



MBIT
MADHUBEN & BHANUBHAI PATEL
INSTITUTE OF TECHNOLOGY



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Training Policy for Technical Teachers

1. INTRODUCTION

Teaching is a diverse profession that involves working with students to help them obtain certain knowledge or master specific tasks. Teachers need to take education and indeed the world economies to the next level yet they lack the knowledge, the means and the right attitude to do so. The world is being taken over by the storm of the twin forces of Globalization and technological changes. The past fifteen years have seen a new global economy being created which is “powered by technology, fueled by information and driven by knowledge”. As technology is changing global economy, Education which is a major sub-system in that economy has not been spared by this wave of change.

Training is an effective tool for performance improvement of the individual, the team and the organization with change in global scenario of education. The purpose of the training is to ensure that all the teachers have the skills and knowledge to do their job effectively now and in the future. Suitably designed training modules enables and encourages teachers to work to their full potential to support the students, organization and above all the society.

2. OBJECTIVES

- Training Policy lays down the structure and guiding principles for training of faculty and staff 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 pedagogy, Educational planning and related technologies, professional and life skills etc. The objectives, of the Training Policy are as follows: -
- Designing and developing faculty and staff 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 ICT tools and technologies, processes and ultimately for the effective skill development
- Integrate Departmental and individual developmental needs and goals.

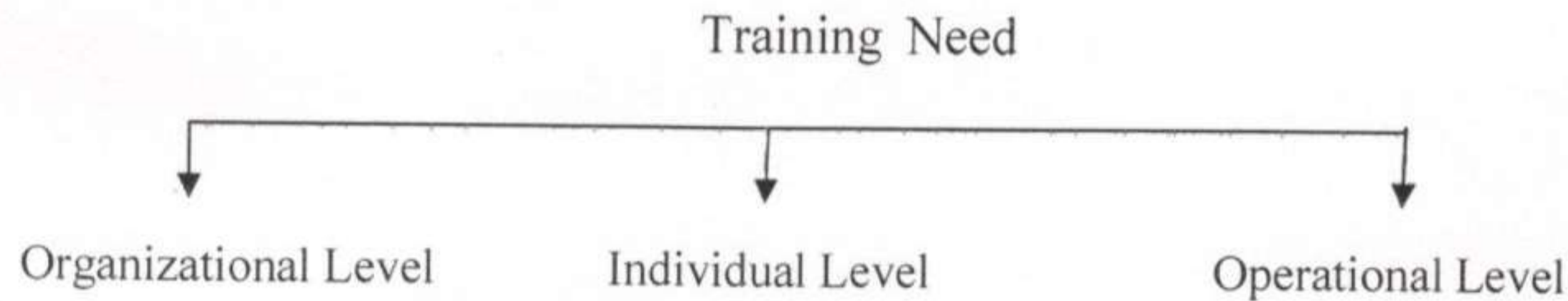
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3. TRAINING NEEDS' ANALYSIS (TNA)

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.



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.



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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, ELIGIBILITY 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 Department 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.

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 Principal of the institute 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. It would also consider sponsorships for training by Corporate Bodies, NGOs and externally funded programmers.

5. EXPECTED OUTCOME OF TRAINING

The following are the expected outcome of different types of training

- Empower teachers to develop their knowledge and skills actively and experientially, in a variety of learning environments, both individual and collaborative.
- Include a variety of learning strategies, encompassing direct instruction, deduction, discussion, drill and practice, deduction, induction, and sharing.
- Aim at higher-order thinking skills.
- Provide an authentic learning environment so that teachers engage in concrete tasks within realistic scenarios.
- Emphasize ways that technology can facilitate and enhance teachers' professional lives.

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- Encourage teachers to be mentors, tutors, and guides of the students' learning process (rather than simple presenters of knowledge and information).
- Develop teachers' skills in learning how to learn (define learning objectives, plan and evaluate learning strategies, monitor progress, and adjust as needed).
- Promote cooperative and collaborative learning.
- Be sensitive to the culture and diversity of teachers as learners, using a multifaceted approach to respond to different learning styles, opportunities, environments, and starting points.
- Enable learning independent of time and place (anytime, anywhere learning).

6. **COVERAGE**

This training policy shall be applicable to all employees, both teaching and non-teaching of the Madhuben & Bhanubhai Patel Institute of Technology (MBIT).

7. **TRAINING CALENDER**

Teacher training cell who will prepare a yearly training calendar and get it approved from concerned Head of the Department. Training shall co-ordinate with the training providers in different areas / specialization.

8. **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 programs and to make them more effective and useful.

Process of Training Evaluation

The institute may adopt any of the following evaluation techniques and report the affiliating University

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

9. **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 and approved by AICTE.

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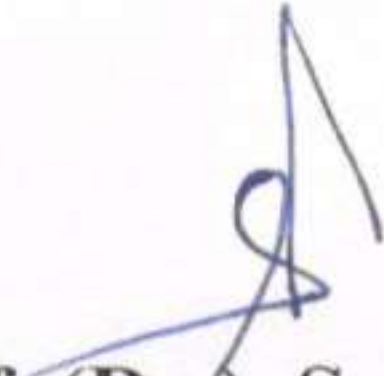


10. OVERALL IMPLEMENTATION, SUPERVISION AND MONITORING

The overall implementation, supervision and monitoring of the Policy shall vest with Principal/ Head of Department/Technical Education/ University. They would ensure the effective implementation.

11. 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 vauntingly wise to train human beings so as to bring improvement nay 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.


Prof. (Dr.) Sudhir Vegad
I/c. Principal

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ANNEXURE-1

Some Key Identified Areas of Training

Technical	<ul style="list-style-type: none">• Core Area Technology• Bridge Areas• Automation Techniques• Concurrent Engineering
Managerial	<ul style="list-style-type: none">• Organization skills• Service and finance Rules• Business Communication• Soft Skills• Leadership• Motivation• Entrepreneurship• Creative Management• Stress Management
I.T Tools	<ul style="list-style-type: none">• Net Browsing• e - Governance• e - Commerce• web designing• Net survey• MOOCS
Education	<ul style="list-style-type: none">• Instruction Planning• Instruction delivery• Assessment• Communication Skills• Life Skills• Curriculum Development• Entrepreneurship Development• Leadership• Institutional Management

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ANNEXURE-II

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, Ahmadabad
- National Bank for Agriculture and Rural Development (NABARD)
- Lead Bank
- Khadi & Village Industry Commission
- Rural self-Employment Training Institutes at all Dist. Headquarters

B 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 I Practical Training.

C Industries

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

D Others/NGOs

- Regional Center for Entrepreneurship Development, Chandigarh (RCED)
- Skill Up-gradation Training Services

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