



OUCE TRAINING NEEDS ANALYSIS (TNA) Assessment Tool

Instructions to Faculty:

- The skills/competencies are divided into various sections namely – Knowledge areas, Teaching, Research and Behavioral Competencies
- This form needs to be filled by each faculty member separately
- Mentor(s) for each faculty will be assigned by CDAAC
- The competency levels should be in line with the competency descriptions provided in the **Process Manual**
- Please refer to the Level Descriptions for each competency area in the Process manual and fill "Competency Level (Self-Assessment)" accordingly**
- If the training provider is unknown please indicate as TBD
- Required competency (R) is a mandatory competency to perform the current role
- Aspirational Competency (A) is the competency which faculty would like/desire to acquire over a period of time
- Department specific Knowledge areas needs to be identified by the faculty and Mentor**

Name of Faculty:

Position (Please tick): Asst. Prof/ Associate Prof/ Professor

Department:

Name of the mentor (s):

Year of Joining OUCE:

Years of Teaching Experience:

Academic Qualification:

Qualification	Year of Passing	College	University	Subject/ Dept.	Percentage / Grade
B.E. / B.Tech					
M.E / M.Tech* ()					
Ph.D.* ()					
Other					

Note: * Please indicate Part-Time / Full-Time with P/ F in the bracket next to Qualification



Experience:

Period From - To	Name of Institution / Company College	Designation / Position	Role Description / Subjects Taught

Signature of Faculty

Signature of Mentor



Section 1: Knowledge Areas

Examples of Department Specific Knowledge Areas: Power Electronics, Artificial Intelligence, VLSI, Geo-technical Engg, Digital Systems etc.

TNA Questionnaire

Knowledge Area (To be filled by Faculty)	Competency Level (Self-Assessment)	Required (R) / Aspirational (A)	Training required? (Y/N)	Training Provider	Duration	Remarks (To be filled by Mentor)
General: Education and Training Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.						
General: Administration and Management Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.						
Department Specific 1:						
Department Specific 2:						



Department Specific 3:						
Department Specific 4:						
Department Specific 5:						
Department Specific 6:						
Department Specific 7:						
Department Specific 8:						
(To be filled by Mentor - if any) Department Specific 1:						
(To be filled by Mentor - if any) Department Specific 2:						



(To be filled by Mentor - if any) Department Specific 3:						
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Section 2: Teaching Competencies

TNA Questionnaire

Teaching Competencies	Competency Level (Self-Assessment)	Required (R) / Aspirational (A)	Training required? (Y/N)	Training Provider	Duration	Remarks (To be filled by Mentor)
Facilitating Student Learning						
Assessing and Reporting Student Learning Outcomes						
Engaging in Professional Learning						
Participating in Curriculum Policy and Other Program Initiatives in an Outcomes-focused Environment						
Forming Partnerships within the Institution						



Section 3: Research Competencies

TNA Questionnaire

Research Competencies	Competency Level (Self-Assessment)	Required (R) / Aspirational (A)	Training required? (Y/N)	Training Provider	Duration	Remarks (To be filled by Mentor)
Knowledge and Intellectual Abilities: Knowledge of the research methods appropriate to their research field						
Knowledge and Intellectual Abilities: Knowledge of how to retrieve information effectively						
Knowledge and Intellectual Abilities: Knowledge of how to undertake an advanced literature review in their research field						
Knowledge and Intellectual Abilities: Knowledge of writing styles appropriate to research in their field						
Knowledge and Intellectual Abilities: Knowledge of relevant IT packages to their studies and field in general						
Knowledge and Intellectual Abilities: Ability to keep up to date with new research developments						



<p>Knowledge and Intellectual Abilities:</p> <p>Knowledge of how to create materials suitable for presentation on-line</p>						
<p>Knowledge and Intellectual Abilities:</p> <p>Broader understanding of research in other fields applicable to their field</p>						
<p>Research Governance and Organisation:</p> <p>Understanding of plagiarism and its implications</p>						
<p>Research Governance and Organisation:</p> <p>Understanding of copyright issues relevant to doctoral research</p>						
<p>Research Governance and Organisation:</p> <p>Knowledge of how to plan and manage a research project</p>						
<p>Research Governance and Organisation:</p> <p>Knowledge of appropriate Health and Safety requirements for conducting research</p>						
<p>Research Governance and Organisation:</p> <p>Understanding of research ethics and good research practice relevant to their research field</p>						



<p>Engagement, Influence and Impact: An ability to communicate orally in an effective manner</p>						
<p>Engagement, Influence and Impact: Understanding of how to get the best from the peer/Mentor relationships</p>						
<p>Engagement, Influence and Impact: Experience of presenting research at conferences/workshops</p>						
<p>Engagement, Influence and Impact: Knowledge of how to prepare research for publication</p>						
<p>Engagement, Influence and Impact: Ability to write for different audiences</p>						
<p>Engagement, Influence and Impact: Experience of teaching and demonstrating</p>						
<p>Engagement, Influence and Impact: Understanding of how to make their research count (i.e. impact, outreach and knowledge exchange)</p>						



Section 4: Behavioral Competencies

TNA Questionnaire

Behavioural Competencies	Competency Level (Self-Assessment)	Required (R) / Aspirational (A)	Training required? (Y/N)	Training Provider	Duration	Remarks (To be filled by Mentor)
Adaptability						
Continuous Learning						
Communication						
Organizational and Environmental Awareness						
Creative Thinking						
Networking / Relationship Building						
Conflict Management						
Stewardship of Resources						
Risk Management						
Stress Management						
Influence						
Initiative						
Team Leadership						



Client Focus (Student/Industry/Agency)						
Planning and Organizing						
Decision-Making						
Analytical Thinking						
Result Orientation						
Teamwork						
Values and Ethics						
Reading Text (RT)						
Writing (WR)						
Presentation Skill (PRT)						
Document Use (DU)						
Computer Use (CU)						

**Note: Please submit the completed questionnaire to CDAAC.
Please send to email: cdaaceou@gmail.com**