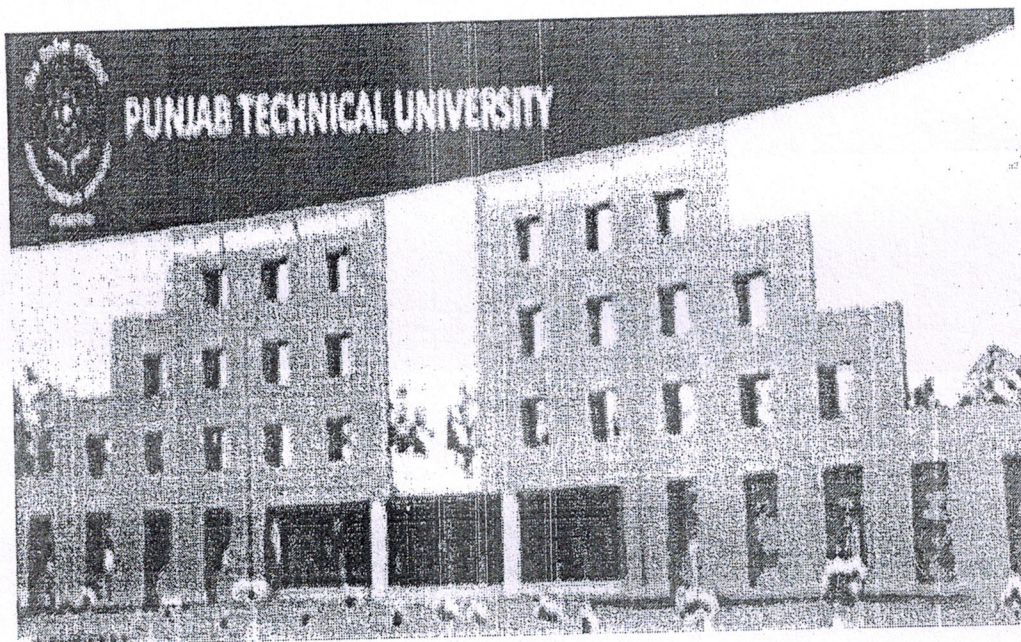# TRAINING POLICY

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With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teachers hold the key for success of any effort in this direction. Attention, therefore, has to be focused on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development, ensuring that best talent in the country are made available to shape the future generations.

Technical Education is back bone of any country and plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life of its people. Technical Education covers programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts & crafts, hotel management and catering technology.

At present, around 10,000 Technical institutes in the country are responsible for imparting technical education having intake capacity more than 3.5 million students. The serious concern is shortage of qualified competent faculty which adversely affects the quality of technical education in the country. Lack of quality teaching staff is hitting India's technical education including IIT's. A number of well-qualified teachers are refraining from joining the premier institutes. Teachers' unwillingness to join the IITs has led to a shortage of around 41 per cent in the faculty. Same is the situation of technical universities in the country. Even majority of the available faculty members are unable to deliver the technical knowhow as per the advancement in the engineering and technology field to the students.

The teacher training policy envisages to address comprehensively competencies issues of teachers which includes teaching, teacher preparation, professional development, Curriculum Design, Designing and Developing Assessment & Evaluation methodology, Research in Pedagogy and developing effective Pedagogy.

1. INTRODUCTION

Training is an effective tool for performance improvement of the individual, the team and the organization. The purpose of the training is to ensure that all employees have the skills and knowledge to do their jobs effectively now and in the future. Training enables and encourages employees to work to their full potential to support the organization. It helps in professional growth of employees, keeping them abreast of current issues, facts and practices.

2. OBJECTIVES

Training Policy lays down the structure and guiding principles for training of employees to enable them to achieve the needs of the organization without 'impairing individual goals and needs. Training is indisputably a major factor for successful implementation of educational technology. The objectives, of Training Policy are as follows: -

- Designing and developing faculty development strategy in technical education department through mandatory training, refresher training and generic skill training;

- Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations;

- Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done;

- Bringing about right attitudinal orientation;

- Updating faculty on latest technologies, processes and ultimately for the effective skill development of the faculty in the University; and Integrate Departmental and individual developmental needs and goals

3. TRAINING NEEDS' ANALYSIS (TNA)

An analysis of training needs' is an essential requirement to the design of an effective training policy. The purpose of training needs' analysis is to determine whether there is a gap between what is required for effective performance and the present level of performance.

Training Need

Organizational level   Individual level   Operational level
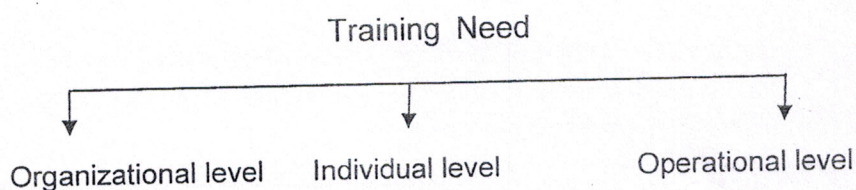
Organizational Level - *Training needs' analysis* at organizational level focuses on strategic planning, business need, and goals. It starts with the assessment of internal environment of the organization such as, procedures, structures, policies, strengths and weaknesses and external environment such as opportunities and threats.

After doing the SWOT analysis, weaknesses can be overcome through training interventions, while strengths can further be strengthened with continued training. Threats can be reduced by identifying the areas where training is required and opportunities can be exploited by balancing it against costs.

Individual Level - Training needs' analysis at individual level focuses on each and every individual in the organization. At this level, the organization checks whether an employee is performing at desired level or the performance is below expectation. If the difference between the expected performance and actual performance comes out to be positive, then certainly there is a need of training. However, individual competence can also be linked to individual needs. The methods that are used to analyze the individual requirements are:

- Appraisal and performance review
- Peer appraisal
- Competency assessments
- Subordinate appraisal
- Customer/Trainee's feedback
- Self-assessment or self-appraisal

Operational Level - Training Needs' Analysis at operational level focuses on the work that is being assigned to the employees. The job analyst gathers the information on whether the job is clearly understood by an employee or not. He gathers this information through technical interview, observation, psychological test; questionnaires asking the closed ended as well as open ended questions, etc. Today, jobs are dynamic and keep changing over the time. Employees need to prepare for these changes. The job analyst also gathers information on the tasks needs to be done plus the tasks that will be required in the future.

Based on the information collected, Training Needs Analysis (TNA) is done. The Training Needs' Analysis exercise should be repeated by the Department at regular periodic intervals of three years, and it should be done before finalizing training slots for individuals for a pre-determined training cycle.

4. TRAINING TYPES, ELIGIBILTY AND DURATION

The policy envisages following types of training for faculty members:

i. **Induction Training:** should be imparted immediately on selection or recruitment of an employee in the Department. It would be

compulsory and may vary from short to medium term i.e. from one week to two weeks, depending upon the position for which an employee is recruited.

ii. **Refresher course**: should be imparted from time to time on an average once every two years. It would again be compulsory, short-term and allow the candidate to refresh his/her skills on the relevant topic of training. It would be imparted to the employee with minimum 3 years of service in the department.

iii. **Specialized training**: Specialized training can be short term as well as long term depending upon the area of specialization. It would be imparted for specific needs and in pre-identified situations.

iv. **Orientation**: Orientation Training Programme would be conducted on identified thematic issues for a short period of one to two weeks. It would be imparted employees who have completed 8 years of service. Orientation Programme would not be repeated before a period of 2 years.

v. **Foreign Training:** The University would also endeavor to nominate the suitable candidates for external/ foreign training which can either be specially designed or available in any of the identified areas and institutions. The employees to be nominated for this training shall have completed 10 years of service and it shall not be repeated.

Foreign training can be short-term or long-term, which can also be partially or fully funded. In case, an employee intends to go on foreign training at his own expense, the Vice Chancellor, shall be competent to nominate him for such a training provided if he is satisfied that the training would help him to acquire additional skills/ knowledge for future professional growth. For partial or full funding of foreign training, the University would notify the guidelines separately. It would also consider sponsorships for training by AICTE, UGC, and MHRD etc. who have various schemes for such type of training.

5. AREAS OF TRAINING

Some of the key areas identified for the training for first cycle are given in **Annexure-1** for first cycle to be started from 1st February 2016. The training of first cycle will be done by NITTTR Chandigarh at its own premise or at PTU main campus or as per the availability of the participants and availability of suitable infrastructure in state of Punjab either by using Information Communication Technology (ICT) or in contact mode as per the need.

6. COVERAGE

This training policy shall be applicable to all employees, both teaching and non-teaching staff of the University and its affiliated colleges. The training would be mandatory for each employees and will be imparted to the employees in a yearly training cycle. First training cycle would begin from 1st February 2016 and thereafter regular rotation would be maintained by the university.

7. TRAINING DIRECTORY

Training cell of University would maintain a year-wise list of eligible trainees I employees for their timely nomination. A training directory, listing various training courses / programmes evolved by different training providers or some need based training programmes will be maintained and circulated by Training Cell of University. Compilation and classification of training needs identified and training programmes attended by employees would also be maintained.

8. TRAINING CALENDAR

Training Cell of University in consultation with NITTTR Chandigarh would bring out a printed Training Calendar, specifying the schedules of the programmes, planned to be conducted by it during the next training year. The calendar of programmes scheduled for a year would be circulated in month of March to all Institutional Head. The Training Calendar would be made available and widely publicized to all Institutes and employees. Copies of Training Calendar would also be kept in the Library of the Institute and would be available with the Training and Placement Officers of the institutes for the benefit of faculty and staff. The calendar would also be available on web portal of PTU and NITTTR Chandigarh

9. TRAINING EVALUATION

Training evaluation would ensure whether training has had the desired effect. It would also ascertain whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines. This would provide the required feedback, which would be analyzed to plan new training programmes and to make them more effective and useful.

Process of Training Evaluation

9.1 Before Training: The learner's skills and knowledge would be assessed before the training program by the training organisation through a pre-designed programme/ proforma.

9.2 After Training: Learner's skills and knowledge would be assessed by the training institute / agency to measure the effectiveness of the training through a pre-designed programme. This would determine whether training has had the desired effect at individual department and organizational Levels.

9.3 Techniques of Evaluation: The training institute may adopt any of the following evaluation techniques and will report the result to the University:

- Observation
- Questionnaire
- Interview
- Self diaries
- Self-recording of specific incidents
- Customized software/computer based testing

10. BUDGETARY PROVISIONS

The necessary funds required for Training would be utilized out of the Development Fund (under the sub head "Faculty Development") available at the disposal of Principals of Engineering Colleges. For traveling and daily allowance, the employees would draw the amount from their respective institute/ department as per entitlement. For first cycle NITTTR Chandigarh will make following expenses towards TA/DA etc.

TA/DA RULES FOR PARTICIPANTS OF SHORT TERM COURSES For Programmes at NITTTR, Chandigarh

Participants from University, Government and Government Aided Engineering Colleges:
a) Travelling Allowance: - Fare limited to 2nd AC for Professors/Principals/Directors only. - Fare limited to 3rd AC/AC Chair Car/ Govt. Volvo Bus for others. Note: Fare will be reimbursed subject to providing proof of to and fro travel.
b) Daily Allowance: Transit DA will be permissible as per institute rules. However, free boarding and lodging will be provided by the institute. There will be no financial liability on the institute if the participants does not stay in accommodation provided by NITTTR and makes his/her own arrangement outside. No DA will be permissible for the duration of course.
c) Local Conveyance: Limited to Rs. 200/- at all places including inward and outward local journeys. Local journeys will include residence or place of work to the point of boarding transport, Chandigarh railway station/bus stand/airport to NITTTR campus, NITTTR to point of boarding transport at Chandigarh and return local journey at the place of posting of the participants. The payment shall be made without submission of bills. If a course participant spends more than Rs. 200/- on local conveyance at different destinations, he/she shall be

reimbursed actual expenditure as per local conveyance reimbursement rules of Govt. of India. Such reimbursements shall be processed on submission of genuine printed bills for local conveyance. Participants from other local institutes at Chandigarh shall be reimbursed Rs. 100/- per day on account of local conveyance (Rs. 50/- for coming to NITTTR Chandigarh and Rs. 50/- for going back to his/her place of posting or residence) without any local conveyance bill.

Participants from Private Engineering Colleges:

a) No course fee will be charged.
b) No TA/DA is permissible.
c) Free boarding and lodging will be provided by the institute.
There will be no financial liability of the institute for participants staying outside on their own.

NOTE: 1. Family accommodation is generally not provided. However, it may be permitted depending on the availability in PG Hostel, for which advance booking is to be done through the coordinator of the programme. Room (double bed) rent is Rs. 400/- per day payable at the time of allotment. Food charges for family will be charged as per institute rules from time to time. 2. Food/Mess is compulsory for all the residents availing hostel facilities. Mess charges are to be deposited with the mess contractor in advance on weekly basis.

11. TRAINING AGENCIES

The training would be imparted in any of the State Govt. training institute, Central Govt. training institute, non- government training institutes of repute, industry organizations operating in relevant area.. The VC PTU would be competent to assign the task of training to any of the training institutes, if he is satisfied that such an institute can deliver a programme to achieve the stated objectives of the policy. Indicative list of agencies is at **Annexure-II.**

12. CONCLUSION

We all know that human beings learn from cradle to grave. Life itself is a learning process and one continuously learns and sharpens one's intellect. It is sagacious and vaulting wise to train human beings so as to bring improvement even up-gradation of skills which is possible only with training.

We should all, therefore, ensure that Training Policy as enunciated above is implemented in letter and spirit.

Some Key Identified Areas of Training

Technical	➢ Core Area of Technology ➢ Bridge Areas ➢ Automation Techniques ➢ Concurrent Engineering
Managerial	➢ Organization skills ➢ Service and finance Rules ➢ Business Communication ➢ Soft Skills ➢ Leadership ➢ Motivation ➢ Entrepreneurship ➢ Creative Management ➢ Stress Management ➢ IT
I.T Tools	➢ Net Browsing ➢ Cyber Security ➢ Open Source Technologies ➢ MATLAB ➢ e - Commerce ➢ web designing ➢ Net survey
Pedagogical	➢ Instruction Planning ➢ Instruction Delivery ➢ Student's Evaluation ➢ Communication Skills ➢ E-content Generation ➢ Use of ICT Tools in teaching