



GOVERNMENT OF HIMACHAL PRADESH
DEPARTMENT OF HIGHER EDUCATION
TRAINING AND DEVELOPMENT
POLICY-2012



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FOREWORD

Education itself aims at development of human resources. Therefore, when we talk of training we are talking about development of those human resources which are involved in the education system. These include educational administrators, teachers, library functionaries, office functionaries and others. Developing all these categories of functionaries becomes extremely important as the effectiveness of education depends upon how well they perform their roles and responsibilities. People working at different levels of education and performing different roles requires different competencies to be effective in their respective fields.

The competencies required for teachers are normally considered as subject matter competencies and pedagogic skills. As we go up the education stream, the competency requirements become much more complex. For example the heads of the institutions require more sophisticated competencies than what a teacher requires. Besides, knowledge of the subject and pedagogic skills, he is required to be a leader, initiative taker, innovators, institutional builder, manager, conversant with service rules and regulations and be able to involve community for improving school facilities.

Training is therefore necessary as the knowledge base is continuously changing and technology is changing at a very fast pace. The system and practices that were in operation earlier are no more considered effective due to new technological innovations. Training is also necessary to update the information, knowledge, skills and attitudes of all educational functionaries to upgrade and enrich them in tune with their job descriptions.

Training Policy 2009 of State of Himachal Pradesh has highlighted the need of well trained man power for optimum utilization of human resources in the Government. The Department of Higher Education has formulated Training and Development Manual for the development of human resources of the department. This document will go a long way in enriching experience of the employees of the department by

providing them with appropriate training on the basis of training need analysis. Efforts put in by Mr. Shashi Bhushan Shekhri, Joint Director Higher Education Himachal Pradesh in formulating this document are highly appreciable. Dr. Ajay Lakhanpal, Principal GCTE Dharamshala and Dr. Ramesh Verma, Principal SCERT Solan, alongwith the members of the committees constituted for this purpose also deserve praise for the inputs given.

This document, in its present form, would not have seen the light of the day without very valuable guidance and counseling given to us by Shri K. Sanjay Murthy, Worthy Secretary (Education), Government of Himachal Pradesh at every stage of the formation of this policy.



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Chapter 1

1.1 Introduction:

India is an ancient country but with new vision, wherein the rich heritage matter as much as the desire to compete with the best in the world. It desires to change and evolve without disowning its deep roots. The visionary leaders define the destiny of this nation but these are the teachers who own the responsibility of shaping it up. Since independence, major changes in educational policies have been witnessed alongwith in strategies for their implementation. On various occasions and in differing contexts, several commissions and communities have reviewed the achievements and attempted to develop a vision for future, the professional preparation of teachers has been recognized to be crucial for the qualitative improvement of education since 1960. The education commission (1964-66) recognized 'quality' as the essence of teacher-education programme, the Chattopadhyaya Committee Report of the National Commission on Teachers (1983-85) stressed the need of making teacher-education relevant to the roles and responsibilities of the New Teacher. Subsequently, the National Policy on Education (NPE 1986) highlighted the need of overhauling the system of teacher education, the Acharya Ramamurti Committee (1990) suggested the internship modal of teacher training which is based upon the primary value of actual field experience in a realistic solution and the Yashpal Committee Report (1993) emphasized the need to restructure the teacher training programme to ensure its relevance to the changing needs of school education.

It is evident from the above-mentioned reports that the professional development of teachers begins with pre-service training programmes. Simultaneously, the new advances which come up on the educational horizon educational structure, Curriculum framework, transactional strategies, education techniques and management process have to be addressed to and

teachers made aware through programmes of In-service education. The need for In-service education was visualized as back as 1949 when the University Education Commission observed that a teacher to keep alive and fresh should become a learner from time to time. The first step to promote In-service teachers education was taken between 1955-58 by establishing 74 Extension Services Centers and 23 Extension Services units attached to graduate training colleges. Further, the Education Commission (1964-66) suggested that some kind of formal and institutionalized training and orientation is essential for newly inducted teacher in the colleges and Universities. Similarly the Sen Committee (1974) emphasized the need of some kind of training during the early part of as teachers Career. The National Policy on Education (NPE, 1986) stipulated that teacher education is a continuous process and its pre-service and In-service components are irreparable. Thus In-service teachers' education programmes are essential in view of obsolescence as well as explosion of knowledge. There has been massive investment in terms of Competency-Based and Commitment- Oriented Teacher Education Curriculum by National Council of Teacher Education. At the same time the National Curriculum Framework 2005 envisages a paradigm shift to overcome problems that haunt our contemporary education system, so as to make way for education for all by 2012.

In fact, in-service education is essentially a continuation of pre-service programme because even in the case of an effective pre-service programme the impact on recipients can wear out over time. Moreover, teaching being creative and individualistic requires periodic rejuvenation of teachers' attributes and upgrading of their technical skills.

The development of a nation is always measured by the human resources the nation has developed through a well defined system of education. The goals of economic and social development could only be achieved if there exists

sufficient supplies of manpower with requisite knowledge and skills. In this context, teachers play a multidimensional role in achieving social cohesion, national integration and learning society. The UNESCO International Commission on “ Education for the 21st Century has laid greater emphasis on the four pillars that it proposes and describes as the foundations of education: learning to know, learning to do, learning to live together and learning to be. Thus, the concept of learning throughout life has emerged as one of the key aspects of new age learning. It has a key role in formulating and achieving a future vision of holistic development of children as future global citizens successful in leading an efficient and productive life, Teachers are the change agents of education sector in general and society in particular. In this way, all the National and International Commissions have laid emphasis on continuous updating of knowledge and skills of the manpower in educational intuitions.

1.2 Rationale of the Training:

Education sector is a key player in addressing the challenges of the modern society. Efforts have to be made at policy and implementation levels to develop a robust educational system characterized by provision of holistic educational benefits to its citizens. Quality education prepares one to meet the future with assurance, knowledge and responsibility. In a large country like India, which has immense diversity, this requires developing a holistic approach to the multiple different practices and customs. There should, however, be no doubt that the ultimate goal of education is to make lives better and productive, societies just and civilized and nations more progressive and visionary. Teacher is a source of inspiration to his students and the knowledge imparted by him shapes their character to a great extent. The teacher now is not considered as disseminator of or transmitter of knowledge rather he is considered as a catalyst or facilitator of knowledge. Moreover, in the present era of knowledge-driven economy, the role of education becomes instrumental

in the overall socio-economic development of any region or country. The state of Himachal Pradesh is no exception to above mentioned goals of transforming the children into responsible global citizens by facilitating them to acquire knowledge, skills, values and attitudes. Collective efforts of each and every employee of the department of education can only help in realizing this ultimate aim of education for which they need to be equipped with latest knowledge and skills. The following points needs to be addressed in the beginning:

1. Higher education system in the state has expanded rapidly over the last one decade and private institutions have also come up in this period. Though Private universities have made significant presence but Govt. institutions are still expected to play a lead role. Higher education institutions not only cater to urban students, but also to rural students.
2. The role of information and communication technology (ICT) is significantly felt in these institutions, particularly for offering new opportunities for employment and knowledge management. Hence, now a days, the teachers are academic administrators who face the challenge of new decision-making systems, procedures, management of information and communication and a plethora of ICT gadgets.
3. Further, globalization, privatization and liberalization have opened up new vistas for expanding the range of academic programmes for fulfilling the aspirations of stakeholders and their diversities as well as meeting the organizational dynamics.
4. The above changes are now putting pressures on the administration of Higher education institutions. These institutions are no more insulated from the social economic environment, where in they exist but at the same time they are expected to play a meaningful and proactive role in the socio-

economic development of the region. Thus they are becoming key stakeholders in the development of the state.

5. Educational institutions need to improve the quality of education in continuous manner to cope with the internal and external changes such as growing client expectations, increasing competition in the society, worsening resource situation and rapid changes taking place in technology. Orientation and reorientation being instrument for change, it would be desirable to lay emphasis on the management of change in all orientation/reorientation frame work.
6. The national policy on Higher Education 1986 and Programme of Action 1992 have laid considerable importance on orientation/ reorientation of teachers and academic administrators.
7. Himachal Pradesh Govt. has framed H.P State Training Policy 2009 which states that amount equivalent to 1 % (subject to revision) of the total salary of the department is to be earmarked as an expenditure for training of employees by each department.

The professional competence and commitment of employees working in educational institutions determine the quality of education. Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct and indirect benefit to the individual, group or institution and which contribute to the quality of education in and outside the class room. It is the process by which teachers review, renew and extend their commitment as change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young minds and colleagues throughout their teaching career or lives.

We are living in times when tremendous changes are taking place in the world. The system has to cope with the impact of 21st century especially in the age of globalization and information technology revolution. Education system must equip its teachers to meet these new challenges and dimensions of functioning in a globally integrated world. The challenge before educational institutions is to stay ahead in the context of globalization and to remain a centre of excellence. This changed scenario has made the role of a teacher multidimensional and complex which necessitates the need for capacity building. Keeping in view the sensitivity of the teaching profession and large number of minds with which educational institutes deal, the mere training is not going to serve the purpose but emphasis has to be on training and development for capacity building and sensitization of employees working in educational institutions.

Very often training and development are considered synonymous. However, in reality there is a difference between the two. Training is the process of increasing the knowledge and skills of an employee for doing a particular job. It is an organized activity designed to create a change in the thinking and behavior of the people and to enable them to do their jobs in a more efficient manner. The purpose of training is to enable the employees to get acquainted, with their present or prospective job and also increase their knowledge and skill .Training makes new employees to acquire, knowledge, understanding and skills in their particular field of expertise which makes them more productive and efficient and it makes old employees familiar with new techniques by refreshing their knowledge. Development includes the acquisition of behavioral skills including communication, inter-personal relations and conflict resolution. It means growth of an individual in all respects. When people are trained the focus is on their jobs and when people are developed the focus is on the persons itself. In training value is added to

specific things whereas when people are developed value is added to everything. The result of training is changed performance and the result of development is changed life. Training is an effective tool for performance improvement of the individual, the team and the organization. To achieve these objectives training is essential for the employees as it helps in their professional growth and keeps them abreast of current issues, facts and practices. Even if the development goals could be achieved through best administration, quality teachers and good curriculum, it is only through continuing training programmes that proper quality of education is ensured to the entire satisfaction of the students and society.

The guidelines proposed for training and development of employees in Higher Education provide a framework to ensure that academic staff in colleges & schools has adequate opportunities for capacity enhancement and professional development in generic and specific area of relevance to their activities. The framework is particularly important, because the higher education institutions of the 21st century are not only required to concentrate on their central function of formal education and research towards the award of degrees, but also they are required to take up many additional functions and responsibilities, like sponsored research, knowledge based advice, scientific and industrial consultancy, continuing education, distance learning and extension activities in a good measure. Therefore, the framework would be required to address the following key issues:

- Training and development of new entrants to the profession of teaching.
- Capacity enhancement of in-service teachers in academic and administrative fields in a systematic manner;
- Defining the framework for implementing the programmes;
- Identification of the capacity enhancement needs at different levels;
- Development of modules of training and development;

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- Suggesting suitable pedagogy and learning strategy for each type of programme;
 - Institutional framework for implementation, assessment and monitoring of the policy;
 - Guidelines for budgeting, funding and supporting of the programmes;

Chapter 2

2.1 Training Policy:

In the light of the recommendations of various commissions Himachal Pradesh Govt. has framed H.P. State Training Policy 2009 which states the amount equivalent to 1% of the total salary of the department is to be earmarked as expenditure for training of employees by each department. The Department of Education has prepared state training policy for all employees working in the department in the various capacities. The sole purpose of State Training policy is to improve the competency level among all the categories of employees through imbibing three major ingredient i.e.

- Commitment
- Awareness
- Accountability.

This document includes the policy for all the functionaries working at College and Senior Secondary School level in the Department of Education. The part I of the document emphasizes and highlights the training programme for higher education whereas Part II is for secondary education functionaries.

Training and development aids in organizational development i.e. organization get more effective decision making and problem solving. It helps in understanding and carrying out.

Through this document, the Government of H.P. has directed all the departments to frame their respective training policies. The department of Education has designed its training policy for two levels i.e. Colleges and Govt. Sr. Sec./High Schools.

2.2 Salient Features of the Policy:

The whole of the Training Policy revolves around the following features:

Optimum Utilization of Human Resources: Training and development helps in optimizing the utilization of human resources that further helps the employee to achieve the organizational goals as well as their individual goals.

Development of Human resources: Training and development helps to provide an opportunity and broad structure for the development of human resources, technical and behavioral skills in an organisation. It also helps the employees in attaining personal growth.

Development of skills of Employees: Training and development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

Productivity: training and development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

Team Spirit: Training and development helps in inculcating the sense of team work, team spirit and inter-team collaboration. It helps in inculcating the zeal to learn within the employees.

Organization culture: Training and development helps to develop and improve the organizational health, culture and effectiveness. It helps in creating the learning culture within the organization.

Organization Climate: Training and development helps building the positive perception and feeling about the organization. The employees get these feelings from Heads (Leaders) Subordinates and peers.

Quality: Training and development helps in improving upon the quality of work and work-life.

- ✓ **Healthy Work Environment:** Training and development helps in creating the healthy working environment. It helps to build good employee relationship so that individual goals align with organizational goal.
- ✓ **Health and safety:** Training and development helps in improving the health and safety of the organization, thus preventing obsolescence.
- ✓ **Morale:** Training and development helps in improving the morale of work force.
- ✓ **Image:** Training and development helps in creating a better organizational image.
- ✓ **Profitability:** Training leads to improved profitability and more positive attitude towards betterment of the organization.

2.3 TRAINING CONCERNS:

Any training and development programme must contain inputs which enables the participants to gain skills, learn theoretical concepts and help acquire vision to look into the distant future. In addition to these, there is a need to emphasize problem solving and decision making abilities, ethical orientation and attitudinal change. The training programme for the employees of department of higher education would, therefore, focus on:

- ❖ **Commitment:-** To the organisational objectives and institutional policies.
- ❖ **Democrative orientation:-** Respect for democratic values & concept of partnership and participative decision making.

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- ❖ Responses :- To the challenging democratic needs and expectations of the citizens and organisational and technological developments.
 - ❖ Awareness:- of technological, economic and social developments.
 - ❖ Infusion of scientific Temper:- for the development of the systematic approach for the performance of any function.
 - ❖ Ethical orientation and values:- In personal lives, social dealings and establishment of credibility.
 - ❖ Accountability:- To ensure high performance in every professional field and cost effective methods of delivery.
 - ❖ Functional Capability:- Abilities to perform managerial functions effectively.

2.4 TRAINING NEEDS:

The Department of Education is fully committed to the overall development of education in the state to achieve social, cultural, moral, spiritual and economic prosperity in the state. Systematic and scientific training is the corner stone to achieve these goals. In the absence of any formal training programmes, employees learn by trial and error or by observing others.

During this process the employees are likely to pick up undesirable methods and practices which lead to wastage of time, & resources. New skills and aptitudes are required to fulfill the responsibilities of new assignment. Employees have to be trained for new job assignment as well as for handling the present jobs more effectively.

Presently no training is provided to the employees of Department of Higher education at the entry level as well as at the threshold of the promotion to prepare them for the new responsibilities. Even though for the teaching faculty of Govt. Colleges of the state four weeks Orientation Programmes and three-week Refresher Courses are organized by Academic Staff College of Himachal Pradesh University and many other universities of the country; but sometimes

new teachers do not get an opportunity to attend these courses during their five years of service because of insufficient slots given by these universities to the state. There are no such facilities available for the teaching faculty working in the Govt. Schools under the department of Higher Education. Training to the limited number of administrative staff is provided by the Himachal Pradesh Institute of Public Administration through its training centers but the share for the education department is limited as they cater to the training needs of all the Govt. Departments of Himachal Pradesh. Hence there is a strong need to train the new entrants before they actually take up the teaching/new assignment exclusive training programmes for administrative, ministerial and library staff will provide them an opportunity to upgrade their knowledge and competence.

Identification and analysis of training needs is an essential requirement to the design of an effective training policy. The purpose of TNA is to determine whether there is a gap between what is required for effective performance and the present level of performance. The SWOT analysis can help in identifying **strengths, weaknesses, opportunities and threats**. Weaknesses can be overcome through training interventions, while strengths can be further strengthened with continued training. On the basis of expert advice, feedback and observations obtained during the previous training programmes, the capacity enhancement needs can be pin pointed as:

- i. Subject expertise.
- ii. General awareness.
- iii. Educational philosophy.
- iv. Teaching Pedagogy.
- v. Classroom Management.
- vi. Teachers' Role and Professional Responsibilities.

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- vii. Academic Administration.
 - viii. Leadership Development.
 - ix. Human Resource Management.
 - x. Institutional Vision.
 - xi. Intellectual Property Rights.
 - xii. Resources Mobilization.
 - xiii. Networking with Institutions/Industry.
 - xiv. e-Governance, ICT Applications.
 - xv. Finance, Accounts & Audit.
 - xvi. Team Management.
 - xvii. Stress Management.
 - xviii. Group Dynamics.
 - xix. Interaction with R&D and Industry.
 - xx. Counseling & Guidance.
 - xxi. Grievance Redressal.
 - xxii. Training & Placement.
 - xxiii. Continuing Education.
 - xxiv. Consultancy.
 - xxv. Academic and Administrative Audit
 - xxvi. Quality Education.

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- xxvii. Assessment and Accreditation of Higher Education Institutions.
 - xxviii. Distance and Open Learning.
 - xxix. Community Service.
 - xxx. Communication Skills.
 - xxxi. Team work and Attitudinal change.
 - xxxii. Decentralization of functions.
 - xxxiii. Fixation of Responsibility.
 - xxxiv. Computerization of functions including library.
 - xxxv. Interaction with stake holders.
 - xxxvi. IT in office management.
 - xxxvii. Value orientation.
 - xxxviii. Proficiency in Procedures like (a) Academic (b) Accounts & Audit (c) Purchase & stores (d) Security & Confidentiality (e) Legal Issues (f) Estate Matters

Note: This is also noteworthy here that about five officers from the department of Higher Education have recently undergone two weeks training programme titled “TNA” i.e. Training Needs Analysis in Himachal Pradesh Institute of Public Administration and these programmes were sponsored by the Department of Personnel Training, Govt. of India. The services of these trained officers/specialists will be fully utilized to find out further training needs in respect of different categories of the employees of the department and as per the training needs assessment, all identified

training need areas will be included in the forthcoming training programmes; and proper training plans and training modules for that purpose will be prepared accordingly on annual basis from time to time.

2.5 TRAINING OBJECTIVES:

All training programmes should be need driven and linked strategically to broader Human Resource Development Policy. Training must support performance improvement that will add value to the sources and must be seen as a sound investment in the development of the public service and the economy as a whole. The objectives of the training policy are as follows:-

- To design and develop faculty improvement strategy in School & Higher Education through induction training, refresher training and specific skill training.
- To sensitize employees to professional, socio-economic and political environment in which educational institutions operate.
- To provide new knowledge and skills to the professional which are needed for their better performance.
- To develop insight for bringing attitudinal change.
- To equip man power with latest technologies, processes and methodologies.
- To provide ample opportunities for bringing out and developing the hidden creative abilities and competence for harmonious growth and to achieve the target of 5 to 10 percent improvement in the performance of students.
- To strengthen the administrative acumen of the prospective principals/administrators.

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- To strive for best accreditation grade from NAAC for the educational institutions and continuous efforts to improve the grade on re-accreditation
 - To enable the employees of the Education Department to deal effectively and pro-actively with changes and challenges of dynamic working conditions and external environment.
 - To increase the knowledge and skills of the employees and make them more productive in their educational institutions.
 - To get beyond the daily routine and energize one to do better in the educational institutions.
 - To acquaint the employees with the latest developments not only in their areas of work but also with the ever-changing environment of governance.
 - To inculcate the necessary moral and spiritual values, self discipline and a sense of responsibility, so as to give proper value orientation.
 - To bring overall cost effectiveness in the educational institutions in terms of reduction in operation costs.

2.6 Expected Outcomes:

- Every year 5-6 colleges will be in a position to get the best grade from NAAC and improve the existing grades. In a period of 5 years fifty percent of the colleges will be able to get the highest certification from NAAC.
- Every year Government schools will be in a position to improve the enrolment of students resulting in decreasing migration of students from Government to Private schools.
- Students of all the colleges and schools of H.P. will show improvement in measurable terms in their academic performance which will be reflected through the results of their Annual Examinations and an

overall improvement in the performance relating to curricular and co-curricular activities.

- It is expected that there will be remarkable improvements in other support systems of the institutions which alongwith academic performance will help in obtaining highest grade and improving the exiting accreditation grade.

Chapter 3

3.1 Organisational Diagram of the Department of Higher Education

Education Minister		
Principal Secretary/Secretary Education		
Advisor (Education)		
Director of Higher Education		
Additional/Joint Director (Admn.)	Additional Director (Colleges)	Additional Director (Schools)
Joint Director (Colleges-I)	Joint Director (Colleges-II)	Joint Director (Schools)
	Joint Director (F &A)	
OSD (Colleges/Sanskrit)	Asstt. Directors/Distt. Attorney/Private Secretary/Section Officers (SAS)/Technical Officer/Statistician/Script Writers/Science Consultant/Librarian/ADPEO/Personal Staff/Ministerial Staff/Administrative Support Staff	Dy. Directors Headquarters (Schools/Physical Education)
FIELD LEVEL		
Principal Colleges		Dy. Directors
Teaching Faculty		Principal /Headmasters (Schools)
Library Staff/Office Staff/ Laboratory Staff		Teaching Faculty
		Library Staff/Office Staff/Laboratory Staff

Above diagram shows the administrative hierarchy of the Department of Education in Himachal Pradesh. The roles and functions of above functionaries are mentioned as below.

3.2 Roles and Functions of Educational Functionaries:

(As Broader Guidelines only; Not Exhaustive in Nature)

Director of (Higher Education):

- Director Higher Education exercises all administrative and financial powers as adjoined upon the heads of the department by the Government of Himachal Pradesh. Being administrative head of the Higher Education of Himachal Pradesh, he is responsible for the efficient working of the department.
- He shall control all affairs and activities of the department. He shall also look after various schemes bring started by the government from time to time for the qualitative as well as quantitative improvement of education.
- He shall direct his subordinate staff working in directorate as well as field offices by issuing special instructions from time to time to follow the policies of the Govt. in latter and spirit.
- He shall control all activities of the department for seeking budget from the Government for the expansion of the department and continuation of multifarious activities.
- He shall exercise all the powers delegated to him by the state government from time to time and shall be directly answerable to the government.

Other Administrative Officers of the Directorate of Hr. Education including Additional/Joint/Deputy/Asstt. Directors/OSDs:

All the Administrative Officers of the Directorate of Hr. Education shall assist the Director of Higher Education in the performance of his duties and responsibilities. They shall assist Director of Hr. Education in all the administrative, planning and development affairs. They shall be responsible for inspection of educational institutions and offices. They shall also present all the cases and matters to the higher authorities in a precise manner with all possible solutions and suggestions.

Deputy Director Higher Education:

There are 12 Districts and each district is headed by Deputy Director. The main role of deputy director is to implement the policy of the state govt. in terms of policy, planning and implementation. Apart to these monitoring and supervision, fill up the vacant posts of all functionaries in the school education, conduct examination, declare school result, framing school plan, providing budget, recruitment teaching and non teaching staff, conduct monthly, quarterly half yearly and yearly meeting and redresses the grievances of their employees etc.

Principal (Colleges and Schools)/Headmaster:

- To maintain discipline.
- To ensure attendance of all categories of school/college employees along with students.
- Monitoring and supervision of classes.
- Linkages with community.
- Conduct school/college, board and university examination.
- Declaration of school result.
- Conduct admissions of the students.
- Prepare time table for the institution.
- Implement govt. policy time to time.
- Disbursing salary to employees.
- Organize national, state, district and local level events.
- Establish rapport between students, teachers, ministerial staff and community.
- Maintenance of school/college records.
- To make correspondence with higher authority regarding issues related to the school/college functioning.

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- Conduct meeting with staff, parents through SMCs/PTAs and students through their representatives on regular basis etc.

Teacher (Colleges & Schools):

- Regular class teaching.
- Ensure attendance of the students in their respective classes.
- To maintain discipline.
- To assign home work to the students.
- Organize curricular and co-curricular activities.
- Conduct house tests/examination.
- Evaluation.
- Preparation of results.
- Organize extra classes for those who are weak in their studies.
- Imparting Career Guidance and Counseling from time to time.
- To provide inputs to the students for the development of their personality.
- To complete any assignment, other than teaching also, given by the Head of the Institution.

Superintendent Gr. I & II:

- Opening and maintenance of files, referencing, dealing cases including noting and drafting, recording of files, maintenance and updating of various records.
- Acquisition, maintenance and upkeep of stores, stocks, stationery articles, accounts and registers.
- Personnel/service/establishment matters, including maintenance of service books, service records, preparation of leave accounts, pension papers and personal files etc.
- Budget preparation including appropriation, re-appropriation, supplementary demands for grants, additional grants, contingency funds,

all matters relating to public account committee, estimate committee, audit para etc.

Senior Assistant:

- Opening and maintenance of files, referencing, dealing cases including noting and drafting, recording of files, maintenance and updating of various records.
- Acquisition, maintenance and upkeep of stores, stocks, stationary articles, accounts and registers.
- Budget preparation including appropriation, re-appropriation, supplementary demands for grants, additional grants, contingency funds, all matters relating to public account committee, estimate committee, audit para etc.

Clerk:

- Receipt and miscellaneous work in such section.
- Typing and comparison work
- Record work
- Diary and Dispatch work

Librarian and Assistant Librarian:

- To maintain the record of library books.
- Cataloguing and classification of books.
- Issue of book.
- Prescription of books, journals, magazines and news dailies.

SLA:

- He will be the incharge of the store/stock of concerned department.
- To maintain store/stock of concerned department.
- Deal all correspondence regarding the purchase of equipment/apparatus etc.

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- Undertaken the annual stock taking with the help of the other members of the lab staff where necessary.
 - He will be overall incharge of the general cleanliness of the entire labs. He is expected to look after the cleanliness every day.
 - He will be responsible for the preparation and the supply of all the necessary material for the next day a practical and will supervise in general the working of the practicals.

JLA:

- He will be personally responsible for the laboratory, its equipments and its general up keep.
- He will personally look after the maintenance of expensive appliances in particular and ordinary apparatus in general.
- He will be responsible for the lying of equipment in the labs. or in the fields or trips. In case of Music Deptt. he will keep all the instruments turned and in perfect order before every practical.
- He will arrange the apparatus etc. needed for the lecturer work.
- He will assist the Senior Lecturer Assistant in annual stock checking and in work regarding purchase of Apparatus locally or otherwise.
- He will see that the electric fans and lights, water taps etc not used unnecessarily and wastefully in the rooms and labs. Under.

LA:

- To maintain store/stock of concerned subject Laboratory.
- Physical verification of the material/equipments of the respective laboratory with the stock registers with the help of the concerned subject lecturer/teacher, every year.
- Take care about the cleanliness/maintenance of the respective Laboratory.

- Take care of the Electric appliances, taps, Gas Plant and ensure not to misuse of the above.
- Help the lecturer/teacher to provide the science practical material/equipments.

Table – I

3.3 CATEGORY WISE SANCTIONED STRENGTH OF EMPLOYEES

Sr. No.	Category	Total sanctioned strength or cadre Strength		Total number of actual employees	
		Colleges	Schools	Colleges	Schools
1.	Advisor (Education)	01	-	01	-
2.	Director	01	-	01	-
3.	Addl. Director (Colleges)	01	-	01	-
4.	Addl./Jt. Director (Admn.) H.A.S.	01	-	01	-
5.	Addl. Director (Schools)	-	01	-	01
6.	Joint Director (Colleges)	02	-	02	-
7.	Joint Director (Schools)	-	01	-	01
8.	OSD (Colleges)	01	-	01	-
9.	OSD (Sanskrit)	01	-	-	-
10.	Joint Controller (F&A)	01		01	
11.	Dy. Director HQ (Schools/Phy. Education)	-	02	-	02
12.	Asstt. Director (Schools)	-	02	-	02
13.	Distt. Attorney (Law)	01		01	
14.	Private Secretary	01		01	
15.	Principals	67	1273	63	1222
16.	Associate/ Assistant Professors	2146	Nil	1625	NIL
17.	Headmasters	NIL	848	NIL	503
18.	School Lecturers/PGTs	NIL	15031	NIL	10769

19.	Librarians	71	NIL	46	NIL
20.	Assistant Librarians	NIL	892	NIL	314
21.	S L As	90	NIL	64	NIL
22.	J L As	167	NIL	40	NIL
23.	Lab attendants	NIL	4333	NIL	2004
24.	Superintendents Gr. I	40	NIL	33	NIL
25.	Superintendents Gr. II	1344		1061	
26.	Sr. Assistants	1720		1011	
27.	Clerks	2729		987	
28.	Class-IV employees	6991		6717	
	Total	37759		26475	

Note :- The figures given above in respect of the different categories of employees are subject to correction/modification.

3.4 Perspective Training Plan (Five Years)

Keeping in view the objectives of school and Higher Education Policy, Perspective Training Plan is being formulated so that these objectives are achieved within 5 years and training becomes a permanent component of every job design. The training will be imparted in a phased manner and all employees will be covered within a period of five years, the details of which are given in the following tables:

Table-1

(FOR STAFF WORKING IN COLLEGES)

S/N	Training Course	Main Focus	Duration	Category	No. of Participants (60 in one training institute)	No. of Courses	Total in both the institutions i.e. SCERT and GCTE
1.	Induction Training	Educational Technology; Teaching	Two to three weeks	Initially for teachers with less than 3 years of service & later on	120	10	1200

		Methodology; Psychology of Students, ICT Education, General Awareness	(initially for two weeks)	within one year of Induction to be routine, thereafter at the time of joining the job as a routine.			
2.	In-service Training	General Awareness & Research Methodology	6 days	3-10 years Job as College Teacher.	120	10	1200
3.	In-service Training	Capacity Enhancement and sensitization of Higher Authorities	6 days	11-15 years Job as College Teacher	120	10	1200
4.	In-service Training	General Management, General Education Policy, General Awareness	6 days	16-20 years Job as College Teacher	120	10	1200
5.	Promotional Training	Administrative Planning & Management, IT	6 days	Joint Director, OSD, Principals and Senior most teachers	120	5	600
6.	In-service Training	Lab Technology, Development of Professional Skills, Office Procedure, Personality Development	6 days	All Jr. LAs	120	5	600
7.	In-service Training	Lab Technology, Professional Skills, Office Procedure	3 days	All Sr. LAs	120	5	600
8.	Librarian	Capacity Building in Library Management, Application of Library Software	3 days	All Librarians	120	5	600

Table-2
(FOR STAFF WORKING IN SCHOOLS)

S.N.	Training Course	Main Focus	Duration	Category	No. of Participants (60 in one training institute)	No. of Courses	Total in both the institutions i.e. SCERT and GCTE
1.	Induction Training	General Education, Education Psychology, school organization and Management & Educational Technology	Two to three weeks (initially for two weeks)	Initially for teachers with less than 5 years of service & later on at the time of joining the job	120	05	600
2.	In-service Training	Subject specific & General Awareness in RTI, RTE, Inclusive Education, Environment	6 days	6-10 years Job (Lecturers/PGTs)	120	30	3600
3.	In-service Training	Capacity Enhancement, Office Procedure, Financial matters	6 days	11-15 years Job (Ministerial Staff)	120	15	1800
4.	In-service Training	General, Financial Management, Office Procedure, Education Planning and School Administration	6 days	Periodically after every two years. (Institutional heads)	120	10	1200
5.	Promotional Training	Administrative Planning & Management of educational institutions and other related issues	6 days	Joint Director, OSD, Dy Directors, Principals and Headmasters	120	5	600

6.	In-service Training	Lab Technology & Office Procedure	6 days	All LA's (Lab Attendant)	120	10	1200
7.	Asst. Librarian	Library Management & ICT	6days	All Asst. Librarians	240	12	1440

Note:-

1. The training & development courses have been proposed keeping in view the present Cadre strength.
2. The number of programmes can be enhanced after review as per requirement.
3. Sixty courses have been proposed for GCTE Dharamshala, for six districts during a period of five years and the same number of courses can also be conducted by SCERT Solan for remaining six districts.
4. Eighty seven courses have been proposed for school cadre functionaries during a plan period by SCERT Solan. Out of these 50% of the courses shall be conducted by GCTE Dharamshala for the Six Districts (Chamba, Kangra, Kullu, Mandi, Hamirpur & Lahaul-Spiti) and remaining courses for the six districts (Bilaspur, Solan, Shimla, Sirmour, Una & Kinnaur) shall be conducted by SCERT Solan.

Chapter-4

4.1 FRAME WORK FOR IMPLEMENTING THE PROGRAMME

The Himachal Pradesh State Education Training Policy recognizes that capacity building of Human capital is an ongoing process. The policy allows space for development and mid-course corrective measures to be undertaken in attaining the overall objectives. The policy focuses on competence development approach to learning through evaluation and feedback and submission of back to office reports upon return, indicating how the newly acquired skills and knowledge will be implemented at the workplace.

The training policy will consist of i) Induction training ii) Short term in service training and iii) Training for promotion, the details of which will be given in training module. The training policy will be implemented by the (a) State council for Education, Research and Training (SCERT) Solan and (b) Govt. College of Teacher Education (GCTE) Dharamshala on sharing basis.

At present both the institutes are looking into the training needs of six districts each which may be continued for this training policy as well. The short term courses for capacity enhancement can also be organised at district headquarter level subject to availability of resource persons. The training needs of Joint Directors, Officers on Special Duty and College Principals can also be looked after by Himachal Pradesh Institute of Public Administrative Shimla as is the present practice.

4.2 TRAINING & DEVELOPMENT MODULES

The Department of Higher Education will formulate the training module category wise through the two training institute i.e. GCTE

Dharmshala and SCERT Solan from time to time which will be need based.

As broader guidelines for conducting various training programmes, some important training modules have been identified and listed below for different kind of trainings :-

4.2.1 Induction Training:-

This training will be mandatory for new entrants in the department of education specially the teachers, which will be imparted immediately on the selection of an employee in the department. The learners' skills and knowledge would be assessed before the training programme by means of a Pre-Training Test and the learners' skill and knowledge would also be assessed after the training to measure the effectiveness of the training. The induction training will be conducted in three parts.

- Induction Programme: Two weeks
- Job Placement: Up to the end of academic session
- Review Programme: One week

The main components of the induction training will be:

- ❖ **General Awareness-** Issues related to social, technical and global environment, privatization, globalization and liberalization, philosophy of education, role of education in sustainable development, emerging challenges for teachers, changing role of teacher and facilitator, understanding adolescent learner.
- ❖ **Capacity building-** in teaching ,evaluation ,research and extension learning Process, classroom management, modern teaching techniques, use of computers in teaching/research/ evaluation, educational pedagogy, dimensions of extension, counseling, examination-a paper setting, evaluation and reforms etc.

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- ❖ **ICT Applications in educational process-** online learning, open source wares, e- recourses, use of new media, impact of information revolution.
 - ❖ **Personality development-** Attitudes development, values as basic foundations for education, development of leadership, motivation, inter-personal and team building skills.
 - ❖ **Review-** Feed back of the trainees regarding implementation of the skills and knowledge received during the two weeks training, problem handling, problem solving.

4.2.2 In-service Training: This training will be mandatory for all the employees for capacity enhancement once in five years. The short term-in service training programmes will be of 2 to 3 days duration and infact will help in knowledge and skill up gradation of employees at various levels.

The short term courses will be designed in view of the emerging needs, however, an illustrative list of such topics is given as under.

- Total quality education – Assessment and accreditation
- Internal Quality Assurance Mechanism – IQAC, quality enhancement agencies, reenergizing quality education initiatives in the institutions, quality education checks.
- Academic and Administrative Audit: Verification checks for further improvements.
- Examination Reforms: Paper setting, Model Answers, Internal Assessment, Evaluation etc., to assess and evaluate knowledge and skills of the students.
- On-line learning and open learning sources: E-contents, Networking etc.
- Research Methodology and research project sponsoring institutions; UGC guidelines and other agencies
- Institutional linkage with society, industry and government: For mutual growths

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- Parent, teachers and student relationships: For achieving co-ordination to realise educational goals
 - Administrative and financial rules and procedures
 - Grievance handling: Grievance Redressal Mechanism
 - Management of co-curricular and extracurricular activities
 - Leadership development: Inter personal relation & team spirit.
 - Educational Interventions for Emerging Challenges in teaching-learning-process
 - Value based education: For holistic development of teacher & taught
 - Gender sensitization: To achieve equality
 - Community development – NSS, Red Ribbon clubs, Rovers and Rangers.

Note: *THE DETAILED TRAINING MODULES, SUBJECT WISE, ARE BEING PREPARED ON ANNUAL BASIS ONLY BECAUSE OF THE CHANGE OF SYLABII FROM TIME TO TIME.*

4.2.3 Promotional Training:- Promotional training will be conducted for Joint Directors Officers on Special Duty, college & school Principal, associate professors on the thresh- hold of promotion, school lecturers on the threshold of promotion as Principals/Headmasters and will focus on educational management and planning strategies in School & Higher Education. The training will be of 5-7 days duration in which the following topics will be discussed:

- (1) Financial administration and official procedures
- (2) Administrative planning and management
- (3) Educational Policy analysis
- (4) Vision document and preparation of educational plans
- (5) Human Resource development analysis
- (6) Curriculum analysis
- (7) Disaster Management

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- (8) Right to Information Act.
 - (9) Citizen charter
 - (10) Anti-Ragging Regulations.

4.2.4 Training for Librarians/Assistant Librarians: Govt. Library is the backbone of any academic institution and trained man power can help the institute to become the centre of excellence. The following will be the main components for the training of library staff which will be of 5 days duration.

- (A) ICT applications in library and information science:-
Recent trends in library information, library automation, use of Internet, resource sharing through Networking of Himachal Pradesh college libraries, e-books, soul software, open source software, RFID etc.
- (B) Personality development:- Attitudes development, motivation, inter-personal and team building skills, emphasis on ethics and value based administration.
- (C) Capacity building in library work:- Transition from print journal to electronic journals, impact of Information and Communication Technology on library and its services, organization and management of libraries and students.

4.2.5 Training for Senior Lecturer Assistants /Junior Lecturer Assistants

The training to the laboratory staff is also very essential for their knowledge & skill up gradation. The duration of the training programme will be for 2-3 days in which following topics will be covered.

- Professional skills training:- Laboratory work ,inter- departmental skill training, handling of equipments.
- Training in office procedures:- Write off of laboratory equipments, maintaining stock registers, issue of material in the laboratory.

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- Personality Development:- Behavioral and attitudinal orientation, responsibility and ethics of the profession.

4.2.6 Training for Ministerial Staff: Training to the ministerial staff including Supdt. Gr. I & II, Sr. Assistant, Assistant and Clerk; following training needs will be addressed to equip them in all aspects of office functioning.

- Basic/ functional knowledge of computer
- Office procedure, service rules and regulation.
- Knowledge about Diary and Dispatch.
- Stock maintenance and inventory management techniques.
- Maintenance of cash books, bash handling and disbursement procedures.
- RTI-2005, PWDs Act and Citizen charter etc.

Chapter 5

5.1 TRAINING METHODOLOGY

Each Head of the Institution will be asked to formulate a training plan based on training needs analysis of different categories of employees. Category wise inventory of all the employees will be prepared by each head to express the training needs in terms of specific, measurable, achievable and realistic performance goals. As discussed earlier, the training will be imparted at a training institute or on a decentralized basis at District Head quarters or in some cases at work place itself. All the modern methods of training like Panel discussion, Group discussion, Experience sharing, Audio/Visual Presentations, Problem solving, Lecture – discussions, Group work–presentation, role playing/ Simulation, Exposure to good practices, E-learning and online learning etc. shall be used for training and development of employees.

5.2 INSTITUTIONAL FRAMEWORK FOR ASSESSMENT AND MONITORING OF THE POLICY

It is of critical importance that Training Evaluation is built into the design of the training methodology, as without proper evaluation and monitoring it will be mere wastage of resources. Time to time monitoring is also essential, for which Govt. has to constitute a monitoring committee at higher level to take stock of the programmes.

The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired results or not. The evaluation pinpoints that to what extent trainees have been able to implement their learning in their respective work places for day to day functioning.

5.3 Purpose of Training Evaluation

Main purposes of training evaluation are:

Feedback: It helps in giving feedback to the candidates by defining the objectives and linking these to learning outcomes.

Research: It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.

Control: It helps in controlling the training programme because if the training is not effective, then it can be dealt with accordingly.

Intervention: It helps in determining that whether the actual outcomes are aligned with the expected outcomes.

5.4 Persons to be involved in Evaluation of Training

The DDO of the trainee (Overall Manager):

The following training evaluation responsibilities of the line managers can be pinpointed.

- Provision of any necessary pre-programme work etc. and programme planning. Identification at the start of the programme of the knowledge and skills level of the trainees/learners.
- Provision of training and learning resources to enable the learners to learn within the objectives of the programme and the learners' own objectives.
- Monitoring the learning as the programme progresses.
- At the end of the programme, assessment of and receipt of reports from the learners of the learning levels achieved.

Resource persons (Trainer)

Training evaluation responsibilities of the resource person will be fixed as follows.

- Work-needs and people identification.
- Involvement in training programme and evaluation development.

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- Support of pre-event preparation and holding briefing meetings with the learner.
 - Giving ongoing, and practical, support to the learning programme.
 - Holding a debriefing meeting with the learner on their return to work to discuss, agree or help to modify their action plan.
 - Reviewing the progress of learning implementation.

Training Manager/Programme co-ordinator :- Training evaluation responsibilities of the programme co-ordinator will be as follows

- Management of the training department and agreeing to the training needs and the programme application
- Maintenance of interest and support in the planning and implementation of the programmes, including a practical involvement where required.
- The introduction and maintenance of evaluation systems, and production of regular reports for senior management.
- Frequent, relevant contact with senior management.
- Liaison with the learners' line managers for implementing acquired knowledge and skills in the organisation.

The Trainee or Learner :- Training evaluation responsibilities of the trainee will be as follows.

- Involvement in the planning and design of the training programme where possible
- Involvement in the planning and design of the evaluation process where possible
- To take interest and an active part in the training programme or activity.
- To complete a personal action plan during and at the end of the training for implementation on return to work, and to put this into practice, with support from the line manager.
- To take interest and support the evaluation processes.

5.5 Tools for assessment: Following tools will be used during training of the employees to assess the quality of inputs provided to them.

Formative assessment:

- Question – Answer Sessions
- Quizzes
- Discussion
- Objective Observation
- Self-diaries
- Self recording of specific events.

Summative assessment:

- Key Objective Learning Questionnaire
- Immediate Response Questionnaire (IRQ) consisting of closed-ended as well as open ended questions.
- Completion of Action Plan

On the basis of above mentioned evaluative techniques report will be prepared and training needs of employees will be addressed and incorporated in future training programmes.

5.6 Strategies to study the impact of Training Programmes.

In the proposed policy the following yard sticks will be used to assess the overall impact of in-service teacher training programme in the real class room teaching learning process(Output) and their academic performance (Input-Transactional Process) after attending in-service teacher training programme resulting in improving the future training programmes.

- ❖ The impact of training can be assessed through conducting Mid-Term Achievement Survey at the end of each class.
- ❖ Through Anecdotal and cumulative record of the school/colleges to assess the over all performance of the students.

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- ❖ Through identification of grey/hard areas in different teaching subject resulting in providing inputs for making in-service training programmes more effective and result oriented.
 - ❖ Through survey and field study motivation level among employees on acquisition of knowledge, skills and attitude towards the profession can be assessed.
 - ❖ By conducting comparative study in the field of student academic achievement will also help to know the gaps in classroom transaction by the teachers.
 - ❖ By reviewing curriculum periodically to the needs of the society and to keep pace with latest technological advancement the quality of education can be assured.

5.7 General features of the policy:

In the light of above, to realise the objectives of State Training policy, Government will take care of the following observations and recommendations to make in-service training more relevant and viable for reforming the prevailing system of education of the state.

- State Government will issue the necessary directives through the Department of Education to all Teacher Training Institutes for preparing a comprehensive training proposal including the financial implications as per the required needs of training for different cadres of educational functionaries.
- State Government will make budgetary provision as proposed for implementation and execution of the programmes.
- State Government will make additional budgetary provision for developing instructional packages/modules on the proposed training

before commencement of any programme in order to meet out the basic requirement of the training.

- State Government will make administrative arrangements for organising these programmes in such a manner that the objectives of the policy be achieved and at the same time the studies of the student may not be hampered.
- Budgetary provisions will be made in such a manner so that the programmes could be commenced and organised during the first three quarters of the academic year (April to December) whereas the last quarter (January-March) will be kept for evaluation, review and planning of programmes by the TTI of the state so that improved plan for the next academic year could be prepared and framed.
- Teacher Training Institutes will be strengthened with competent man power and equipped with new gadgets and technologies required for smooth and effective organisation of these programme in order keep pace with the National and International challenges.
- State Department of Higher education will make high-level consultative arrangements between SCERT, CTE, DIETs and Department of Education in HP University for preparing learning packages and building linkages between teacher education programmes and school curriculum design and its processes.

Chapter 6

6. Implementation of Training Policy through comprehensive training plans:

The department of Higher Education plans to implement different provisions of the Training Policy document through the two designated training centres, i.e. SCERT Solan and Govt. College of Teacher Education Dharamshala by devising Comprehensive Annual Training Plans to be based on the training needs of different categories of the employees as identified through the Training Need Assessment proposed to be conducted in future from time to time with the help of the officers already trained and likely to be trained in future also in T.N.A.