The Civil Service is an important government institution. It is one of the most live elements in the edifice of government. As a matter of fact, the image of government in the minds of the people is, to a large extent, formed on the basis of the performance of the administration in its day-to-day work. The achievements of the government, whatever its purposes or tasks, depend considerably on the conduct and effectiveness of civil servants. Ability is a pre-requisite to achievement, but unless this ability is built up, motivated, schooled and properly guided towards specific objectives, achievement will not be possible. Development of civil servants has, therefore, become an integral part of an overall State plan for development. The fundamental issue today is the question of coping with the growing demands and challenging the future with added manpower. It is, therefore, necessary and desirable that all conceivable steps should be taken to build up the ability and effectiveness of the civil service. Development—be it social, economic or political—is thus largely dependent on the civil servants prepared through training to perform the tasks that the State demands. Hence, the power and influence of the training function has enhanced considerably in recent years. Today good training is viewed "as an investment in human resources." It is one of the most important and yet the least developed resource in the civil service. Thus training,

in the broadest sense, is an important element to State's development.

TRAINING IN THE CIVIL SERVICE

In a developing Indian State like Haryana, the civil service has come to be regarded as a career spanning over nearly three decades. During this period, the civil servant witnesses vast and striking changes in the society around him. When the young entrant to the civil service rises to the top, he works in a world which is quite different from the one in which he entered the service. Obviously, he needs to strive for a continual upgradation of his knowledge and skills. Training is a sort of mechanism for building necessary skills in civil servants to meet striking changes with the utmost efficiency and acceptability to society.

The recruitment methods and policy, as indicated in the preceding chapter, are not to be considered in isolation but should be an important part of the efforts to integrate a comprehensive programme for career planning, training and development. Training does not itself constitute an independent activity. It must have regard to methods of recruitment at the various levels, conditions of service and to career advancement and growth of responsibility.

Whatever the system of recruitment may be, there is essentially an urgent need to improve the administrative capability of civil servants. This can be done mainly through formal training. Emphasising the need and importance of training in the public service, Mr. Y.B. Chavan, former Minister of Home Affairs, Government of India, in his inaugural address to the conference on training sponsored by the Training Division of the Ministry of
Home Affairs and organised by the Indian Institute of Public Administration at New Delhi said: "All jobs in public administration, whether high or low, involve an element of skill and if they are to be performed at optimum efficiency, such skills have to be methodically and systematically cultivated."  

**Definition**

Training is the process by which an individual is made fit to perform certain functions. The basic objective of training is to provide appropriate management and working knowledge and skills so as to boost civil servant's efficiency and effectiveness to the highest level. It is oriented to develop the state of mind of the civil servant so that he may perform his duties efficiently and enthusiastically and exercise his authority properly. Training has been broadly defined as "purposeful development of human resources." This definition is not sharply distinguished from other aspects of learning or education. To Avasthi and Maheshwari training is "a well-articulated effort to provide for increased competence in the public services, by imparting professional knowledge, broader vision, and correct patterns of behaviour, habits and attitudes." It may be useful


to make a distinction between training and education, although these two are, generally speaking, closely interrelated terms. Often education is used to denote instruction received in schools, colleges and universities. It is identified with "the complete upbringing of the individual from the childhood, the formation of character, and of habits and manners, and of mental and physical aptitude." Training, on the other hand, is more specific and denotes specialized instruction for vocational purposes. In this study, education will be used to denote pre-entry preparation and training to indicate the learning process at the point of entry and post-entry. Similarly, while discussing training in the civil service, it is useful to make a distinction between 'training' and 'development'. The Royal Commission on Government Organisation in its report pointed out the distinction between the two as follows:

"Training is the process of teaching skills to an individual so that he may improve his performance on a particular job. Development is the process whereby an individual acquires new knowledge, habits, attitudes, self-awareness, and values of maturity. Training courses and development programmes, therefore, entail different methods."  


Development is thus the process by which an individual is helped to improve and increase his proficiency in attitudes, aptitudes, knowledge and capacity. Training is, thus, an important instrument for development. The three terms—education, training and development—even although have different meanings and require distinction in a discussion of training in the civil service, in actual practice they often overlap. Training and development, for the purpose of this study, is an integral part of the career development process equipping an individual to increase his knowledge and develop necessary skills.

A BRIEF HISTORY OF TRAINING

As already pointed out in the history of the civil service, Indian administration had a unique tradition of attention to administration. We come across in the old manuscripts and manuals every detail of administration. We find that there was a tradition of choosing every individual for every job with great care. After the meticulous manner in which assessment was made of the individual's personality for selection, he was attached to experienced persons who would give him necessary training for the purpose for which he was recruited. Training was considered an important function of the administration and apart from the institutional training that could be provided, a good deal of stress was laid on attaching new recruits to experienced seniors who would impart to the new entrants generously from the large reservoir of their experience. In the early period of the British

establishment in India, youths going into the East India Company service received commercial training at Christ's Hospital.¹ During the 19th century, excellent training institutions were set up at Fort William in Calcutta and later on, at Haileybury in England. Besides, training schedules in detail were framed after a civil servant joined his new post in the district. It may be briefly stated that in the nineteenth and the early twentieth centuries training in the civil service in India was not given much attention. It was assumed that the individual before entering the civil service had adequate knowledge from his education to enable him to perform his duties throughout his working life. Any necessary development and improvement would follow from his experience within the civil service rather than by formal training. L.S.S.O'Malley wrote in 1930: "The real training of a young civilian begins in India with practical work in different branches of the administration. On arrival he is made an Assistant Magistrate with powers of the lowest class and is posted to the headquarters of a district to learn his work under the supervision of a Collector."² Practical training was given in a number of operations such as land survey and settlement.

During the Second World War (1939-45) there was practically no disruption in this system since the overriding consideration of

fighting the war superseded activities like training, which, though useful in themselves, did not have a direct bearing on the war effort. With the dawn of Independence in August 1947, the country was confronted with numerous problems, including the problem of rehabilitation of nearby 20 million refugees who were torn from their hearths and homes as a result of the partition of the country. The preoccupation with the immediate objectives resulted in the neglect of the training. When the two all-India Services, viz., the Indian Administrative Service and the Indian Police Service were reconstituted under the able guidance of Sardar Patel, arrangements for their training were made.

The stress in the post-Independence training institutions has been nevertheless different; instead of making agents to serve the Empire, the objective now is to produce good patriotic Indians who may cope with the growing demands on the administration. With the increase in the functions of government following the adoption of the socialist pattern of society as a goal, it has become imperative for the government to plan suitable training programmes for the civil servants. It is well to look at the following observation of the Planning Commission in this context:

"Next to recruitment the training of personnel has considerable bearing on administrative efficiency. Each type of work in the government requires a programme of training suited to it. In general, in all branches of administration, it is necessary to provide for the training of personnel at the

commencement of service as well as at appropriate intervals in later years. In this connection, we would emphasise the importance of careful grounding in revenue and development administration for recruits to the Indian administrative service and the State administrative service.\(^1\)

The need for training has been emphasised in the successive Five Year Plans. The Second Five Year Plan (1956-61) stressed the need to "organising large scale training programmes in all fields, and mobilising the available training resources, including public and private institutions, industrial and other establishments, apprenticeship and in-service training."\(^2\) In the context of programmes for the training of manpower, the Third Five Year Plan (1961-66) laid emphasis on "the reorganisation and expansion of existing institutions, development of large numbers of new institutions, special measure for obtaining and training teachers and instructors, introduction of new techniques for intensifying training and shortening the periods needed, expanding facilities for imparting practical training, and developing new ways of making use of trained personnel as a scarce key resource."\(^3\)

For the composite state of Punjab including Haryana, the Administrative Reforms Commission (Punjab), 1966, observed, "that such programmes of training as are taken up in the State are not properly planned or coordinated, because there is no centre or

1. India, Planning Commission, "Administration and Public Cooperation" (Delhi, Manager of Publications, 1954), p. 121.
The Commission recommended the creation of an Institute called the Directorate of Administrative Reforms and Training.

The Administrative Reforms Commission (India) also recommended that the Government should, with the assistance of experienced administrators and experts in training techniques, formulate a cleancut and far-sighted national policy on civil service training setting out objectives and priorities and guidelines for preparation of training plans.

Since training came to be considered an essential part of the human resource development programme, the Government of India set up the Central Training Division in the Ministry of Home Affairs in 1968. The Training Division is primarily responsible for formulating training policies and coordinating training programmes in the field of public administration and general management with a view to contribute to the improvement of administrative efficiency and effectiveness so that the Indian administration is geared to fulfil the aspirations of the people for development at an accelerated pace.

Training and Management!, New Delhi. Besides it assists the State Governments in formulating their training policies and planning and implementing their training activities.

The Fourth Five-Year Plan (1969-74) also emphasised: "In order to develop the competence of personnel at different levels in the Centre and States engaged on tasks of Plan formulation, implementation and evaluation, training programmes will have to be suitably strengthened, developed and organised. The object of such training would be to impart necessary skills, develop right attitudes, increase decision-making abilities and stimulate critical and innovative thinking." After a study of the training needs relating to the tasks of plan implementation, a scheme for 'Training of Personnel for Development Administration' was included in the Fifth Five Year Plan (1974-79). The need for imparting in-service training and training at the start of the service for the employees of Haryana has been well emphasised by the Haryana Pay Commission. It said: "During the period of training, the employees must be expected to acquire a minimum level of efficiency and expertise in the field of his discipline."

Beginning from the period 1977-78 a large number of training programmes are being organised by the Training Division of the Department of Personnel and Administrative Reforms, for personnel engaged in planning, formulation, appraisal, implementation, monitoring and evaluation of the various Plan projects with a

view to developing planning and implementation capabilities in the senior and middle level officers in the Central and State Governments and in Public Sector Undertakings. The area of training and number of courses conducted under the Plan Scheme during the period 1980-81 was as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>No.of Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
<td>Specific to States</td>
</tr>
<tr>
<td>Project Formulation and Implementation</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Seminars</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>State Planning</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Financial Management</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Corporate Planning</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Programme Evaluation</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>MIS</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Block Level Planning</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Public Utilities</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Development Administration</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Advanced Development Administration</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Tribal Development Administration</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

The scheme also includes a training programme for those trainers of the States who are entrusted with the task of training the field staff of the State Governments. The number of training programmes conducted, the number of officers trained and the budget provision under this scheme since its inception are as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Training Programmes organised</th>
<th>No. of Officers trained</th>
<th>Budget Provision (in lakhs of Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>20</td>
<td>715</td>
<td>15.00</td>
</tr>
<tr>
<td>1977-78</td>
<td>55</td>
<td>1115</td>
<td>20.00</td>
</tr>
<tr>
<td>1978-79</td>
<td>48</td>
<td>1248</td>
<td>25.00</td>
</tr>
<tr>
<td>1979-80</td>
<td>69</td>
<td>1794</td>
<td>30.00</td>
</tr>
<tr>
<td>1980-81</td>
<td>113</td>
<td>2964</td>
<td>33.5</td>
</tr>
</tbody>
</table>


In Sixth Five-Year Plan (1980-85), a comprehensive and systematic training plan has been drawn up to train personnel who would be engaged on tasks of plan implementation and evaluation.

TRAINING INSTITUTIONS IN HARYANA

(i) Cell of Secretariat Training

At present in the State there is no centre or Institute for imparting training to its civil servants excepting one at the Civil Secretariat which gives in-service training to new recruits and assistants for one hour to Class III employees for 8 to 10 weeks. This training is meant to provide working knowledge of the
Secretariat so as to enable the civil servants to discharge their functions efficiently. This training is intended to introduce to the new recruits the rules, regulations and procedures relating to the work of the Secretariat. During the year 1980-81, the Cell imparted training to 180 in-service civil servants of Class III.

Data relating to the organization of training programmes in the Secretariat Training Cell during the period 1976-77 to 1980-81 is given in the following Table:

<table>
<thead>
<tr>
<th>Period</th>
<th>No.of Training Programme</th>
<th>No.of employees Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>5</td>
<td>160</td>
</tr>
<tr>
<td>1977-78</td>
<td>6</td>
<td>175</td>
</tr>
<tr>
<td>1978-79</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>1979-80</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>1980-81</td>
<td>6</td>
<td>180</td>
</tr>
</tbody>
</table>

Source: Data collected from the Haryana Civil Secretariat, Chandigarh.

The analysis of data given in the above Table reveals that the number of employees being trained at the Cell of the Secretariat is appropriate. But there is only one Under Secretary who is doing the job of imparting training to the deputed employees. The staff is inadequate and there is no linkage between personnel administration and training. Besides, the present training methods are not considered appropriate to the training courses.

(ii) Revenue Training School

The State Government has recently approved the revival of
the Revenue Training School. The school which was closed down nearly eight years ago is expected to restart functioning at Ambala by the end of 1981. Apart from conducting two regular training courses of six months' duration, the school will also organise refresher courses of about two months. Though the Divisional Commissioner of Ambala will be the Principal of the Training School, the day-to-day functions will be carried on by a full-time Vice-Principal. A majority of I.A.S. probationers, H.C.S. officers and Tehsildars and Naib Tehsildars in Haryana are engaged in revenue work such as crop inspection, final attestation of 
 jamabandies and Khasra girdawri, supervision of land measurement operations and preparation of records relating to custom and usage (Wazib-ul-Arz). This sort of work they have been learning from the senior officers and not through any institute or school.

The Revenue Training School which was closed in 1973 was the only institutional arrangement for the training of administrators in the whole of the State. Its clientele consisted primarily of I.A.S. probationers on the cadre of Haryana, the H.C.S. (Executive Branch) officers and Tehsildars. The faculty comprised the principal, two Ranungos and two patwars. Training programmes in the School laid stress on instructions in the routine aspects of revenue administration.

The recent decision of the Haryana Government to revive the Revenue Training School at Ambala by the end of the year 1981 would certainly make a valuable impact on its clientele as well as

1. Information got from the Chief Secretary to Government, Haryana on May 15, 1981.
the Government departments in the state of Punjab revenue training is of 10 weeks duration which is imparted by the Punjab State Institute of Public Administration, Chandigarh.

(iii) State Institute of Public Administration

The Civil Service in Haryana presently are handicapped by lack of adequate and proper training. In the developing Indian State - Haryana which is undergoing societal transformation and embarking on the path of socio-economic development, the need for training the civil service is keenly felt. Every civil servant from Class I to Class IV needs, in addition to general educational qualifications and administrative capacity, a thorough knowledge of his job. But unfortunately the State does not have its own Institute of Public Administration for the training of the H.C.S. and the I.A.S. members like the Punjab State Institute of Public Administration.

There has been a growing awareness of the need for raising the administrative capabilities of those engaged in the developmental tasks of state building and socio-economic progress. A deeper insight into the guidelines for further improvement in the civil service needs to be provided. All this requires adequate, suitable and proper training. The task can be made easier by the creation of a State Institute on the lines of the Punjab State Institute of Public Administration.

In this connection, a proposal was mooted in 1979 to assign the work of training to an Institute to make the training more meaningful. This proposal has, however, not so far

1. The Punjab State Institute of Public Administration set up in March 1978 and located at Chandigarh organizes job training programmes for the I.A.S. and P.C.S. probationers and other categories of personnel in the Class I and Class II Services in Punjab.
materialised. The Chief Secretary to the Government of Haryana told that a proposal to set up a State Institute of Public Administration was under consideration of the Government of Haryana. The proposed setting up of the State Institute would certainly make an impact on the trainees and also boost up their effectiveness and efficiency to the highest level. (The Institute has now been established.)

(iv) Accounts Training Institute, Haryana (Chandigarh)

After the formation of the State in 1966, there was felt the need of imparting training to the in-service employees in accountancy. As such the State Government set up the Accounts Training Institute in 1969 at Chandigarh. This Institute is a part of the Finance Department, Haryana and has been functioning since then. The Institute has so far trained 4755 employees. The data is as follows:

Table 3A
(Figures upto August 1981)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category of Class</th>
<th>No. of employees Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Class of Junior Auditors of Local Audit Department (Class since disbanded)</td>
<td>104</td>
</tr>
<tr>
<td>2.</td>
<td>Clerks of various Departments</td>
<td>1385</td>
</tr>
<tr>
<td>3.</td>
<td>Class of Drawing and Disbursing Offices' Clerks</td>
<td>144</td>
</tr>
<tr>
<td>4.</td>
<td>Non-Gazetted Staff of the Treasury</td>
<td>430</td>
</tr>
</tbody>
</table>

1. The information was obtained through a formal discussion with the Chief Secretary (Sh. Ishwar Chandra, I.A.S.) on 16 May, 1981.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Category of Class</th>
<th>No. of employees Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Assistants of Finance Department</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(Class since disbanded)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Class of Drawing and Disbursing Officers of the State</td>
<td>363</td>
</tr>
<tr>
<td>8.</td>
<td>Class of S.A.S. Trainees</td>
<td>552</td>
</tr>
</tbody>
</table>

Source: Accounts Training Institute, Haryana, Chandigarh.

As regards the year-wise break-up of employees trained through this Institute figures since 1975-76 are as follows:

**Table 3B**

(As on 31st March)

**Year-wise Break-up of Number of Trained employees**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of employees Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>362</td>
</tr>
<tr>
<td>1976-77</td>
<td>376</td>
</tr>
<tr>
<td>1977-78</td>
<td>435</td>
</tr>
<tr>
<td>1978-79</td>
<td>447</td>
</tr>
<tr>
<td>1979-80</td>
<td>476</td>
</tr>
<tr>
<td>1980-81</td>
<td>399</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2495</strong></td>
</tr>
</tbody>
</table>

Source: Accounts Training Institute, Haryana, Chandigarh.

Though the Institute is making a good headway in imparting training in accountancy to the deputed personnel from various departments, it lacks trained staff and modern training facilities.
It is recognized that a suitable location, building and other conducive facilities are necessary for a proper training programme. The Accounts Training Institute is housed in a rented building and is adjacent to a shopping centre which does not seem to be conducive to the development of a trainee. The training institutions must foster a climate of hope, faith, optimism and high endeavour.¹

(v) Refresher Courses

Since there is a lack of institutional arrangements for training in Haryana, an emphasis has been placed on the need for organizing refresher courses for the civil servants. But the analysis of the refresher training reveals that the civil servants are not keen on coming for training and thus the training capacity remains not fully utilized. There are several instances where a civil servant has been deputed for training as an alternative for proceeding on leave.² The refresher training is looked upon as a sort of vacation from work. This apathy on the part of the civil servant is due to the reason that there is no incentive for him receiving the training. Incentives therefore need to be provided in the form of advance increments or selection grades.

Recently, a short-term training course at the National Institute of Educational Planning and Administration, New Delhi, was organized in which all Principals of the Government Colleges in the state participated. The course started from May 25, 1981, was of 12 days' duration. Emphasis in this training course was

---


2. During 1975-80, the courses, organized by the Depts. of Public Administration, Panjab University, Chandigarh and under the sponsorship of Regional Productivity Centre at Chandigarh, reveal that less than 50% of the staff from Haryana attended the refresher courses.
on such subjects as student unrest, education reforms and revision in curriculum. The State Government has also decided to impart a week's training in animal husbandry to 30 teachers drawn from government schools at Ambala and Jind.¹

The analysis of the study of the refresher courses or short-term training course does not show any good results as to make the trainees more efficient and effective in the discharge of their duties.

TRAINING FOR THE ALL-INDIA SERVICES

The need for setting training to the all-India Services was well recognized by the British administration in India. But the British approach was quite different. The British Government laid an emphasis in the training of the entrants to serve "good agents of the Empire."² The post-Independence training is oriented to help the young entrants to gain a better understanding of the functioning of the machinery of the government and the working of the economy of the country as a whole. The post-Independence period marks training "as the most appropriate strategy to introduce changes and reforms."³

With the setting up of the National Academy of Administration at Mussoorie (by amalgamating the two institutions - the I.A.S. Training School, Delhi and I.A.S. Staff College, Simla) on

1. See *Indian Express* (Chandigarh), May 15, 1981.
4. Since 1972 this Academy has been known as Lal Bahadur Shastri National Academy of Administration (Mussoorie).
September, 1959, recruits to the all-India Services undergo five month's foundational course at the Academy and then go to training institutions for their respective services. "The idea underlying the course is that officers of the higher services should acquire an understanding of the constitutional, economic and social framework within which they have to function, as these largely determine the policies and programmes towards the framing and execution of which they will have to make their contribution. They should, further, acquaint themselves with the machinery of Government and the broad principles of public administration... The foundational course is also intended to cover such matters as aims and obligations of the Civil Service, and the ethics of the profession - objectivity, integrity, thoroughness, impartiality, etc." After completing the foundational course lasting for five months, the probationers of the Services other than the I.A.S. go to their respective training institutions for institutional training. The I.A.S. probationers continue to stay at the Academy for undergoing a further course of institutional training. On the recommendation of the Administrative Reforms Commission and also on the active consideration of the Government of India since 1969, the Government has introduced a new pattern of training called the 'sandwich post-foundational institutional training' for the I.A.S.


2. The Indian Forest Service Probationers and Indian Police Service probationers go to Forest Research Institute and Colleges Dehradun, and Sardar Vallabhbhai Patel National Police Academy, Hyderabad respectively for undergoing specialized training.

Under this scheme, new recruits to the I.A.S. undergo two spells of training at the Academy. At the end of the first spell of institutional training, the I.A.S. probationers are sent to the State (to which they are allotted) for undergoing 12 months' field training. Since there is no institutional arrangement in Haryana for imparting training to the I.A.S. probationers coming from the Lal Bahadur Shastri National Academy of Administration, Mussoorie, they are attached to the officers in the districts as shown in Table 4.

### Table 4

**Training Programme for the I.A.S. Probationers in the State**

<table>
<thead>
<tr>
<th>Area</th>
<th>Duration of Period</th>
<th>Area</th>
<th>Duration of Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Training</strong></td>
<td></td>
<td><strong>I.</strong> Preliminary attachment with the Deputy Commissioner</td>
<td>1 week</td>
</tr>
<tr>
<td>A. Institutional Training</td>
<td>12 months</td>
<td><strong>II.</strong> Development and Panchayat Training</td>
<td>4 weeks</td>
</tr>
<tr>
<td>B. District Training</td>
<td>4 months</td>
<td><strong>III.</strong> Police Training</td>
<td>2 weeks</td>
</tr>
<tr>
<td><strong>A.</strong> Jail and Treasury Training</td>
<td>1 week</td>
<td><strong>IV.</strong> Jail and Treasury Training</td>
<td>1 week</td>
</tr>
<tr>
<td><strong>B.</strong> Local Government Training</td>
<td>1 week</td>
<td><strong>V.</strong> Local Government Training</td>
<td>1 week</td>
</tr>
<tr>
<td><strong>C.</strong> Attachment with other</td>
<td>1 week</td>
<td><strong>VI.</strong> Attachment with other District officers, namely Public Works, Education and Health</td>
<td>1 week</td>
</tr>
<tr>
<td>District officers, namely Public</td>
<td></td>
<td><strong>VII.</strong> Agriculture Training</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Works, Education and Health</td>
<td></td>
<td><strong>VIII.</strong> Training regarding Cooperatives</td>
<td>1 week</td>
</tr>
</tbody>
</table>
### Table: Duration of Period in Field Training

<table>
<thead>
<tr>
<th>Area</th>
<th>Duration of Period</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>field training</td>
<td></td>
</tr>
<tr>
<td>IX. Revenue Training</td>
<td>10 weeks</td>
<td>14th week to 23rd week</td>
</tr>
<tr>
<td>X. Attachment with the Sub-Divisional Officer (Civil)</td>
<td>4 weeks</td>
<td>24th week to 27th week</td>
</tr>
<tr>
<td>XI. Training in District Office</td>
<td>4 weeks</td>
<td>28th week to 31st week</td>
</tr>
<tr>
<td>XII. Attachment with the Deputy Commissioner</td>
<td>3 weeks</td>
<td>32nd week to 34th week</td>
</tr>
</tbody>
</table>

The practical training mainly consists of working with and observing the different functionaries in the district administration as well as at the State level.

After undergoing 12 months' field training in the State, the I.A.S. probationers again return to the Academy for a second spell of training (for about 4 months) where emphasis is placed on the discussion of administrative problems. This part of institutional training is largely problem-oriented and based on experience and observations of the trainees in the State.

The number of I.A.S. probationers trained during the year 1980 (batch) in the professional course phase I was 122.¹ After completing the second spell of training at the National Academy, the I.A.S. probationers appear in the examination which is conducted by the Union Public Service Commission. Later on they are generally given the charge of a sub-division. This is how the I.A.S. probationer undergoes training before he is assigned major responsibility in a district or posted in some responsible position. With a view to enriching his experience he

¹. India, Department of Personnel and Administrative Reforms, *op. cit.*, p. 55.
is transferred from district to district, generally after every two years, and is even asked to work in the Secretariat. It is normally after the fifth or sixth year of service that he is given the charge of a district in the capacity of a Deputy Commissioner. "The object is to give a young officer a variety of experience before he becomes ripe for a senior post in the sixth or seventh year of service. The I.A.S. cadre is meant primarily to provide officers for senior posts; the appointment of officers to junior posts is intended mainly to train them for the superior posts." Besides the foundational course and professional course for I.A.S. probationers, the Academy also imparts training to the officers of I.A.S. who have been promoted from the State Civil Services. During the year 1980, the Academy conducted three training programmes each lasting for six weeks. The H.C.S. officers who are promoted to the I.A.S. and have got minimum of 3 years experience after selection to the I.A.S. are sent to the Academy for training. The focus of training is to give them a proper prospective and orientation so that they may function effectively and efficiently as members of the I.A.S. Recently (on May 24, 1981) the State Government sent five I.A.S. officers (promoted from the H.C.S.) to the National Academy for undergoing training. 2

At present, the State Government does not pay adequate attention to provide any training to the I.A.S. recruits from

1. India, "Report on Indian and State Administrative Services", op. cit., p. 18.

2. Information was obtained from the Haryana Civil Secretariat. Names of these officers are: Sh. Ajit M. Sharan, Sh. Sunil Kumar Saxena, Kumari Padmini Desikachar, Sh. Sajjan Singh and Sh. Ramendra Jakhu.
the State civil service. This is a great lacuna. The training needs of these promotees should not be ignored and they should also be sufficiently groomed in modern management techniques and development administration at the National Academy.

Thus the training of the Class I officers continues to be on the old pattern and has become inadequate. The responsibilities of an I.A.S. officer today have not gone down when we compare to those of an I.C.S. officer before India's independence. They have significantly increased. But the duration of his training is much shorter and less intensive in quality. With one year's course at the National Academy of Administration at Mussoorie, one year's training in the district as an Assistant Commissioner and no more than a year or two as a Sub-Divisional Officer, an I.A.S. officer is now placed in the position of a Deputy Secretary in the State Secretariat - a position which an I.C.S. officer could not have expected with less than eight to ten years service. He could not even occupy the position of an Under Secretary with less than three years service excluding the period of probation. With this short duration of training, an I.A.S. officer can hardly be expected to carry out his work activities of a Deputy Secretary. The post seems to have been devalued to that of an Under Secretary. He should not have been deprived of the opportunity for undergoing proper training in the early stages of his service career. This is the appropriate time for him not only to gain some official experience within the government service but also to learn how to assume responsibility. With this sort of training, he is obviously at a disadvantage when as a
Deputy Commissioner, he has to perform manifold functions in the district. Not only is the foundation course inadequate, the I.A.S. officer is given hardly any training for the kind of responsibilities now being thrust upon him. He is being made to work at different levels in the State public sector undertakings without giving him some training.

Recently Mr. L.K. Jha (now Chairman of the Economic Administration Reforms Commission) made suggestions for a change in the existing procedure for recruitment to various branches of the all-India Services, including the I.A.S. He is of the opinion that the present insistence on a university degree as the minimum qualification for candidates competing for these services should be ended and that I.A.S. probationers should be selected after he or she has completed 10+2 education. This, Mr. Jha thinks, would save the country's future administrators from having to go through a course of academic training which is not necessarily suited to their professional responsibilities. Instead, he has proposed intensive training for the successful candidates chosen under the proposed method at an administrative college where they would be taught subjects closely related to their future duties.

The emphasis would be on selective rather than general education, and the stress would be in favour of a version of technical training for purposes of administration. These proposals of his have been criticised on a number of grounds. Mr. G.D. Khosla (formerly of the I.C.S. and retired Chief Justice of Punjab High Court) says: "I do not favour the selection of I.A.S."

probationers at the plus two stage of education and then

giving them an intensive training in administrative work."¹ In

fact this would make the I.A.S. less acceptable.² The present

system of training to the I.A.S. probationers is enough. Mr. S.D.

Bhambri (former Chief Secretary to Government, Haryana) says

that there is ample scope for all types of skills to be made use

of in present-day development administration.³ What is needed

is that the training of the I.A.S. recruits should be made more

rigorous and comprehensive.

TRAINING AFTER ENTRY IS NEEDED

Training is essential because no matter how well qualified

an individual may be at the time of entry, he still lacks certain

qualities and therefore much to gain before holding a post in

the civil service. An individual who is newly recruited into

the civil service must undergo a training course before being

distributed to specific duties. This can be illustrated by an

example not connected with the civil service: if you want to train

make a driver of a car, do you throw him into the car and ask

him work out his own methods? Or do you teach him the strokes

first? Which of the two methods is the best? The latter is certainly

preferable. Unfortunately, the Government of Haryana in the

first part of the 1970s did little to improve the capability of

1. G.D. Khosla, "Restructuring the I.A.S-IV", in The Tribune,
    2 July, 1981.
3. S.D. Bhamri, "Avoid Faulty Selection" in The Tribune, July 3,
    1981.
civil servants to do their present jobs and identify and develop future candidates for top management positions. To some extent the government tended to act on the assumption, perhaps unconsciously, that the young entrant to the civil service had already adequate knowledge from his education to perform his duties throughout his working life. Keeping in mind that the great majority of civil servants do the work with no knowledge of office routine, funds for training were not adequately provided.

The study reveals that out of 75 H.C.S. (Executive Branch) officers who responded to questionnaire only 16 attended institutional training after the entry into the civil service. The position is as follows:

<table>
<thead>
<tr>
<th>Duration of the Training</th>
<th>10 days to One Month</th>
<th>3 Months</th>
<th>6 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Officers</td>
<td>4</td>
<td>33</td>
<td>22</td>
</tr>
</tbody>
</table>

The above table shows that training in the civil service in Haryana is not being paid adequate attention. The top-level civil servants (H.C.S. officers) in the State who are increasingly being entrusted with the responsibility of carrying out development programmes and projects need to be well trained so that they discharge their duties efficiently and effectively. The competence of the State personnel has become a crucial factor in

1. The Revenue Training School (Ambala) which was imparting training to the I.A.S. probationers, Tehsildars and others in the revenue administration was closed in 1973.
the ability of the State Government to serve as an effective instrument of public purpose. The increase in the level of knowledge and skills of personnel is therefore important which to a large extent can be achieved through imparting proper, adequate and suitable training. Civil servants must, of course, prepare themselves to cope with normal employment requirements. These requirements, however, are usually meant for general categories of positions rather than for specific jobs. There are some specific jobs which cannot be handled by personnel produced by standard educational programmes. In such cases, personnel's basic skills need to be supplemented by special training.

With the significant increase in the complexity and magnitude of government functions, specially in view of the tasks undertaken by government for the socio-economic development of the State, the need for training has been felt much greater to solve complex operational problems. It is therefore natural that skills expected of civil servants to shoulder their modern responsibilities are complex, and the purpose of training is to develop the necessary skills in civil servants to meet these new challenges with efficient performance of the work. In its report on personnel administration, the Administrative Reforms Commission observes: "... training should prepare the individual civil servant not only for performing his present job well, but also for shouldering higher responsibilities and meeting new and complex challenges in future."¹ The activities of government are becoming much more specialized requiring competent personnel to handle them.

¹ India, Administrative Reforms Commission, op.cit., p. 62.
Training is required not only to improve job skills but also to develop civil servants for a career in the government service. While career training is of some benefit to civil servant, it is necessary for the efficient performance of the government. Mr. A.P. Saxena says, "There will be particular need for greater sensitivity in training to the dominant issues in national development, be it reduction in inequalities, social and economic disparities or ensuring the fruits of development to the impoverished poor in society."

Again it is found that with the rapid changes in the environment, the content of many occupations is also concurrently changing. Civil servants need training to maintain the level of competence they had when appointed. Also modern techniques applied in the administration are continuously changing. A civil servant who is now able to get on his job perfectly may later find work methods so changed that he needs training in the new techniques. Continuous job training is a necessary corollary of the continuous environmental change.

Training, apart from a means of building skills, is needed to inculcate the right attitude towards the work and a sense of responsibility towards the public. The Administrative Reforms Commission writes: "With the rapidly rising tempo of political consciousness among the people, and the undertaking by government of new tasks and responsibilities in the fields of development and welfare, the cultivation of proper values and

attitudes by civil servants has assumed vital importance. The purpose of training is not only to make civil servants more efficient in their jobs, but also to help develop a conscious approach in cultivating proper attitudes and behaviour towards people and their own colleagues. As to the question of to what extent the training can change the attitudes of civil servants (Appendix-I, Section I, Question No. 11), most of the respondents replied that "proper training" can change one’s attitude. The results of the findings are as follows:

Table 6.

<table>
<thead>
<tr>
<th></th>
<th>Very Much</th>
<th>Much</th>
<th>Not Much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.C.S.</td>
<td>32</td>
<td>23</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>I.A.S.</td>
<td>39</td>
<td>17</td>
<td>9</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71(50%)</strong></td>
<td><strong>40(28.6%)</strong></td>
<td><strong>29(21.4%)</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

From the above table, it is very clear that training helps the civil servants in acquiring new knowledge and developing appropriate skills and attitudes. It helps in broadening the outlook of the civil servants.

In order for training to be of some utility, it should be different stages depending upon the nature of work. The activities of the government may be broadly classified as: routine, operational, supervisory and staff.

The performance of some activities requires particular kinds of knowledge and skill before entering the civil service.

1. India, Administrative Reforms Commission, op. cit., p. 62.
e.g., statisticians, engineers, doctors, etc. For these professional courses, the training will be such as does not repeat the course of academic education but enables the new entrants to civil service to apply their knowledge to their particular functions. However, some tasks can be handled only by technical persons such as, photographers, compounders, typists, stenographers, etc. who have already acquired the necessary skills and no further training as such is required.

**Training at Entry**

Training at the entry of the young to the civil service is necessary to equip him fully for the performance of tasks right at the beginning. This type of training is of great importance, particularly for those recruited for the performance of executive and staff functions. Civil servants in the professional, scientific and technical services, however, do not need training for which they have already acquired necessary skills. An engineer is already trained to design and construct, a doctor to diagnose and treat and so on. But they need further training in order to equip them for the performance of their functions in the government service. They may also need training for undertaking administrative responsibilities. The general staff and executive personnel also require to be equipped with necessary skills at the entry level as the efficient performance of the functions depends upon their professionalism and expertise which can be acquired only by training.

Training at entry sometimes is imparted by the concerned department and this may be called departmental training.¹

¹. An illustration of the Departmental Training is given at Annexure II.
Departmental training is mainly connected with giving instructions to civil servants in the techniques of the job. After this training the civil servant is required to return to the job immediately after the course. This type of training is given at the civil Secretariat and the district fields in Haryana. On the other hand the training that is given in the institutional arrangements (Central Specialized Training Centres) is less job-related than development or career-related. The study indicates that out of 75 members of the HCS, only 16 underwent training at the specialized training centres. The position is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Departmental Training</th>
<th>Central Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.C.S.</td>
<td>59 (78.7%)</td>
<td>16 (21.3%)</td>
<td>75</td>
</tr>
<tr>
<td>I.A.S.</td>
<td>65 (100%)</td>
<td>65 (100%)</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

Central training is not intended to be of immediate use to the employee in his next job. It has a rather larger perspective and helps to equip him with skill and knowledge that will be of benefit to him in his later career. This is why the I.A.S. probationer is trained for one year at the National Academy (Mussoorie) with a view to equipping him with a variety of experience before he becomes eligible for a senior post. Central training is therefore concerned with demonstrating employee the wider context in which government work is carried out.
acquainting him with constitutional provisions and giving him a basic understanding of public administration. The Estimates Committee of the Parliament in its 93rd Report in 1965-66 viewed the role of the National Academy (Central Training Institution) and said: "In short, it should be the task of N.A.A. not merely to act as a coaching institution for preparing the probationers for the prescribed examinations at the end of the term but to inculcate in them an awareness of the problems facing the country and a firm determination to solve them in the most effective and expeditious manner, there should be kindled in them a spirit for quest of knowledge, a sense of patriotism and service, a habit of study and a desire to improve the methods and conditions of work in whatever department or capacity they may be called upon to serve."  

Thus, the central training for civil servants have benefits over the departmental training. But unfortunately in the State of Haryana only a few higher civil servants (our study indicates 21 per cent) have undergone central training.

Development Training

Training, as already pointed out in the beginning, is an integral part of the development process. Development training is, therefore, an integrated process in the career of a civil servant. Training at entry and development training are both required. For example, if an individual enters the civil service

at the age of 24 as a Naib Tehsildar, he is expected to be promoted to the position of Tehsildar and Deputy Commissioner when he is about 30 and 45. Again, he is expected to become a member of the I.A.S. when he completes 50. In this way, before he retires, he may hold a position higher than that of a Divisional Commissioner. Therefore, he needs training at every entry for the performance of his tasks (as a Tehsildar, as a Deputy Commissioner and so on). On the other hand, an S.D.O. (H.C.S.), who is directly recruited, may enter the I.A.S. cadre after 15 years and therefore, must be trained for those responsibilities.

Formal training has an important bearing on the development of the individual in the civil service career. An I.A.S. officer writes that formal training "does affect the efficiency levels and working style of an officer." In response to my question, "Do you agree with the view that formal training does not contribute to the development of individuals in the civil service?" 11.4 per cent of the respondents replied in the negative. The analysis of the data is as follows:

Table 8
(Figures in brackets indicate percentage)

Does Formal Training Constitute to the career development?

<table>
<thead>
<tr>
<th>Category of Officers</th>
<th>No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.S.</td>
<td>61 (93.9)</td>
<td>65</td>
</tr>
<tr>
<td>H.C.S.</td>
<td>63 (84)</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>124 (88.6)</td>
<td>140</td>
</tr>
</tbody>
</table>

1. N.Bala Baskar, I.A.S. (Deputy Commissioner, Narnaul) reply to my questionnaire on 11-7-1981.
From Table 8, it is clear that formal training does contribute to the career development of a civil servant. This type of training needs to be imparted to the civil servants very cautiously as it is the base for equipping them with skills and knowledge that will be generally useful to them in their later career.

Content of Training

With regard to the content of training, tools of management occupy an important position. Skills which are used in the curriculum for educating or imparting training to civil servants such as policy-making, planning, budgeting, organisation and management, coordination, personnel administration and the like supplemented by accounting, laws, statistics, etc. constitute the content of training. Besides tools of management, attention has now been given to the importance of human relations skills.¹

Human relations skill include such skills as are necessary for developing and maintaining good relations with others and the general public. Metin Heper says: "... public administration training programs should be so devised that these students (foreign students) are desocialized out of their negative attitudes in this regard. In overcoming lack of motivation, the relevance of the course content seems important."²

While designing course content for the training, it is of significance to be clear about the relevance for which a service is organized. When we look at the Indian Administrative Service,

---


2. Ibid., p. 170.
DESIGN OF A TRAINING PROGRAMME

1. IDENTIFYING TRAINING NEEDS
2. DETERMINING TRAINING PRODUCTS
3. SELECTING TRAINING METHODS
4. DEVELOPING TRAINING PROGRAMME
5. IMPLEMENTING TRAINING PROGRAMME
6. EVALUATING TRAINING PROGRAMME (RESULTS)

FEEDBACK
we find that a member of the service undergoes about two years’ training. He spends the next three or four years as an S.D.O. and the next four or five years in the district as a Deputy Commissioner. Later on for 10 to 12 years he holds positions in between the Secretariat, district and head of department level or goes on deputation to the Central Government till he enters the super-time scale in which he may be pitched into the position of a Joint Secretary or a Commissioner or a member of some Board in the Government of India.

In this way we find that the training for the member of the Indian Administrative Service is of short duration. The Government assumes that the first two years of training and district experience make the civil servant fit to do any job, whatever its content and responsibilities. The service is primarily a management cadre and that its members take on responsibility in the middle-management and policy-making levels as S.D.O., D.C., Heads of departments, Secretaries, etc. If this is the purpose, their training at the entry level and development training must be such as to equip the civil servant for this purpose. An analysis of the study reveals that training imparted to the members of Class I and II is clearly inadequate. Recently, the Government of India has decided that compulsory training should be given to officers at two stages in their career, one at the time of entering the service, and the other after six years, but before 15 years of service. The idea behind compulsory training for Class I and II is to give them an understanding of

1. India, Department of Personnel and Administrative Reforms, "Report 1980-81", p. 53.
socio-economic environment and the challenges of development administration. On the recommendation of the Administrative Reforms Commission, the Government of India has also made compulsory for officers of the Central Secretariat to undergo Secretariat training for 7 weeks' duration training on their empanelment for appointment as Deputy Secretaries and Under-Secretaries\(^1\) with a view to giving them an understanding of the changing socio-economic environment, the use of management tools and techniques and methods of bringing about attitudinal change.

Because of the inadequacy of the training given to the members of the I.A.S. at present, it is suggested that the direct recruits should, after six months at the National Academy of Administration, Mussoorie, undergo one-year training at the Haryana State Institute of Public Administration (to be set up by the Government of Haryana).\(^2\) This Institute should plan programmes for training and arrange the training not only at its own level but also elsewhere such as the universities in India and abroad, and establish training institutes. The institute should organise studies, seminars, etc. on matters relevant to administration.

During the training period the recruits and officers should be imparted theoretical as well as practical training. To quote from a United Nations publication: "... training should have a definitely practical and applied emphasis rather than being speculative... all administrators need a firm foundation of theore-
tical training... theory will imperceptibly permeate training work, from the arrangement of subject-matter to the choice of examples." Their training needs to be intensive and purposeful to make the recruits capable, considerate and dedicated to the service of all sections of the public in consonance with the spirit of the Constitution. In this context the Administrative Reforms Commission observed: "The trainees should also be made sensitive to the standard of living of the overwhelming section of the people in the country so that they may not fall victim to 'luxury-mindedness' which would distort their sense of values and alienate them from the common run of Indian community." It is suggested that generalist service of the State (H.C.S.) in the position of Sub-divisional Officer, should before appointment, receive training at least for a period of six months at the proposed Haryana State Institute of Public Administration. The training should aim at equipping him for the performance of his immediate tasks and at enabling him to pass his departmental tests. His career in the State Civil Service for the first 12 years may be planned as follows:

| 1. First six months | State Institute of Public Administration. |
| 2. Next Seven Years | Officer-in-charge of a Block |
| 3. Next six months | Refresher training |
| 4. Next 4 years | Assignment to any post of higher responsibility of the District or at divisional level. |

When he is promoted to an Indian Administrative Service Officer, he should again undergo training for six months of a six-months I.A.S. entrance training, in personnel and financial administration, economics, accounts and statistics, etc. After this training, he should be as for directly recruited IAS officers.

Training for the Non-Generalist Services

The imparting of technical training to Class I officers is equally important. The Estimates Committee of the Government of India in its 93rd Report had recommended that all fresh recruits to Class I Services, both technical and non-technical, should be given a basic understanding of the constitutional, economic and social framework within which they have to work and discharge their responsibilities. The Administrative Reforms Commission had also recognized the importance of technical training and recommended that "the scope of the foundational course at present given by the National Academy of Administration should be extended to cover also technical Class I Central Services and all-India Services." These recommendations have now been accepted in principle by the Government. Under the reforms, there are opportunities for specialists to reach the highest position in the civil service. It will therefore be desirable to supplement the specialist knowledge of their own subject with training in public administration and they will require formal training to understand the working of the machinery of the government. For the members of the specialist group,

refresher courses have been suggested to improve their administrative capacity. In a recently held regional conference of the Indian Medical Association at Ambala, the stressed the need for organising refresher training for doctors. Our study indicates that the specialist group needs training both early in their careers and later. The position can be gauged from the following Table 10.

Table 10

<table>
<thead>
<tr>
<th>Category</th>
<th>Wastage of time &amp; Money</th>
<th>Useful to the Department</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.S.</td>
<td>8</td>
<td>57</td>
<td>65</td>
</tr>
<tr>
<td>H.C.S.</td>
<td>6</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>14 (10%)</td>
<td>126 (90%)</td>
<td>140</td>
</tr>
</tbody>
</table>

One of the respondents suggested that refresher training for the specialists should be a regular part of the service. The scientific, technical and professional services in Haryana though in Haryana have not acquired much importance requiring training for the performance of their particular tasks, yet they need training in planning models and techniques, cost-benefit analysis, accounts, performance budgeting, and related matters. This training should be given to them for a minimum period of three months at the beginning of their service at the proposed Institute as part of a general foundation course and for a further period of three months in their respective departments.

2. Baskar, op. cit.
They should have also opportunities for acquiring specialization in their respective areas. It is important to observe the following recommendation of the Fulton Committee report in this context:

"... in the more professional Civil Service of the future it will not be enough for civil servants to be skilled in the techniques of administration: they must also have a thorough knowledge of the subject-matter of their field of administration and keep up to date in it. Thus training should be designed to equip administrators to operate in one or other of the broad (specialized) fields. Similarly, specialists need to be equipped to an appropriate degree for administration and management in addition to their normal skills in their specialism."¹

The details of such mid-career development training should be proposed by the respective Ministries in consultation with the Department of Personnel and the Proposed State Training Institute of Public Administration.

TRAINING FOR THE SUBORDINATE STAFF

The Subordinate staff (Class III and IV employees) which constitutes 97% of the Haryana Government personnel, has not been favourably attended to from the standpoint of training. As compared to higher civil servants (Class I and Class II), very little attention and resources have been devoted to training the Subordinate staff who marry the lower echelons of the hierarchy. It has been estimated that about 80 per cent of Class III and 95 per cent of Class IV personnel have not been trained.² It is estimated that not more than 0.05% of the total

² Information was obtained from the Under Secretary (Training), Haryana Civil Secretariat, Chandigarh on May 14, 1981.
establishment budget is apportioned for the important function of training the subordinate services. Attempts have been made by the government to arrange training courses for the lower category staff but, by and large, their training has been left to the upper category staff. Unfortunately it has been found that the latter do not take much interest in training the junior ones. The new entrants also show little interest in learning.

The importance and need of imparting training to the subordinate staff in the government has been well recognised for a long time. As early as 1937, following a recommendation made by the Maxwell Committee, the Home Department (now Department of Personnel and Administrative Reforms) worked out a scheme for the training of Assistants and Clerks and recommended it to other departments suggesting its introduction with such modifications as might be necessitated by the particular requirements of the individual departments. The lack of facilities for pre-entry institutional training, however, did not pose any serious problem since the civil service was small at that time and there was a fairly strong nucleus of experienced Assistants and Superintendents who could devote time to the training of young entrants.

During the interwar period (1939-45), there was a steep rise in the tempo of work and even greater extension of government activity because of mobilization of manpower and detailed controls on the production and distribution of goods and services. The relaxed standards of recruitment, and the dilution of staff at all levels, and the recruitment of a fairly large number of persons,

it was no longer possible to train all the newcomers effectively on-the-job. At about the same time (in 1944) a Committee on the Training of Civil Servants headed by Ralph Assheton recommended that "it would be desirable to provide a course of training for public servants after their recruitment" and that "all classes of entrants to the public services would serve the public better if they were given a course of training adjusted to the nature of their job." The Assheton Committee added that "training must be directed not only to enable the individual to perform his current work more efficiently, but also to develop his capacity for higher work and greater responsibilities."

It further stated that "there should be a planned training scheme with each Department ... in large Departments there should be ... a full-time Departmental Training Officer and in smaller ones a part-time officer."

The importance and need of training for the subordinate staff was well emphasised in the post-Independence period. The First Central Pay Commission (1946-47), and subsequently the Second (1957-59) and Third Central Pay Commissions (1973), Punjab Administrative Reforms Commission (1966), Administrative Reforms Commission (1969) and Haryana Pay Commission (1979) in their reports felt the inadequacy in the existing training programmes organised at the Central and State levels. These Commissions strongly recommended the improvement of administrative capacity of all government employees through training. They underlined the

need for civil servants to be more consciously directed towards still higher ideals and standards of service which could be realized only by planned and purposeful training.

The major survey by the Administrative Reforms Commission (1969) on personnel administration paid due attention to training in the civil service of Class III and IV. The Commission recommended that "a review should be made of existing facilities for training available for Class III and Class IV staff and of the actual training needs, and a phased programme for improved training for these categories of personnel should be drawn up. Such training should aim at not only improving job skills but also developing proper attitudes towards the public."

The study reveals that in the State of Haryana, some progress has been made as far as the training of the higher civil servants (members of the I.A.S. and H.C.S. on the cadre of Haryana) is concerned. Training of Class II and especially Class III and IV servants who are at the supervisory and lower levels has made little headway. The training of these groups needs as much attention as the training of the higher civil servants. The State Government must place a good deal of stress on the training of civil servants of these two groups because in most cases it is not the Secretary to the Government or the Head of the Department or the Divisional/Deputy Commissioner who represents the administration, but it is the subordinate staff like the patwari, the policeman, the sales tax inspector, the bill

clerk, etc. who represent to the average citizen the administration and it is this staff who shapes the citizen's view of the administration.

The subordinate staff (especially Class III employees) whose work is normally of a routine character, renders great assistance in doing the spade work in almost every case. Often, many of them have to take decisions on matters which may affect the citizen in his daily life. His approach to the administration is coloured by what he thinks about the attitude of these people. The state of training being given to the ministerial staff employed in the government departments of Haryana is somewhat poor. The following Table 11 shows the inadequacy and inappropriateness of the training arrangement in Haryana.

Table 11.
Duration of on-the-job training for Ministerial Staff and Class IV Employees in the Government Departments in Haryana

| 1. Clerk/Typists Clerk, Accounts Clerk | One to two hours for 15 days |
| 2. Assistant | One hour for 10 days |
| 3. Head Clerk/Dy. Superintendent | 5 to 10 days |
| 4. Superintendent | 2 to 5 days |
| 5. Class IV Employees | 3 to 5 days |

N.B. On-the-job training is generally given to the newly appointed/transferred employees by his senior colleagues.

In the third annual training conference (19-20 November, 1970) held at New Delhi, a group felt that efforts should be made to provide training for the subordinate staff. The group suggested: "For Class III and Class IV Services, each department should assume responsibility. The State training institution should help departments in devising suitable courses and providing guidelines in adopting training techniques."

The training of the subordinate staff is of utmost importance for mainly three reasons. First, it has an important bearing on the improvement of the efficiency and effectiveness of the civil servant. Slight improvement in his attitude to work would have a lasting effect and would generate a sense of urgency and helpfulness throughout the machinery of the government. Prof. Chi-Yuen Wu (present Director of the United Nations, Division of Public Administration and Finance) states in an article that "to invest in training has a multiplier effect, and to invest in those items will have an even greater multiplier effect."

Secondly, it is more economical in time and effort. Prof. U.C. Ghildyal says that "... training is an activity which not merely pays for itself adequately, indeed more than adequately, it saves time by hastening gestation of investment. It prevents loss and damage to organisations and offers a ready remedy for manpower


shortages." Moreover, if entrants have to be imparted training at the same time, it would effect a measure of economy in the long run.

Thirdly, training constitutes one of the most effective means for improving the morale of subordinate staff. It is this category of civil service who comes mostly in contact with the general public. R.N. Miróha says: "...an administrator's training will be incomplete without the cultivation of proper attitudes towards men and matters. Whether it is viewed in the context of getting in touch with the people at the cutting edge of administration, or in the context of dealing with the people's representatives at various levels, the importance of appropriate attitudes on the part of civil servants cannot be over-estimated."

It may be pointed out that considerable attention and resources have been given to the training in the higher civil service (Class I) but the clerical class and personnel in the Class IV service have been not adequately attended to. Howsoever efficient the higher civil service may be, it cannot be very much effective unless the tools given to it are of better quality - that is, efficient and devoted subordinates.

Existing Arrangements for Subordinate Staff Training

A brief survey of the training arrangements for the subordinate staff reveals that in most cases no specific initial training


is imparted. For training of this category a few departments have their own arrangements, especially in accounting and management. Most civil servants are largely expected to learn on-the-job. To the question, "Do you think that on-the-job training can prove to be of much more success than off-the-job institutional training?" most respondents (over 50 per cent) replied that on-the-job training is useful. The results of the usefulness of on-the-job training are as follows:

Table 12
(Figures in brackets indicate percentage)

<table>
<thead>
<tr>
<th>Category</th>
<th>Very useful</th>
<th>Useful</th>
<th>Less useful</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A.S.</td>
<td>16(24.6)</td>
<td>36(55.4)</td>
<td>13(20.0)</td>
<td>65</td>
</tr>
<tr>
<td>H.C.S.</td>
<td>25(33.0)</td>
<td>36(48.0)</td>
<td>14(19.4)</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>41(29.3)</td>
<td>72(51.4)</td>
<td>27(19.3)</td>
<td>140</td>
</tr>
</tbody>
</table>

A few officers suggested that this type of training should be "seriously imparted". A member of the H.C.S. writes: "Job training will be more successful, if after the completion of such training some incentive like advance increment is also provided." A few (25 per cent) of the members of the elite group also favoured off-the-job institutional arrangement. However, it is felt that very often, by this technique, the subordinate staff

1. See for example the training programme of the Labour Inspectors for the Labour Department in the State of Haryana at Annexure II.
2. Quoted from the reply received in response to my questionnaire.
3. Ibid.
develops wrong attitudes and wrong notions of the work of the department. As such there should be suitable arrangements for on-the-job training. Attempt should be made to set up a training school to provide mid-career in-service training to subordinate staff. The training-at-entry should enable the trainee to gain an effective insight into his job, responsibilities and the methods of work.

A second method which is widely prevalent even in regard to the higher civil service is of attachment as supernumerary for a period to an individual who is actually in charge. If an individual is to be appointed for example, as a Superintendent of a divisional head, he may join this level as an Officer-on-Special Duty (O.S.D.), a month or so ahead of the actual date of assumption of charge so that he may become acquainted with the new charge by observation, discussion, study of reports, etc. This method is useful and should be adopted particularly by new entrants and also serving personnel whenever there is a change in the nature of their duties.

To cite another example, a clerk in the junior grade in the Accounts Service in the Finance Department who passed only the Higher Secondary level examination, needs to be trained for higher responsibilities. Thus a junior accountant who enters the service at the age of twenty five may normally expect to end up as an accounts officer. Therefore it is necessary to impart training to the civil servants for undertaking higher responsibilities.

Similarly, an Assistant or a Superintendent of a Section requires to be trained in job evaluation, planning techniques, organization and methods, performance budgeting, work measurement, personnel management, etc.
The proposed State Institute of Public Administration as already underlined should make arrangements for giving training to:

(i) Assistants and Superintendents;
(ii) Junior Accountants;
(iii) Naib-Tehsildars;
(iv) Sales tax and Excise personnel;
(v) Patwaris, Revenue Inspectors; and
(vi) Social Welfare personnel.

If the proposed State Institute is not set up, suitable arrangements for their training may be negotiated with the Institutes as shown in Annexure I.

A third method which is also currently used in many departments is that new entrants should be asked to work under carefully selected supervisory personnel who are known for their capability to train their subordinates.

A fourth method is of participation in Conferences and Seminars. Conferences and seminars serve a useful purpose, only if they provide free and uninhibited exchange of information and experience. Such conferences and seminars should not be held frequently and need to cover the entire operating personnel.

Whenever a conference or a seminar is to be held, its definite agenda should be prepared and circulated to the participants together with background papers in advance at least three weeks in advance. It is suggested that the seminar proceedings should be published and circulated to the concerned departments.

TRAINING ACTIVITIES OF A DEPARTMENT: A CASE STUDY

Programmes of training taken up in the State of Haryana are not properly planned or coordinated because there is no institute
or Centre to handle this subject. However, State departments plan programmes for training and arrange the training of certain categories of employees at universities and established training institutes in India and abroad. In order to analyse the impact of such training programmes as a measure of improving the capabilities of civil servants, a case study of the Public Works Department in Haryana was undertaken.

The study has indicated that in the Public Works Department, the traditional method of on-the-job training has been often and successfully used. Civil servants of this department learn through doing their jobs through a system of continuous apprenticeship or on-the-job training. Other means such as training programmes within individual departments, policy conferences, study tours for employees, refresher courses, regional and interregional seminars and the like have also been used for training. Leaving aside the traditional method of on-the-job learning which is costly and slow, the Department arranges training programmes through training institutes, academic conferences/seminars and refresher courses. In the following table, the number of participants who underwent training between 1970-71 and 1979-80 through such courses is shown:

<table>
<thead>
<tr>
<th>Year</th>
<th>Clerks/Assistants</th>
<th>Technical Staff Non-Gazetted</th>
<th>Technical Staff Gazetted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>34</td>
<td>10</td>
<td>15</td>
<td>59</td>
</tr>
<tr>
<td>1971-72</td>
<td>36</td>
<td>12</td>
<td>18</td>
<td>66</td>
</tr>
<tr>
<td>1972-73</td>
<td>35</td>
<td>15</td>
<td>19</td>
<td>69</td>
</tr>
</tbody>
</table>
From the above table it will be seen that out of 14507 total employees in the P.W.D. in 1970-71, only 59 got the benefit of training. However the number of beneficiaries rose to 136 during the period 1979-80. Over the past ten years as many as 914 members of the civil service were trained through formal training. Data regarding participants trained through training institutions, refresher courses and seminars is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Clerks/Assistants</th>
<th>Technical Staff Non-Gazetted</th>
<th>Technical Staff Gazetted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-74</td>
<td>38</td>
<td>16</td>
<td>21</td>
<td>75</td>
</tr>
<tr>
<td>1974-75</td>
<td>37</td>
<td>16</td>
<td>23</td>
<td>76</td>
</tr>
<tr>
<td>1975-76</td>
<td>36</td>
<td>31</td>
<td>25</td>
<td>92</td>
</tr>
<tr>
<td>1976-77</td>
<td>39</td>
<td>32</td>
<td>35</td>
<td>106</td>
</tr>
<tr>
<td>1977-78</td>
<td>40</td>
<td>33</td>
<td>38</td>
<td>111</td>
</tr>
<tr>
<td>1978-79</td>
<td>42</td>
<td>41</td>
<td>41</td>
<td>124</td>
</tr>
<tr>
<td>1979-80</td>
<td>44</td>
<td>53</td>
<td>39</td>
<td>136</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>381</strong></td>
<td><strong>259</strong></td>
<td><strong>274</strong></td>
<td><strong>914</strong></td>
</tr>
</tbody>
</table>

Source: Data collected from P.W.D. Haryana.

1. See Appendix-6.
Looking at Table 14, it will be observed that most participants were involved in learning process through training institutes. Out of 914 participants, 237 attended refresher courses organised both at the Centre and State levels. However, the above findings show that only one per cent of the total employees in the Public Works Department underwent training. On critical examination, it is found that training programmes have not been qualitatively and quantitatively developed to meet its growing needs in different fields.

**OVERALL EFFECTIVENESS OF TRAINING**

From the foregoing discussion it is clear that, although training in the civil service in Haryana has acquired a relatively important importance, it is, in fact, faced with a large number of complex problems. The main reason for this is that training is considered an important mechanism of change. And change in the civil service inevitably results in disturbing the established practices and methods that civil servants may have been using for most of their lives. They can accept new techniques and methods; but they offer resistance to changes in their own area of work, especially when these are proposed by people who are less familiar with the business in hand. Training must therefore be conducted with sustained efforts and discretion. W.W. Burke says: "Individual training programmes which are not integrated within the context of overall organisation improvement effort cannot have much of an impact on the organisation."

---

It is important to relate training to jobs and careers. For this, first jobs should be analysed into a series of activities; second, necessary skills and methods should be identified to conduct these activities; and third, steps should be taken to impart training to the employees who need to know how to do these jobs. This sort of job-oriented training, though neglected to a large extent, may be supplemented by career or developmental training with a view to fitting the right civil servant into the right job. This is the most important guiding principle of the civil service training. To quote from a United Nations publication: "Training can be effective only if the knowledge and skills acquired by the trainees can be and actually are used for performance improvement and also if successful training is really helping the trainees in their career development." It is also very important to determine the needs of the training of civil servants and the appropriate selection of them (employees). It has been found that most departments have been sending those employees who are likely to receive only minimal benefit from the training, because they are the ones who can cause least inconvenience in developmental work. On the other hand, in many cases departments have declined to send nominations for various training and development courses on the ground that their limited manpower did not permit them to do so. It is suggested that departmental heads should develop a more positive attitude towards training and development of their personnel. They should

send only those employees who have requisite potential for development and who are most likely to benefit from participation in the training.

The study also reveals that adequate financial and staff resources are not invested in training programmes. The availability of sufficient fund and competent training staff has been always a problem in the civil service. Since the money spent on training programmes is investment, it will be of great disadvantage in the long run if financial considerations are allowed to abridge the scope and effectiveness of such programmes. To ensure better performance of training programmes in the civil service, a good deal of emphasis should be laid on competent and experienced staff direction.

The civil service should develop adequate training programmes to meet the needs of all parts of it and at all levels. A survey of the training programmes arranged in the civil service reveals that such programmes are lopsided and uneven. While civil servants in some departments have the benefit of training and development opportunities, in other departments similar opportunities are not offered. An excessive dependence upon external resources will have little contribution to developing internal resources of the departments concerned in the long run. In this regard, Mr. R.N. Mirdha very rightly remarks: "The role of the Training Division and the Central Government in the activities of State training

Institutions should appropriately be only that of a catalyst in the process. The primary responsibility will be that of State training institutions, whose teaching staff have the unique opportunity and responsibility of advising State Governments in all training matters.

The Government of Haryana should immediately take steps towards establishing a State Institute of Public Administration on the pattern of the Indian Institute of Public Administration, New Delhi, with certain modifications.

The study also indicates that most of the training programmes are arranged for higher civil servants (Class I & II). Training for subordinate class, which constitutes 97% of the government personnel, is largely neglected. It has been roughly estimated that about 85% of the Class III and 95% of Class IV personnel are presently untrained. Again these programmes are incapable of providing the degree of flexibility required to cater for the individual needs. The training of civil servants of those at particularly junior levels is stressed, those who are generally referred to as the cutting edge of administration.

Finally, the study indicates that there is the continuing problem of lack of professional courses offered in Hindi. At present most of the training and development programmes conducted by departments and agencies are only in English. It goes without saying that until the civil service in Haryana is able to remove this shortcoming and provide all of its training and development.

programmes both in English and Hindi, the Government's goal of promoting the regional language of Hindi in public administration will be accomplished. Also the syllabi and methods of training need to be revamped and modern techniques and audio-visual aids introduced in order to keep them abreast of the changing needs.

In this connection Martin Heper very beautifully remarks:

"It is without doubt that public administration training programmes should be coupled with changes in the overall bureaucratic milieu if one does not want to nullify the positive contributions of education. Otherwise not only are the trainees frustrated, and inclined to indifference and cynicism, but the purpose of the whole enterprise may be grossly displaced."

To sum up, training has become an important aspect of administration acquiring increasing support at all levels of government and requiring adequate resources both in man and material. It has assumed far-reaching importance in the improvement of administrative capability. This chapter reviews the structure and practices of training and development in the civil service in Haryana and brings out some of the major problems associated with them. In the light of above discussion, it may be briefed that training in the civil service is at present inadequate in many ways and therefore requires reforms. General suggestions have been suggested to improve the training aspect, including the setting up of a State Institute of Public Administration and a Secretary Training School. In view of the growing popularity of training and development enhancing and improving


the administrative capabilities of civil servants, it seems safe to predict that in the years to come, it will be viewed as a key to State development.
Annexure 1

List of Important Institutions for Training in India

A. Central Training Institutions

1. Lal Bahadur Shastri National Academy of Administration, Mussoorie.
3. Director of Training (Customs and Central Excise), Hauz Khas Enclave, New Delhi.
5. Indian Audit and Accounts Service Staff College, Railway Board Building, Simla.
6. Indian Revenue Service (Direct Taxes), Staff College, P.B.No.40, Gokul Building, Nagpur.
7. Posts and Telegraphs Training Centre, Saharanpur.
8. National Civil Defence College, 61/1, Civil Lines, Nagpur.
9. National Fire Service College, Palam Road, Civil Lines, Nagpur.
10. Railway Staff College, Vadodara.
11. Sardar Vallabhbhai Patel National Police Academy, Shivalampally, Hyderabad.
13. Central Labour Institute, (Department of Labour & Employment), Eastern Express Highway, Sion, Bombay.
18. Postal Staff College, 20-Ashoka Road, New Delhi.
19. Directorate of General, Border Security Force, 
Sardar Patel Bhavan, New Delhi.

20. Indo-Tibetan Board Police, 
East Block IX, R.K.Puram, New Delhi.

21. Training Division, 
Department of Personnel & Administrative Reforms, New Delhi.

22. Advance Level Tele Communication Training Centre, 
Sanchar Bhavan, New Delhi.

B. State Training Institutions

23. Assam Administrative Staff College, 
P.O.Ulubari, Guwahati.

24. Administrative Training Institute, 
Ranchi.

25. Sardar Patel Institute of Public Administration, 
New Civil Hospital Annex, Meghani Nagar, Ahmedabad.

26. H.P. Institute of Public Administration, 
Fair Lawns, Shimla.

27. Administrative Training Institute, 
Lalitha Mahal Road, Mysore.

28. Kerala Institute of Public Administration, 
Barton Hill Bungalow, Trivandrum.

29. Academy of Administration, 
Madhya Pradesh, B-7, Arera Colony, Bhopal.

30. Administrative Staff College, Maharashtra State, 
9, Hajarimal Somani Marg, Bombay.

31. Administrative Training Institute, 
Officer's Hills, Kohima, Nagaland.

32. Training Coordination, Gopabandhu Institute of Administration, 
Bhubaneswar.

33. H.C.Mathur State Institute of Public Administration, 
Jaipur (Rajasthan).

34. Administrative Training Institute, 
Ardwell Camp, Malli Tal, Nainital.

35. Personnel and Administrative Reforms (Training) Department, 
Government of Tamil Nadu, Fort St. George, Madras.

36. Union Territories Civil Services, 
K-Block, Vikas Bhavan, Room No.304, New Delhi.
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>State Planning Institute,</td>
<td>Kalakanker House, Lucknow.</td>
</tr>
<tr>
<td>38</td>
<td>Police Training College,</td>
<td>Machhupan (Haryana).</td>
</tr>
<tr>
<td>39</td>
<td>Punjab State Institute of Public Administration,</td>
<td>Chandigarh.</td>
</tr>
<tr>
<td>40</td>
<td>National Labour Institute,</td>
<td>ABAS, Safdarjang Enclave, New Delhi.</td>
</tr>
<tr>
<td>41</td>
<td>Administrative Staff College of India,</td>
<td>Bella Vista, Hyderabad.</td>
</tr>
<tr>
<td>42</td>
<td>Indian Institute of Management,</td>
<td>Vasundhara, Ambedkad.</td>
</tr>
<tr>
<td>43</td>
<td>Indian Institute of Mass Communications,</td>
<td>D-13, NIBSS Part II, New Delhi.</td>
</tr>
<tr>
<td>44</td>
<td>Indian Institute of Public Administration,</td>
<td>Indraprastha Estate, Ring Road (East), New Delhi.</td>
</tr>
<tr>
<td>45</td>
<td>Indian Institute of Management Calcula,</td>
<td>Joka, Diamond Harbour Road, Alipore Post Office, Calcutta.</td>
</tr>
<tr>
<td>46</td>
<td>Institute of Applied Manpower Research,</td>
<td>Indraprastha Estate, Ring Road (East), New Delhi.</td>
</tr>
<tr>
<td>47</td>
<td>Institute of Economic Growth,</td>
<td>University Enclave, Delhi.</td>
</tr>
<tr>
<td>48</td>
<td>National Institute of Rural Development,</td>
<td>Rajendra Nagar, Hyderabad.</td>
</tr>
<tr>
<td>49</td>
<td>National Institute for Training in Industrial Engineering,</td>
<td>P.O. NTIE, Bombay.</td>
</tr>
<tr>
<td>50</td>
<td>Vaikunth Mehta National Institute of Co-operative Management,</td>
<td>Reserve Bank of India Building, 9, Ganeshkhind Road, Pune.</td>
</tr>
<tr>
<td>51</td>
<td>Small Industry Extension Training Institute,</td>
<td>Yousufsguda, Hyderabad.</td>
</tr>
<tr>
<td>52</td>
<td>National Productivity Council, Lodi Road,</td>
<td>Productivity House, New Delhi.</td>
</tr>
<tr>
<td>53</td>
<td>Telecommunication Training Centre,</td>
<td>Ridge Road, Jabalpur.</td>
</tr>
<tr>
<td>54</td>
<td>All Indian Management Association,</td>
<td>Management House, 14, Institutional Area, Lodi Road, New Delhi.</td>
</tr>
<tr>
<td>55</td>
<td>Bharat Heavy Electricals Limited (Training Division),</td>
<td>Tiruchirapalli.</td>
</tr>
</tbody>
</table>
56. Institute for Social and Economic Change, 
Bangalore.

57. Indian Institute of Management, 
Shantinagar, Langford Road, Bangalore.

58. National Institute of Management and Account, 
Ayudh Path, Cantt.

59. Bureau of Police Research and Development(MHA), 
Curzon Road Barracks, Kasturba Gandhi Marg, New Delhi.

60. Institute of Economic Growth, 
University of Delhi, Delhi.

61. Bankers Training College, (Reserve Bank of India), 
Veer Savarkar Marg, Dadar, Bombay.

62. All India Institute of Local Self Government, 
Botawala Building, Fort, Bombay.

63. National Institute of Educational Planning & Administration, 
Sri Aurobindo Marg, New Delhi.

64. Indian Institute of Foreign Trade, 
Ashok Bhavan, Nehru Place, New Delhi.

65. Indian School of International Studies, 
Jawaharlal Nehru University Campus, New Delhi.

66. Institute of Constitutional and Parliamentary Studies, 
Vithal Shai Patel House, Rafi Marg, New Delhi.

67. Institute of Public Enterprise, 
University Campus, Hyderabad.

68. National Institute of Bank Management, 
Nepean Sea Road, Bombay.

69. Institute for Defence Studies and Analysis, 
Sapru House, Barakhamba Road, New Delhi.

70. Institute of Defence Management, 
Bolarum, P.O., Secunderabad.

71. College of Agriculture Banking, Reserve Bank of India, 
Ganeshkhind Road, Pune.

72. Indian Institute of Public Administration, 
Maharashtra Regional Branch, Sachivalaya Annexe, Bombay.

73. Fertilizer Corporation of India Ltd., 
Institute of Management Development, 86, Nehru Place, New Delhi.

74. Staff Training College, 
Sector No.19, Gandhinagar (Gujarat).
75. Air India Training College,
Airport, Vile Parle(East), Bombay.

76. Management Development Institute,
EK Tara Bldg., Sarojini Devi Road, Secunderabad.

77. Engineering Staff College,
Dindori Road, Nasik.

78. Management Development Institute,
F.45, Noida-1, New Delhi.

79. Institute of Labour Studies,
Dr.Maniapappa Road, Kilpauk, Madras.

80. Orientation and Study Centre, Agriculture and Community Development (Community Development Department), Govt.of West Bengal, P.O.Kalyani District, Nadia, West Bengal.


82. Centre for Development Studies,
Prasanthan Hill, Asukulam Road, Ulloor, Trivandrum (Kerala).

83. National Centre for Co-operative Education,
A-7, Kailash Colony, New Delhi.

84. Indian Standard Institute,
Manak Bhavan, Bahadur Shah Zafar Marg, New Delhi.

85. Management Information Systems,
Directorate of Organization and Management Service(Income Tax), Alwane-Chalib, Mata Sundari Lane, New Delhi.

86. Indian Institute of Workers Education,
Shramik Shikshan Bhavan, L.B.Shastri Marg, Kurla, Bombay.

87. National Institute of Urban Affairs,
Defence Colony, New Delhi.

88. Indian Society for Applied Behavioural Science,
C/o Indian Institute of Management, Vastrapur, Ahmedabad.

89. Shri Ram Centre for Industrial Relations and Human Resources,
Sachin Vaswani Marg, New Delhi.

90. National Institute of Health and Family Welfare,
New Campus, Near DDA Flats, Munirka, New Delhi.

91. Institute of Management Development,
Sayle House, Sarojini Naidu Marg, Lucknow.

92. The Shipping Corporation of India Ltd.,
Shipping House, Madanlal Cama Road, Bombay.
93. Bureau of Parliamentary Studies,  
Parliament House Annexe, New Delhi.

94. Department of Public Administration,  
Panjab University, Chandigarh.

95. Department of Commerce,  
Panjab University, Chandigarh.

96. Department of Public Administration,  
Panjabi University, Patiala.

97. Productivity Services and Training Unit,  
Panjab University, Chandigarh.
**Annexure II**

Training Programme for the Labour Inspectors of the Labour Department in Haryana (17 weeks’ Training)

**Part I:**

**I. Training in Office Work**

Every trainee shall be attached either with the office Superintendent or a Head Assistant as may be deemed by the Labour Commissioner for practical training in office routine at all levels. The following shall be the duration of training at each state:

<table>
<thead>
<tr>
<th>Training</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Diary</td>
<td>One day</td>
</tr>
<tr>
<td>(b) Despatch</td>
<td>One day</td>
</tr>
<tr>
<td>(c) Record-Keeping</td>
<td>Two days</td>
</tr>
<tr>
<td>(d) Dealing Hand (Estt.)</td>
<td>Two days</td>
</tr>
<tr>
<td>(e) Dealing Hand (Accounts)</td>
<td>Two days</td>
</tr>
<tr>
<td>(f) Head Assistant</td>
<td>One day</td>
</tr>
<tr>
<td>(g) Office Superintendent</td>
<td>One day</td>
</tr>
</tbody>
</table>

**II. Training in Procedural and Legal Matters**

Every trainee shall undergo training in procedural and legal matters under the guidance of a Sectional Office in order to acquaint himself with the nature of work in each section. The duration of this training shall be as follows:

<table>
<thead>
<tr>
<th>Training</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Dispute Section</td>
<td>Two weeks</td>
</tr>
<tr>
<td>(b) Implementation Section</td>
<td>One week</td>
</tr>
<tr>
<td>(c) Development Section (including Welfare)</td>
<td>Two days</td>
</tr>
<tr>
<td>(d) General Section (Enforcement of Minimum Wages Act, Payment of Wages Act and other labour laws)</td>
<td>Two days</td>
</tr>
<tr>
<td>(e) Statistical Section</td>
<td>One week</td>
</tr>
<tr>
<td>(f) Factory Section</td>
<td>One week</td>
</tr>
</tbody>
</table>
Part II.
I. Training in the Field

1. For training in field work, the trainee shall be attached to a labour Inspector by the Labour Commissioner. During the training period, the trainee shall accompany the Labour Inspector to factories and other establishments, to conduct inspections, make inspection remarks in establishment records maintained by the employers, fill up the inspection reports, make necessary entries in the registers and prepare complaints for claims to be prepared in the Courts. The records of the employers signed by the trainee, shall be countersigned by the Labour Inspector and not by the trainee. The reports and returns required to be submitted by the Labour Inspector shall be prepared by the trainee and sent to the concerned quarters after these are countersigned by the Labour Inspector. The trainee will also attend courts of Magistrates authorised under various labour Acts or the Industrial Tribunal/Labour Court along with the Labour Inspector as and when there is a date for the hearing of the case of evidence. The trainee shall sit by the side of the Conciliation Officer during conciliation proceedings and settlements of complaints and take down necessary notes and prepare reports which shall be amended, if necessary, and signed by the Labour Inspector for onward transmission to the quarter concerned.

2. The period of this training shall be eight weeks.

II. Training with the Factory Inspector

1. On the completion of training with the Labour Inspector, the trainee shall be attached by the Labour Commissioner with an Inspector of Factories for receiving training in factory inspection work including conducting cases in the courts and procedure for
making enquiries regarding accidents and other matters under the Factories Act.

2. The period of this training shall be two weeks.

The total period of training for the Labour Inspector is 17 weeks.
**Classification of Colleges by Management and Nature of Education Imparted in Haryana**

<table>
<thead>
<tr>
<th>Type of Education Imparted</th>
<th>Managed by Government</th>
<th>Aided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arts and Science -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) General</td>
<td>14</td>
<td>84</td>
<td>98</td>
</tr>
<tr>
<td>(ii) For Women</td>
<td>(13) (63)</td>
<td></td>
<td>(76)</td>
</tr>
<tr>
<td>2. Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) General</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(ii) For Women</td>
<td>(1) (3) (4)</td>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td>3. Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) General</td>
<td>1</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>(ii) For Women</td>
<td>(1) (15) (16)</td>
<td></td>
<td>(16)</td>
</tr>
<tr>
<td>4. Law</td>
<td>-</td>
<td>-*</td>
<td>-*</td>
</tr>
<tr>
<td>5. Engineering</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6. Agriculture</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7. Commerce</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8. Physical Training</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9. Oriental Studies</td>
<td>1</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>10. Veterinary Science</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11. Technology</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12. Diary Science</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>13. Architecture</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14. Home Science</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15. Rural Institute</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>129</td>
<td>147</td>
</tr>
</tbody>
</table>

Source: Director of Public Instructions, Haryana.

* Law College Kurekshetra has now been made as Department of Kurekshetra University.

@ Home Science College is included in Arts and Science Colleges.
### Number of Vocational and Technical Training Centres/Institutes in Haryana

**Annexure IV**

(As on 31st March)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Industrial Training Centres</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>2. Industrial Training Institutes</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>21</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>3. Polytechnics</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>4. Rural Artisan Training Centres</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>5. Teacher's Training College for B.Ed. &amp; M.Ed.</td>
<td>N.A.</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>6. Teacher's Training Schools for J.B.T. (Home Craft)</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
<td>N.A.</td>
<td>10</td>
<td>20</td>
<td>35</td>
<td>65</td>
<td>53</td>
<td>183</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>60</td>
<td>76</td>
<td>91</td>
<td>121</td>
<td>111</td>
<td>630</td>
</tr>
</tbody>
</table>

Source: Figures are compiled from Training Institutions in Haryana.