National Institute of Social Development
Policy on Training

Policy Title: Policy on Training

Policy Number: 21

Functional Area: Institute Staff and Students

Effective Date: 11.07.2024

Approving Authority: The Governing Council, National Institute of Social Development

Administrative Responsibility: Director General, ADG, Directors, Heads of Department, Director, Student Supportive Service Centre and Regional Centers

21.1. Rationale and Purpose

The National Institute of Social Development (NISD) is committed to providing high-quality training programs that enhance the knowledge, skills, and competencies of its students, faculty, and staff. This policy outlines the principles, objectives, and guidelines for developing, implementing, and evaluating training programs at NISD.

21.2. Objectives of Training

21.2.1. Professional Development:
- Equip students, faculty, and staff with the necessary skills and knowledge to excel in their roles and advance their careers.

21.2.2. Continuous Improvement:
- Foster a culture of continuous learning and improvement through regular training and development opportunities.

21.2.3. Capacity Building:
- Strengthen the capacity of individuals and the institution to meet current and future challenges in social development.

21.2.4. Quality Assurance:
- Ensure that all training programs meet high standards of quality and relevance to the field of social development.

21.3. Guidelines for Training

21.3.1. Training Needs Assessment:

o   Conduct regular assessments to identify the training needs of students, faculty, and staff.

o   Gather input from stakeholders to ensure training programs are aligned with their needs and expectations.

21.3.2. Program Development:

o   Curriculum Design: Develop training programs that are based on best practices and current research in social development.

o   Learning Objectives: Clearly define learning objectives and outcomes for each training program.

o   Materials and Resources: Utilize a variety of training materials and resources, including manuals, case studies, and multimedia tools, to enhance learning.

21.4. Types of Training

21.4.1. Induction Training: Provide orientation and induction training for new students, faculty, and staff to familiarize them with NISD's policies, procedures, and culture.

21.4.2. Skill-Based Training: Offer training programs focused on specific skills required for social work and social development, such as counselling, community engagement, and project management.

21.4.3. Leadership Development: Provide training to prepare individuals for leadership roles within the institution and the broader social development sector.

21.4.4. Professional Ethics: Conduct professional ethics and standards training to ensure ethical behavior and decision-making in all activities.

21.5. Implementation

21.5.1. Schedule: Develop a training schedule that accommodates the availability and needs of participants.

21.5.2. Facilitators: Engage qualified trainers and facilitators with expertise in the relevant subject areas.

21.5.3. Participation: Encourage active participation and engagement in training programs through interactive and participatory learning methods.

21.6. Evaluation and Feedback

o Assessment: Evaluate the effectiveness of training programs through assessments, feedback surveys, and performance metrics.

o Continuous Improvement: Use feedback and evaluation results to improve training programs and address any gaps or weaknesses continuously.

21.7. Support and Resources:

o Training Facilities: Ensure that adequate facilities and resources are available for conducting training programs, including classrooms, technology, and learning materials.

o Funding: Allocate sufficient funding to support the development and implementation of high-quality training programs.

o Access to Information: Provide access to relevant information and resources to support ongoing learning and development.

21.8. Ethical Considerations:

o Inclusivity: Ensure that training programs are inclusive and accessible to all students, faculty, and staff, regardless of gender, ethnicity, disability, or other characteristics.

o Confidentiality: Maintain confidentiality of participants' information and respect their privacy during training sessions.

21.9. Roles and Responsibilities

21.9.1. Training Committee:

o Establish a Training Committee responsible for overseeing the development, implementation, and evaluation of training programs.

o The committee will include representatives from faculty, staff, and student bodies to ensure diverse perspectives and needs are addressed.

21.9.2. Training Coordinator:

o Appoint a Training Coordinator to manage the day-to-day operations of training programs, including scheduling, logistics, and communication with participants.

21.9.3. Participants:

o Participants are expected to actively engage in training programs, complete any required assessments, and provide constructive feedback to support continuous improvement.

21.10. Policy Review

- o Periodic Review: This policy will be reviewed periodically to ensure it remains relevant and effective. Feedback from stakeholders will be incorporated into the review process.
- o Amendments: Any amendments to this policy will be communicated to all relevant stakeholders in a timely manner.