching Staff

Prepared by
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Durgalaxmi Multiple Campus

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1. Background

Quality education and effective institutional management depend largely on the professional competence of teaching and non-teaching staff. In order to strengthen academic excellence, administrative efficiency, student support services, and institutional sustainability, Durgalaxmi Multiple Campus requires a systematic and need-based training plan.

This training plan has been prepared after identifying the existing gaps in teaching-learning practices, digital competency, administrative management, communication, research culture, student services, and institutional coordination. The plan aims to develop a skilled, responsible, technology-friendly, and professionally competent workforce capable of meeting the contemporary demands of higher education.

2. Objectives of the Training Plan

The major objectives of the plan are:

1. To identify the professional gaps among teaching and non-teaching staff.
2. To enhance pedagogical, technological, managerial, and communication skills.
3. To improve classroom delivery and student learning outcomes.
4. To strengthen institutional administration and service delivery.
5. To promote research culture, academic innovation, and digital transformation.
6. To establish continuous professional development practices.
7. To prepare staff for modern higher education challenges.



3. Gap Analysis

3.1 Existing Gaps among Teaching Staff

Areas	Existing Gaps
Teaching Methodology	Predominant use of traditional lecture method; limited use of student-centered pedagogy
ICT Integration	Limited use of LMS, digital tools, multimedia, and online resources
Assessment Practices	Inadequate use of formative assessment, rubrics, and feedback mechanisms
Research Skills	Limited research publication, proposal writing, and academic writing skills
Classroom Management	Difficulty managing diverse learners and interactive classrooms
Communication Skills	Limited professional communication and presentation skills
Curriculum Implementation	Inconsistent understanding of outcome-based education and syllabus mapping
Quality Assurance	Limited understanding of accreditation and quality assurance mechanisms

3.2 Existing Gaps among Non-Teaching Staff

Areas	Existing Gaps
Office Automation	Limited proficiency in digital office management and software applications
Record Management	Manual documentation and inconsistent data management practices
Communication	Limited customer service and official communication skills
Financial Management	Need for updated accounting, reporting, and auditing practices
ICT Skills	Inadequate use of institutional digital systems and online services
Student Support Services	Limited counseling and student handling skills
Coordination	Weak inter-departmental communication and teamwork
Institutional Policies	Limited awareness of institutional rules, ethics, and governance procedures



4. Training Need Assessment Process

The following methods shall be used to assess detailed training needs:

1. Staff survey questionnaires
2. Classroom observation
3. Performance appraisal reports
4. Student feedback analysis
5. Departmental consultation meetings
6. Administrative performance review
7. ICT competency assessment
8. Institutional audit and monitoring reports

5. Training Strategies

The campus shall adopt the following strategies:

- Short-term and long-term training programs
- Workshop-based learning
- Peer learning and mentoring
- Hands-on ICT training
- Expert-led seminars and webinars
- Collaborative learning sessions
- Action research and reflective practice
- Continuous professional development activities

6. Training Plan for Teaching Staff

6.1 Pedagogical Development Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
Student-Centered Teaching Methods	Improve interactive teaching practices	3 days	All faculty members	Improved classroom engagement
Outcome-Based Education	Align teaching with learning outcomes	2 days	Department heads and faculty	Better curriculum implementation
Classroom Management Skills	Enhance classroom effectiveness	2 days	New and existing teachers	Better learner participation



Inclusive Education Practices	Address diverse learner needs	2 days	All teachers	Inclusive learning environment
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6.2 ICT and Digital Competency Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
LMS Operation and Management	Enable effective LMS usage	5 days	All faculty members	Effective blended learning
Digital Content Development	Develop multimedia teaching materials	3 days	Teachers	Improved instructional materials
Online Teaching Tools	Use virtual platforms effectively	2 days	Faculty members	Improved online teaching skills
AI and Educational Technology	Integrate emerging technologies in teaching	2 days	Faculty members	Innovative teaching practices

6.3 Assessment and Evaluation Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
Modern Assessment Techniques	Improve assessment methods	3 days	Teachers	Reliable evaluation practices
Question Paper Construction	Develop quality examination items	2 days	Faculty members	Standardized examinations
Feedback and Academic Support	Strengthen learner support systems	2 days	Teachers	Better student achievement



6.4 Research and Academic Writing Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
Research Methodology	Enhance research competence	5 days	Faculty members	Increased research activities
Academic Writing and Publication	Improve publication skills	3 days	Researchers and teachers	More publications and reports
Proposal Writing and Grant Management	Develop project proposal skills	2 days	Faculty members	Increased funding opportunities
Action Research in Classroom	Encourage reflective teaching	2 days	Teachers	Improved classroom practices

7. Training Plan for Non-Teaching Staff

7.1 Administrative and Office Management Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
Office Administration and Record Keeping	Improve documentation systems	3 days	Administrative staff	Efficient office management
Digital Filing and Database Management	Modernize record systems	3 days	Office staff	Accurate data management
Official Correspondence and Communication	Improve communication practices	2 days	Administrative staff	Professional communication
Time Management and Work Ethics	Increase productivity	1 day	All non-teaching staff	Improved efficiency



7.2 ICT and Technical Skills Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
Basic Computer and MS Office Training	Enhance digital literacy	5 days	Supporting staff	Improved digital operation
Campus MIS and Data Entry	Improve institutional data management	3 days	Administrative staff	Better reporting and documentation
Cyber Security and Data Protection	Ensure digital safety	2 days	All staff	Secure institutional data

7.3 Financial and Student Service Training

Training Title	Objectives	Duration	Target Group	Expected Outcomes
Financial Reporting and Auditing	Improve financial accountability	3 days	Accounts staff	Transparent financial practices
Student Service and Counseling Skills	Improve student support	2 days	Front-desk and administrative staff	Better student satisfaction
Public Relations and Hospitality	Improve institutional image	2 days	Administrative staff	Professional public interaction

8. Annual Training Schedule

Quarter	Major Activities
First Quarter	Training need assessment, ICT training, office management training
Second Quarter	Pedagogical development and assessment training
Third Quarter	Research methodology and academic writing training
Fourth Quarter	Review, refresher training, evaluation, and reporting



9. Implementation Mechanism

9.1 Training Management Committee

A Training Management Committee shall be formed comprising:

- Campus Chief – Coordinator
- Head of Academic Department – Member
- Administrative Officer – Member
- ICT Coordinator – Member
- Quality Assurance Representative – Member
- Staff Representative – Member
- Training Coordinator – Member Secretary

9.2 Responsibilities of the Committee

1. Conduct training need assessment.
2. Prepare annual training calendar.
3. Coordinate trainers and resource persons.
4. Manage budget and logistics.
5. Monitor implementation.
6. Evaluate training effectiveness.
7. Prepare progress reports.

10. Resource Requirements

Human Resources

- Internal resource persons
- External trainers and experts
- ICT support personnel
- Administrative coordinators

Physical Resources

- Training hall
- Multimedia equipment
- Computers and internet facilities
- LMS platform
- Printed and digital training materials

Financial Resources

The campus shall allocate a specific annual training budget covering:



- Trainer remuneration
- Training materials
- ICT equipment
- Refreshment and logistics
- Monitoring and evaluation activities

11. Monitoring and Evaluation

The effectiveness of the training shall be monitored through:

1. Pre-training and post-training evaluation
2. Participant feedback forms
3. Classroom observation and office performance review
4. Student satisfaction surveys
5. Performance appraisal reports
6. Training impact assessment
7. Annual review meetings

Indicators of success include:

- Increased use of ICT in teaching and administration
- Improved student satisfaction
- Better academic results
- Increased research publications
- Efficient office management
- Enhanced institutional coordination

12. Sustainability Measures

To ensure long-term sustainability, the campus shall:

- Institutionalize continuous professional development
- Establish mentoring and peer-support systems
- Maintain digital training resources
- Encourage participation in national and international training programs
- Integrate training outcomes into staff appraisal systems
- Conduct regular refresher training

13. Expected Outcomes

The implementation of this training plan is expected to:

1. Improve teaching-learning quality.



2. Strengthen institutional governance and administration.
3. Enhance digital transformation of the campus.
4. Promote research and innovation culture.
5. Improve staff professionalism and motivation.
6. Increase student satisfaction and academic achievement.
7. Support accreditation and quality assurance initiatives.
8. Build an efficient and learner-friendly institutional environment.

14. Conclusion

Need-based professional development is essential for institutional growth and academic excellence. This systematic training plan aims to strengthen the capacity of both teaching and non-teaching staff of Durgalaxmi Multiple Campus through targeted, practical, and sustainable interventions. The successful implementation of this plan will contribute significantly to improving educational quality, administrative efficiency, technological integration, and overall institutional effectiveness. The Administrative Committee, academic departments, and all staff members are expected to work collaboratively for the successful implementation and sustainability of this training initiative.

