GOVERNMENT OF HARYANA
TECHNICAL EDUCATION DEPARTMENT
ORDER

The Governor of Haryana is pleased to notify the training policy of Directorate of Technical Education, Haryana for staff of Polytechnics/SIETs. These norms/guidelines shall be followed by the Director/Principal (s) of the Govt./Govt. Society/Govt. Aided Polytechnics and SIETs.

Vijayendra Kumar, IAS
Principal Secretary to Government, Haryana
Technical Education Department

Dated Chandigarh
The 20.12.2022

Endst. No. 44/39/2022-1TE   **Dated, Chandigarh the 04.01.2023**

A copy is forwarded to following for information and necessary action:-

1. Principal Accountant General, (A&E)/Audit, Haryana, Chandigarh.
2. Director General, Technical Education Department, Haryana Panchkula w.r.t. their C.F.M.S No. 5288 dated 13.12.2022.The original file is returned herewith.
3. Sh. YPS Berwal, Additional Director – Training & Placement Cell (TPC) - Head
4. Director/Principal(s), All Govt. / Govt. Society / Govt. Aided Polytechnics and all the State Institute of Engineering & Technology (SIETs).
5. Accounts Officer, Directorate office.
6. Superintendent (Training), O/o Chief Secretary to Government, Haryana

Superintendent, Technical Education
for Principal Secretary to Government, Haryana
Technical Education Department.

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TRAINING POLICY OF DIRECTORATE OF TECHNICAL EDUCATION, HARYANA

1. Department at a Glance

The Department of Technical Education was carved out from the PWD B&R Department, Haryana in the year 1968.

The Department provides quality technical education through diploma/UG/PG level Institutions in the field of Engineering & Technology, Architecture & Urban Planning, Management, Pharmacy, Fine Arts, Hotel Management, Applied Arts & Crafts and Design under the central regulatory bodies like AICTE/ PCI /COA.

At the time of inception of Haryana as a separate State in 1966, there were 6 Polytechnics (4 Government +2 Government Aided) and one Regional Engineering College at Kurukshetra (a joint venture of State Government and Government of India) with an intake capacity of 1341. As on date, the Department of Technical Education Haryana is imparting technical education at the level of Diploma, Degree, Post Graduation and Doctorate courses to the students through 26 Govt. Polytechnics, 11 Govt. Education Society Polytechnics, 01 Mahagyani Rishi Ashtavakra Kendra at Govt. Polytechnic, Sector-26, Panchkula (for speech and hearing impaired), 03 Govt. Aided Polytechnics, 147 Private Polytechnics, 04 State Institute of Engineering & Technology and 141 private colleges including B. Pharma courses. There are 4 prominent State Technical Universities. There are GoI Institutions of National Importance like IIIT, Sonepat/IIM Rohtak/National Institute of Design, Kurukshetra/National Institutes of Technology (NIT), Kurukshetra/Central Institute of Plastics Engineering & Technology (CIPET), Murthal/National Institute of Food Technology Entrepreneurship and Management (NIFTEM), Sonepat/NIELET, Kurukshetra/NIFT, Panchkula.

2. Mandate, Vision and Mission

- **Mandate** - "To impart Diploma, Degree and Post Graduate Level Technical & Professional Education in the field of Engineering & Technology, Architecture & Town Planning, Pharmacy, Management, Applied Art & Crafts".

- **Vision** -

  "To empower students with knowledge, skills and values to increase their employability by enhancing accessibility of quality education, ensuring equity and inclusion, encouraging highest standards in teaching and learning with accountability, promoting best practices in research and innovation".

- **Mission** - "Building a high quality skilled manpower suitable for employment in 21st Century in consonance with the Department and its functions".

  - To develop University/Technical Institutes as Centre of Excellence, useful to the society at large.
  - To compete at National/Global level, the more number of institutes and courses will be accredited and efforts will be made for improvement of NIRF Ranking
  - To enhance collaboration between Technical Institutions/Universities and Society/ Villages and ensure involvement of students in the real time Projects.
  - To equip Technical Institutes with latest IOT and VR/AR facilities.
  - To provide state of the art Sports facilities for the students in Technical Institutions
  - To prepare students for successful career in alignment with global trends through Industry Institute Interaction, value added courses and projects in cutting edge technologies.

- To impart quality education through time relevant curriculum in academic programs via active participation of stakeholders.

- To facilitate student development programs and services designed to help student's identify educational and career goals, set realistic career paths and develop skills necessary to achieve intellectual and personal growth.

- To develop activities and programs that complement, enhance and contribute to the growth and enrichment of students and thus the community, both inside and outside of the classroom to produce responsible citizens.

- To strengthen industry- institute interface and promote entrepreneur development activities.

- To design academic programs and services that provide supplemental support to both teaching and learning & changing needs of the market place and promote economic growth.

3. Organizational Structure of Technical Education Department Haryana

i. Directorate of Technical Education

Looks after the Policy, Planning and implementation regarding Polytechnic, Technical Institutes (SIETs) and State Technical Universities.

ii. Haryana State Technical Education Society (Established in 2007)

Haryana State Technical Education Society was constituted in the year 2007 for carrying out online off campus counseling for admissions to UG and Diploma Courses in all AICTE approved technical institutions in the State of Haryana.

iii. Haryana State Board of Technical Education (Established in 2008)

Haryana State Board of Technical Education was set up as a statutory body created by an Act of Legislature in the year 2008 for coordinated development of Technical Education in Polytechnics. It looks after the affiliation, examination, curriculum development, Issuing of Diplomas etc.

iv. Admission and Fee Regulatory Committee (Established in 2012)

Haryana Government enacted an Act No. 18 of 2012, in the name and style of "The Haryana Private Technical Educational Institution (Regulation of Admission and Fee) Act, 2012" to provide for regulation of admission and fee for technical courses run by the Private Technical Educational Institution(s) in the State of Haryana and for the matters connected herewith and identical thereto.

4. Introduction to the Policy

Skills and knowledge are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalization and technological changes provide both challenges that are taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization.

India has gradually evolved as a knowledge-based economy due to the abundance of capable and qualified human capital. With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world. However, there is a need to further develop and empower the human capital to ensure the nation's global competiveness. Despite the stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy.

5. Need and relevance of Training:

Great teachers help create great students. Teachers are the backbone of the society and it becomes important to empower them in the fast changing techno economic scenario as knowledge is becoming obsolete at a very fast pace. This is more pertinent in the field of technical education. Training has a very significant role in enhancing the effectiveness, efficiency, communication and quality of human resource. It presents a prime opportunity to expand the knowledge of all as well as encourage creativity by formation of new ideas during training and development process. A good robust training not only strengthens the skills but also imparts improved satisfaction, enhances the morale of participants and finally leads to adherence to quality standards.

Teaching practices have a direct impact on student performance and once the teacher is well versed with the changing scenarios of the fast changing industry, it becomes easier for them to share this knowledge with their students in the due course of the teaching learning processes followed.

It has been observed that almost all world class organizations regularly up-date and up-grade their manpower through formal and non-formal training programs. Training is indisputably a major factor for the successful implementation of educational programs and technology.

Department of Technical Education Haryana proposes to out in place a training policy for the faculty & staff working in technical institutions and for the officers & officials involved in planning and implementation of policies and schemes relating to Technical Education.

This Training policy lays down the structure and guiding principles for training of human resources (Teaching and Non-teaching employees) to enable them to achieve the needs of the organization without impairing individual goals and needs.

6. Objectives of the Policy

The objectives of the training policy are as follows:

- Induction training at the time of entry into Government service.
- In-service training at suitable intervals in their career at least, once in three years.
- Designing and developing faculty development strategy for meeting the present and future needs of technical education in the state.
- Developing up-to-date faculty, staff and officials by enhancing their professional knowledge and skills through mandatory training, refresher training and generic skill training.

- 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.
- Integrate departmental and individual development needs and goals.
- Exposure of major development issues or new techniques through short duration courses and seminar.

7. **Details of Employees:**

   The staffing position in Directorate / Govt. / Govt. Society Polytechnics and SIETs to whom training is to be imparted from time to time as given below:

Group	Sanctioned	Filled	Vacant
Group A	811	217	594
Group B	1518	637	881
Group C	1120	402	718
Group D	320	177	143

8. **Status of institutions and Intake 2021-22**

Courses	Government Sector		Private Sector	
	No. of Institutions	Sanctioned Intake	No. of Institutions	Sanctioned Intake
Diploma (Engg. & Pharmacy)	44	15833	147	21175
B. Arch	2	100	5	260
B.Tech	14	4571	77	20104
B. Pharmacy	8	520	59	4460
Grand Total:	68	21024	288	45999

9. Training Activities by Affiliated Technical Institutions

Every affiliated Institution (Govt./ Govt. Aided/ Self Financing Institutions) must organize at least one Seminars/ Conference/ Workshop/ Short Term Training Course every Semester.

10. Types of training:

Every faculty i.e. Principal(s), Vice Principal, Head of the Department, Sr. Lecturers, Lecturers, Guest Faculty irrespective of their designation and level must undergo at least two training programmes of minimum two weeks duration in a spell of five years. The training can be divided under following major heads which may be applicable to faculty and staff at different levels and different periods of their professional life.

Group	Kind of Training
Group - A	Leadership, Refresher, Soft skill, Project management, Performance Management, Ethics and Values, time management etc.
Group – B / Guest Faculty	Leadership, Refresher, Soft skill, Project management, Performance Management, Industrial Training (On job training), Ethics and Values, time management etc.
Group – C / Workshop Instructor / Guest Instructor	Up skilling, Industrial training, Refresher, Ethics and Values, time management etc.
Group – C Ministerial staff / HKRNL / Contractual staff	Administrative and Financial matters, Haryana Service rules, Record keeping, Ethics and Values, time management Public dealing etc.
Group - D	Office etiquettes, Personality development, time management, Public dealing, Ethics and Values etc.

(i) **Induction / Orientation Programme:** For those group of teachers who are new to the field in which training is imparted and also for experienced teachers. It should be imparted immediately on selection or recruitment of an employee in the Department or within six months of recruitment. It would be compulsory and will be of 4 weeks duration which can be continuous or can be completed in parts. Any funding required for this purpose will be met out from the budget of the Directorate under faculty development.

(ii) **Up skilling:** To help the teacher trainee for developing new skill or improved skills in the related field. It would be compulsory for all Instructors, Foreman Instructors & Workshop Superintendent and will be of 4 weeks duration which can be continuous or can be completed in parts. Any funding required for this purpose will be met out from the budget of the Directorate under faculty development.

(iii) **Industrial Training (On job Training):** would be conducted in actual industry to improve industry academia interaction. The teacher trainees with minimum four years of experience shall be put in actual field situations which help them to compare their own working situation with that of the industries. There are provisions for summer and winter trainings where some courses are offered in areas of emerging technology. Any funding required for this purpose will be met out from the budget of the Directorate under faculty development.

(iv) **Refresher Training Programme:** This type of training analyses the work pattern and the changes required therein. It does carry out an in-depth evaluation of the current work schedule. Refresher Pedagogy training would be compulsory training from 1 to 4 weeks and allow the employee to refresh his/her skills on the relevant topic of training which should be domain specific. It would be imparted to the employee with minimum 8 years of service in the department. Specialized short term training would be imparted for specific needs and in pre-identified situations within summer breaks only. Any funding required for this purpose will be met out from the budget of the Directorate under faculty development.

(v) **Advance Training cum Leadership Training Programme:** This training shall be conducted on identified/management issues for a period of 1-2 weeks. It would be imparted to senior faculty who have completed about 15 years of regular service. This training may also have Leadership Development Programme. Leadership Development Programme would not be repeated before a period of 2 years. Any funding required for this purpose will be met out from the budget of the Directorate under faculty development.

11. Training Plan:

Category	Nature of Training	Duration	Batch Size	Training Institute
Induction Program for newly recruited teaching faculty/ Guest faculty	Orientation Programme	4 week	Up to 20	Institute of National Importance such as Indian Institutes of Technology (IITs)/ National Institutes of Technology (NITs)/ Punjab Engineering College (PEC)/ Central Institute of Plastics Engineering & Technology (CIPET)/ Quality Council of India (QCI)/Nettur Technical Training Foundation (NTTF)/ National Institute of Food Technology Entrepreneurship and Management (NIFTEM)/National Institute of Technical Teachers Training & Research (NITTTR) etc. and Industries such Maruti Suzuki India Ltd./ Industry Associations Training Centers
Induction Program for newly recruited Workshop Staff/ Guest Instructor	Skill Training Programme	4 week	Up to 20	Institute of National Importance such as National Institutes of Technology (NITs)/ Punjab Engineering College (PEC)/ Central Institute of Plastics Engineering & Technology (CIPET)/ Quality Council of India (QCI)/ Nettur Technical Training

service /Principal/ HOD/ TPO				Institutes of Technology (NIT's)/Administrative Staff College of India, Hyderabad (ASCI)/ Government of India Institutions/empanelled institution
Group A / B and C Officials including regular / HKRNL / Outsourcing	Advance Training Programme	Up to one week	Up to 20	Administrative and Financial matters like ACP scales Increments Revision of pay-scales Leave rules Pension Handling of court cases Seniority List Financial management Complaints and Enquiry Preparation of charge sheet under Rule-7 &8 Examination of enquiry report Digital proficiency and E-Office CM Window Good Governance RTS Act 2014 RTI Act 2005 Ethics and Values Haryana Civil Services rules
In service Legal Branch	Advance Training Programme	Up to one week	Up to 20	Training of computer work. Digitization of records. Use of legal software for monitoring of court cases.
Group D Training for regular / HKRNL / Outsourcing	Skill Training Programme	Up to 1 week	10-15	The non-technical class IV staff like peons and chowkidars shall also be provided training on their day to day activities regarding working and care of the departmental property: Office etiquettes Personality development and time management Public dealing. In campus training or at HIPA or any other specialized agency.

Note: The employees attaining the age of 55 Years will be exempted from attending the training.

12. Training agencies/institutions

The training would be imparted in any of the State Government training institute, Central Government training institute, non-government training institutes of repute, industry organizations operating in relevant area such as Institute of National Importance such as Indian Institutes of Technology (IITs)/ National Institutes of Technology (NITs)/ Punjab Engineering College (PEC)/ Central Institute of Plastics Engineering & Technology (CIPET)/ Quality Council of India (QCI)/ Nettur Technical Training Foundation (NTTF)/ National Institute of Food Technology Entrepreneurship and Management (NIFTEM)/ National Institute of Technical Teachers Training & Research (NITTTR)/ Haryana Institute of Public Administration(HIPA) / Haryana Knowledge Corporation Limited (HKCL)etc. and Industries such Maruti Suzuki India Ltd./ Industry Associations Training Centres. Department of Technical Education would be competent to assign the task of training to any of the training institute, if it is satisfied that such an institute can deliver a programme to achieve the stated objectives of the policy. Training Programmes offered by the training agencies shall be as per the requirement of the department. The Department/ HSBTE may sign MoU with any training institutions.

13. Budget for Training

As per the guidelines of the Haryana State Training Policy a provision of 2.5 percent of annual salary budget of the department has been made to ensure sufficient budget for capacity building. As per this calculation, the Technical Education Department has an amount approximately 2.00 Crore available has been allocated for training in the financial year 2022-23. Training budget may be earmarked from Haryana State Board of Technical Education (HSBTE), Haryana State Technical Education Society (HSTES) and affiliating universities.

14. Policy Implementation

- Department shall prepare an annual training plan for all the cadres under its control.

- Implement the Annual Training Plan (ATP), by using the institutions under it or outside, so that the limitations on internal training capacity do not constrain the implementation of the training plan.

- Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside.

- The state level Training Cell at head Office shall be responsible to implement and monitor the training policy of the department.

- Role of Training Cell shall be to Monitor implementation of Training Policy; Maintain a database of training and development activities; Issue advisories from time to time so that training programmes are conducted based on 'Systematic Approach to Training'

- Training Institutions and Master Trainers/Domain Experts shall be empaneled by head office. A databases of the training resources - such as training institutions, master trainers, domain experts, calendars of training programmes of different institutions, faculty in different subjects, etc. shall be maintained.

- Annual training calendar shall be notified.

- Training shall be recognized as a value addition in the ACR of the employees.

- Online tracking of trainings conducted shall be ensured. MIS shall be put up to higher authorities every month. There shall be a training dashboard on website to indicate progress.

- Prepare and upload the induction training material on the website of the website for easy accessibility.

- Department shall collaborate with reputed organizations like DOPT/AICTE/IGNOU etc. to facilitate distance learning in a wide range of subjects and courses.

- An E-Learning Portal shall be provided where Training courses/material/ training resources shall be available for all employees.

- Conduct impact evaluation studies to understand quality of training as well as also evaluate changes in job behavior that resulted from the training programmes.

15. Monitoring and Evaluation (M&E)

M&E is a powerful tool to improve the way governments and organizations achieve results. Research studies indicate that effectiveness of training and development is significantly increased if the monitoring and evaluation of training programmes is systematically undertaken. In the era of globalization and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment. Evaluating the effectiveness of training is a very important but difficult aspect of training administration. Often, the evaluation in training institutions is limited to post-course questionnaires inviting trainees to comment on the course, trainer and training material. This cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to embed comprehensive impact evaluation in the training eco-system where evaluation is not confined to the quality of training programmes, or the learning derived by the participants but also evaluates changes in the job behavior that resulted from the programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens.