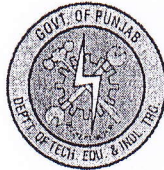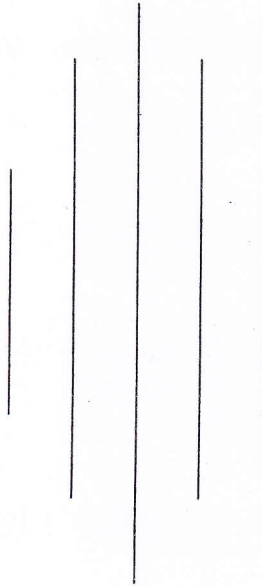# TRAINING POLICY

Department of Technical Education & Industrial Training, Punjab (Technical Education Wing)

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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.

OBJECTIVES

2.0 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: -
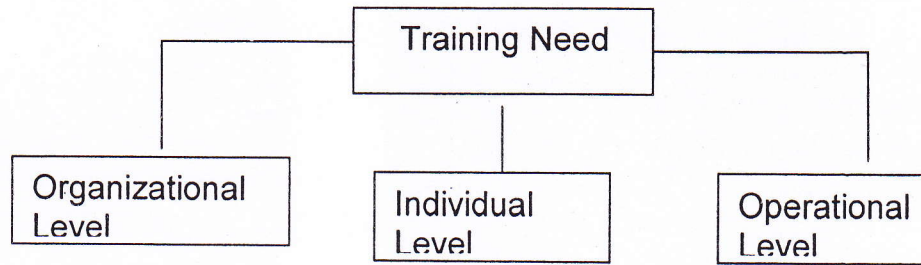
- Designing and developing faculty development strategy in technical education department through mandatory training, refresher training and generic skill training;

- 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 State; and

- Integrate Departmental and individual developmental needs and goals.

TRAINING NEEDS' ANALYSIS (TNA)

3.0 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.

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                    ┌─────────────────┐
                    │  Training Need  │
          ┌─────────┴────────┬────────┴─────────┐
┌─────────────────┐ ┌─────────────────┐ ┌─────────────────┐
│ Organizational  │ │   Individual    │ │  Operational    │
│ Level           │ │   Level         │ │  Level          │
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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

(2)

- Customer/Trainees' 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.

TRAINING TYPES, ELIGIBILTY AND DURATION

4.0   The policy envisages following types of training:

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 2 weeks to 8 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 4 years of service in the department.

iii)   Orientation: Orientation Training Programme would be conducted on identified thematic issues for a short period of one to two weeks. It would be imparted to

employees who have completed 9 years of service. Orientation Programme would not be repeated before a period of 2 years.

iv) 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.

v) Foreign Training: The Department would also endeavour 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 9 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 Director, Technical Education, Punjab shall be competent to nominate him for such a training provided 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 Department would notify the guidelines separately. It would also consider sponsorships for training by Corporate Bodies, NGOs and externally funded programmes.

AREAS OF TRAINING

5.0   Some of the key areas identified for the training are given in annexure-I.

COVERAGE

6.0   This training policy shall be applicable to all employees, both teaching and non-teaching, of the Department of Technical Education, Punjab and its institutions. The training would be imparted to the employees in two-yearly training cycle. First training cycle would begin from 1st October 2010 to 30th September 2012 and thereafter regular rotation would be maintained by the Directorate.

TRAINING DIRECTORY

7.0   Training cell of DTE would maintain a year-wise list of eligible trainees / employees for their timely nomination. A training directory, listing various training courses / programmes shall be evolved, maintained and circulated by Training Cell of DTE. Compilation and classification of training needs identified and training programmes attended by employees would also be maintained.

TRAINING CALENDAR

8.0   Training Cell of DTE would bring out a 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 January of the previous year to all Institutional Head/Branch Incharge and other Training Agencies. 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.

TRAINING EVALUATION

9.0   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 agency 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 report the result to DTE

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

BUDGETARY PROVISIONS

10.0 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 Polytechnics. For traveling and daily allowance, the employees would draw the amount from their respective institute/ department as per entitlement.

TRAINING AGENCIES

11.0 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 Director Technical Education, Punjab 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.

OVERALL IMPLEMENTATION, SUPERVISION AND MONITORING

12.0 The overall implementation, supervision and monitoring of the Policy shall vest with Director, Technical Education, Punjab. He would ensure the effective implementation and submit a quarterly report on progress and review for changes/ amendments, if any, required, to the State Government.

CONCLUSION

13.0   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 vaultingly wise to train human beings so as to bring improvement nay upgradation 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 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
I.T Tools	- Net Browsing - e – Governance - e - Commerce - web designing - Net survey

List of Training Agencies

A. Centre Govt. Agencies

- National Institute of Technical Teachers Training and Research, Chandigarh
- National Institute of Technical Teachers Training and Research, Kolkata
- National Institute of Technical Teachers Training and Research, Bhopal
- National Institute of Technical Teachers Training and Research, Chennai
- Entrepreneurship Development of India, Ahamadabad
- National Bank for Agriculture and Rural Development(NABARD)
- Lead Bank
- Khadi & Village Industry Commission
- Rural self Employment Training Institutes at all Dist. Headquarters

B. State Govt. Agencies
- North India Consultancy Org. Ltd., Chandigarh
- Micro Small & Medium Enterprises Dev. Institute, Ludhiana
- District Industries Centres
- Punjab Khadi Village Industries Board
- Punjab State Institute of Public Administration

C. Engineering & Management Institutions
- Indian Institutes of Technology (IITs)
- Indian Institutes of Science Education & Research (IISERs)
- Indian Institutes of Management (IIMs)
- National Institutes of Technology (NITs)
- Indian Institutes of Information Technology (IIITs)
- Regional Boards of Apprenticeship / Practical Training.

D. Industries
- The Training Cells of DTE office and institutes will identify the industrial Organizations providing Training in the latest Technical Know-how.

E. Others/NGOs
- Regional Center for Entrepreneurship Development. Chandigarh (RCED)
- Skill Upgradation Training Services, Ludhiana