Appendix 1
The National Training Policy of India
Appendix 2
The State Training Policy of Rajasthan
Appendix 3
The State Training Policy of Maharashtra
OFFICE MEMORANDUM

A conscious policy for the development of the human resources available to the
Government has been sought to be evolved for meeting the challenges of development -
social, economic and political. In this context, the Government constituted a Working
Group to formulate a National Training Policy which, apart from identifying the objectives
which training should meet, would help in balancing knowledge and skills with attitudinal
changes wherever required.

2. The report of the Working Group on National Training Policy was processed in
consultation with the various ministries/departments. After careful consideration of the
Report the Government have now approved a comprehensive strategy for implementing
the Training Policy. Detailed operational guidelines on various aspects of this strategy are
given in the Annexure to this office memorandum.

3. These guidelines will supersede all the earlier guidelines on the subject with the
exception of orders issued on 'Training Allowances'.

4. Based on the guidelines thus issued and taking into account its own specific
requirements, each ministry/department may issue necessary orders for implementing the
training policy, with respect to the employees falling within their jurisdiction.

(R.RAMANI)
Joint Secretary
to the
Govt. of India

All Central Ministries/Departments.
PREAMBLE

Governments have very significant role to play in the development process and promotion of appropriate conditions, which would lend dynamism to the national effort. In a developing country like India both the Central Government and the State Governments would need to ensure that the, administrative machinery is sensitive to the dynamics of development and responsive to the socioeconomic aspirations of its citizens. A conscious policy for the development of human resource available to the Governments would require to be fostered for meeting the challenges of development - social, economic and political. Training is one of the effective and tested tools for performance enhancement, as well as upgradation of knowledge and skills of the personnel. Organisational motivation and morale, as reflected in the attitudes and administrative culture, are rendered relevant and sharply focussed through effective training programmes. Sensitivity to emerging political and social concerns, modernity in thinking and re-orientation of administrative systems would require specifically focussed training programmes to enable their diffusion throughout the administrative structure.

TRAINING OBJECTIVES

Training in Government shall strive to achieve the following objectives: Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organisations; Promoting better understanding of professional requirements as well as sensitisation to professional, socioeconomic and political environment in which work is done; and Bringing about right attitudinal orientation.

TRAINING CONCERNS

Social and political ambience is subject to constant change. The Government machinery would have to be continuously attuned to the changing needs. Training programmes for the Civil Services would, therefore, focus on:

(a) Responsiveness: to the challenging democratic needs and expectations of the citizens and organisational and technological developments.
(b) Commitment: to democratic values and concept of partnership and participative decision making.

(c) Awareness: of technological, economic and social developments

(d) Infusion of scientific temper.

(e) Accountability: to ensure high performance in every professional field and cost effective methods of delivery.

TRAINING FOR ALL

Training would be imparted to all rungs of the Civil Services starting from the lowest and cutting-edge to the highest in policy making.

For the purpose of appropriate training design, the Civil Services shall be divided into the following three levels:

The lowest level functionaries, that is operative at the cutting edge, who are mostly members of the Group ‘D’ services and the lower stages of Group ‘C’ services;

The supervisory levels and the middle management/administrative level; (they are mostly members of the Group ‘B’ services, but also shade off into higher stages of Group ‘C’ at one end and the lower stages of Group ‘A’ at the other); and

Group ‘A’ services and All India Services comprising the administration/management level.

Training programmes of functionaries at the cutting edge shall address themselves to functional skill and attitudinal orientation. For the middle level, training shall contribute to enhancement of professional knowledge, understanding and skill as also to widening professional outlook. For the higher Civil Services, besides offering stimuli for expansion of the mental horizon and attainment of professional excellence, training shall also endeavor to sharpen perception of interrelatedness of issues. For the top levels of the higher Civil Services, training shall also be aimed at intellectually and professionally equipping the members for holding positions that involve policy analysis, strategic planning and policy formulation.

FRAMEWORK FOR TRAINING

All categories of Civil Servants shall receive:

(a) induction training at time of entry into service; and

(b) in-service training at suitable intervals in their career.

Attendance in training programmes shall be prescribed as a mandatory exercise with possible linkages with career progression.

For organised higher Civil Services, career span-specific training programmes in each progressive decade of service shall be imparted to provide scope for competence building.
In order to improve the effectiveness of personnel at different levels and different sectors, area specific short-term skill upgradation/sensitisation programmes shall invariably be formulated by Ministries and Departments and specifically targeted to personnel holding specific jobs.

At the time of movement of personnel from Group 'D' to Group 'C', Group 'C' to Group 'B' and Group 'B' to Group 'A', officers shall receive training for specific orientation and competence building. For this purpose, a well-structured detailed programme and Action Plan shall be worked out by each Ministry/Department/Organisation.

Personnel recruited to isolated posts and specialists shall receive training to improve their capabilities of general management outside their chosen area of specialisation.

The in-service training programme for Group 'C' & 'D' expected at the time of movement to a higher Group may be provided in situ or through distance learning methods.

Training programmes will be specifically designed to meet the requirements of the target group by the Organisation in consultation with the institutions/consultants/experts.

Every Organisation shall conduct preparatory exercises like analysis of its goals and objectives, training needs analysis, job analysis, etc. with a view to determining whether the training intervention needs to be preceded, accompanied by or succeeded by one or more non-training interventions. Such an exercise will also enable development of appropriate criteria for measuring individual and organisational performance, an essential pre-requisite for the launching of an effective training programme.

As possession of the right attitude plays a pivotal role in improving the performance levels of individuals, by contributing to formation of commitment in them, training programmes aimed at creating self awareness as well as team building within the Organisation shall be given utmost importance by every Organisation.

POLICY FORMULATION AND COORDINATION

A National Training Council, headed by the Minister-in-Charge of Personnel shall be set up for advising the Government on India of matters related to training policy, training design and programmes as well as issues concerning their implementation.

The National Training Council shall be assisted by a high powered committee of Directions, headed by Secretary (Personnel) in the Ministry of Personnel, Public Grievances and Pensions. This Committee shall generally oversee operationalisation of the Training Policy. It shall also ensure that Training Plans are actually drawn up by Cadre Controlling authorities, syllabi are prepared and proper planning of training activity takes place through preparation of Perspective Plans, Annual Plans and Triennial Reviews.

NODAL AUTHORITY

All organisations will designate training managers at appropriate level to develop and coordinate training programmes and monitor them. The Training Manager shall ensure an integrated approach to training with a view to improve overall performance of the Organisation.
TRAINING INFRASTRUCTURE

All Cadre Controlling Authorities shall endeavor to develop suitable infrastructure for induction and in-service training at the cutting edge and middle levels. Use of distance learning methods and in situ training shall be encouraged. Increasing use shall be made of Non-Government Organisations of training of Civil Servants at lower levels.

Training institutions, experts and resource persons shall be increasingly formed into a network for flexibility in the use of human and material resources.

Training institutions under the Government shall be permitted to diversify their training-related activities to cater to the increasing requirements of organisations and functional groups in and outside the Government so as to enable them attain a large measure of self-reliance.

Utmost care shall be exercised in selecting trainers. Efforts shall be made for evolving systems for identifying trainer-potential.

Department of Personnel and Training shall set up a workable system for evaluation of training institutions, without impinging adversely upon their professional autonomy.

Periodic opportunities for development of knowledge and skills in relevant areas shall be provided to trainers through training programmes in institutions of excellence.

A Trainer Staffing Scheme shall be operationalised, whereby Department of Personnel & Training shall maintain panels of trainers and potential trainers identified on the basis of scientific system

The concept of "once a trainer always a trainer" shall be developed under which expertise developed as a trainer shall be used even after he returns to his line department, either within the Organisation or by allowing him to go as resource person to outside institutions.

With a view to promote harmony between participants, training events and trainers, a system for concurrent monitoring shall be operationalised. Similarly, with a view to avoid mismatch between organisational objectives and training objectives, comprehensive evaluatory exercises shall be undertaken after a time lag.

OVERSEAS TRAINING

Overseas training shall be entirely need-based and shall predominately aim at drawing lessons from successful cross-country experiences. Only institutions which are reservoirs of knowledge and database on relevant experiences shall be used.

The practice of funding most of the overseas training programmes through multilateral aid schemes shall be continued. With a view to maximise gains from overseas training, adequate pre-training preparation and post-training follow-up shall be arranged.

IN HOUSE EXPERTISE

There will be a conscious attempt to draw on expertise and insight gained by Civil Servants in the course of their career. Involvement of Civil Servants in undertaking
specific research and studies with a view to formulating new policy initiatives or evaluation of ongoing projects and programmes would be promoted and necessary facilities for study leave or sabbatical to enable Civil Servants to engage themselves in such tasks, identified and approved by competent authorities, would be provided.

Documentation of specific initiatives of Government and analysis of policies would be permitted by encouraging Civil Servants to take up such assignments at the specific instance of competent authorities.

FUNDING

With a view to provide assured funding for training, each Department shall set apart 1.5% of its salary budget which shall be used solely for the purpose of training and shall not be diverted for use elsewhere. This will be within the overall ceiling of the salary budget. Further, earmarking of funds to the extent of 1.5% of the salary budget may not lead to any increase in the salary budget of ministry/department.

REPORT OF THE WORKING GROUP

ON NATIONAL TRAINING POLICY

The Working Group was set-up in terms of O.M. of Department of Personnel and Training dated 22nd July, 1993, with a view to identify training objectives so as to balance knowledge and skills with required attitudinal changes. The group consisted of following:-

1. Shri A.V. Ganesan
   Chairman
2. Shri B. Narasimhan
   E. O. & Addi. Secretary
   Deptt. of Personnel & Training
3. Dr. Francis Menezes
   Director T.M.T.C., Pune
   Member
4. Dr. Abad Ahmad
   Executive Director
   MDI, Gurgaon
   Member
5. Shri A.R. Bandhopadhyay
   Member
6. Dr. N.C. Saxena
   Director
   LBSNAA, Mussoorie
   Member
7. Shri P. Mathai
   Chairman
   Indian Coffee Board, Bangalore
   (Formerly Director-General, ATI, Mysore)
   Member
8. Smt. Kamla Choudhary
   Member
9. Shri R. Ramani
   Joint Secretary (Training)
   Deptt. of Personnel & Training
   Member-Secretary

The Working Group held 5 meetings. The Working Group also had interaction with representatives of the State Governments and various Central Ministries, with a view to elicit information on the current status on training arrangements, as also opinions of these organisations on their perception of a National Training Policy.
The Report of the Working Group has since been finalised and is placed below. The Working Group has also prepared a Draft Resolution on the National Training Policy which is presented as Volume 11 of this document. (Not included as part of the Report).

I would like to extend my heart felt thanks to the Members of the Working Group for their most valuable contribution to the deliberations of the Group through a large number of constructive and practical suggestions. Thanks are also due to the Indian Institute of Public Administration, New Delhi and Haryana Institute of Public Administration, Gurgaon/Government of Haryana for their support in organising the Workshops with the Central Ministries/State Governments. The support extended by Lal Bahadur Shastri National Academy of Administration, Mussoorie by way of preparing a general paper on the training issues and environment as also in the matter of providing logistical assistance in preparation of the Report are also gratefully acknowledged.

(A.V. GANESAN)
Chairman
Working Group on Formation of National Training Policy
NEW DELHI, 26th MAY, 1994
INTRODUCTION

HISTORICAL PERSPECTIVE

TERMS OF REFERENCE OF THE WORKING GROUP

METHODOLOGY OF THE REPORT

Historical Perspective

The civil service system in the country has gone through long evolution since its inception. Since Independence it has become far larger, more complex and versatile as a natural consequence of the assumption by the State of the pivotal responsibility for all-round social and economic modernization of the country. From its largely regulatory orientation before Independence, the civil service has become, over the decades of planned economic development, a complex system embodying capabilities and skills needed for development oriented tasks and responsibilities, in addition to the regulatory functions it has traditionally performed.

The rapidly changing professional environment for the civil services all over the world, reflecting rapid changes in the social, economic, technological and other aspects of life, has perceptibly and imperceptibly conditioned the civil service system in our country too. Still, however, there has been a commonly shared perception in the government and the citizenry that somehow there still exists a lag between the expectations of the society and the orientation of the civil service system.

This concern has led the Government of India and some State Governments, to take up, from time to time, several exercises for going into the causes of this lag and to find remedial measures for removing it. The most notable and comprehensive of these
initiatives was the work of the Administrative Reforms Commission in the late sixties and the early seventies. The Commission went into all broad aspects of molding the administration, and therefore, the civil services, to the requirements of their responsibilities. Its recommendations on the subject of training the civil services specifically, were accepted by the Government and implemented substantially.

It is not so much the gap between these recommendations and their implementation that called for a fresh initiative for studying the training situation for the civil services, as the fact that the post-implementation environment, characterized by rapid changes in our society, called for another fresh look at the whole issue. This led to several other exercises being initiated by the Government of India, notable among them being the Economic Administration Reforms Commission (EARC) of the early eighties. The training objectives of the civil services, articulated from this exercise, as well as several other less comprehensive exercises, led to the designing and implementation of a fresh package of training programs with their focus on the responsiveness of the administration to the hopes and aspirations of the people.

However, the steps taken since the mid-1980s have predominantly covered the All India Services and several Group 'A' Central Services, but not so much the other Group 'A' Services, much less, other levels of the civil service system.

Apart from these practical, operational, steps, much work has been done since the days of the A.R.C., to articulate a National Training Policy covering the training requirements of the whole gamut of public administration and public management. However, this has not led to the articulation of a clear and compact policy-package at one place; still it is undisputable that underlying the training efforts of Government, the design of training programmes and their contents, there is perceivable the outlines of an emerging Training Policy.

Apart from being a very important component of Human Resource Development, training is widely perceived as perhaps the most cost effective method of improving the effectiveness of the personnel in any Organisation. Training has now acquired an added relevance for building up the necessary leadership and confidence among the Civil Servants to measure up to the expectations of the public in the context of rapid technological changes, as also the economic and political transformation taking place in the country. Government of India therefore now considers it desirable to have a document containing a formal declaration of its commitment to training and spelling out, in broad terms, the objectives, strategy, content and modalities to be followed in the field of training. Setting up of the Working Group on Formulation of National Training Policy is consequence of this concern.

Terms of Reference of the Working Group

The Department of Personnel and Training office memorandum, dated the 22nd July, 1993 (Annexure A) spells out the broad terms of reference for the Working Group. In the main, they seek identification of the training objectives with a view to balancing knowledge and skill with required attitudinal changes, particularly in the context of the economic liberalisation now under way. Enhancing administrative capabilities through training as a tool is also to be aimed at. The working Group has been charged with the responsibility of preparing a document on National Training Policy embodying these objectives.

As for the coverage of personnel, the memorandum refers to I employees' of Government. The Group has gone into the question of coverage. In the first place, a distinction has been made between the Civil Services on the one hand and the Public Services on the other. The latter includes Government employees, employees of the local-self government system, Public Sector Undertakings and other quasi-governmental organisations.
Employees directly working under the Government, in our case both the Central Government and the State Government, have been chosen as the subject matter of our study. They can be designated as the Civil Services. It may, however, be noted that a large proportion of Government employees, those whose emoluments are paid from the State Exchequer, are teachers. The report does not cover them.

The desirability, and for that matter even feasibility, of our preparing a common Training Policy for the entire gamut of the Civil Services has been considered. The group feels that if the policy guidelines are to apply more or less equally to all levels and functional segments of the Civil Services, they must be so general as to have little operational value. On the other hand, if each level or functional segments of the system is left free to devise training policies entirely in the light of its own perception, it will promote some kind of a free-for-all situation. The strategy that this report outlines provides for a common thread of training objectives that binds together all organisations, services and functional groups of the governmental system. Yet they are left free to develop, according to their judgment, professional skills and competencies relevant to their respective functional area.

Some doubts have been expressed about the appropriateness of terming the outcome of our study as the National Training Policy. It is felt by some members that since the proposed training is not meant for the entire population but only for the Civil Services, such a nomenclature may be misleading. Perhaps all doubts on this score can be set at rest if the outcome of our report is entitled National Training Policy for the Civil Services.

**Methodology of the Report**

The Working Group had a total of five sessions. On the basis of the deliberations of the first two sessions, a provisional set of issues was prepared for further study. A set of questionnaire was prepared by the Training Division of the Department of Personnel & Training embodying these issues and seeking to elicit information on the current status of training arrangements in the different Ministries, Departments and other organisations of the Government of India as well as the State Governments (Annexures ‘B’ & ‘C’). The opinions of these organisations were also sought for on questions like the desirability of a National Training Policy, the institutional arrangements for conducting training in the light of the policy and so on.

This was followed by consultation with various Ministries, Departments and organisations of the Government of India on the current status of training in various organisations and on the context of the National Training Policy.

This was followed by a two-day workshop of the heads of the Training Institutions of the State Governments (mostly Administrative Training Institutions). This was arranged at Gurgaon under the joint auspices of the Government of Haryana and the Department of Personnel and Training, Government of India. An exercise similar to the one made in the earlier workshop was conducted. The main issues suggested for being pursued by the working Group were listed by three groups of participants. They formulated three sets of issues relating to training policy, provision of infrastructure, the role of coordination and several other related issues. These were remitted to the Working Group for its consideration.

There was a second round of consultations with the Ministries and Departments of the Government of India, at the IIPA, New Delhi, on February 3 and 4, 1994 which led to a set of recommendations for the consideration of the Working Group.

All this work was assisted by a general paper on the training issues and environment prepared by the Lal Bahadur Shastri National Academy of Administration, Mussoorie.
The group has benefited a great deal from the earlier exercises made on the subject by various expert groups of the Government of India and international organisations. The group has drawn substantially upon the current literature on the subject of training to enlarge, clarify and refine its ideas on the subject.

EXECUTIVE SUMMARY
NATIONAL TRAINING POLICY

INTRODUCTION
NEED FOR NATIONAL TRAINING POLICY
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HUMAN RESOURCE DEVELOPMENT

INTRODUCTION
Training is very important component of Human Resource Development. It is, perhaps, the most cost-effective method of improving competencies amongst the manpower of any Organisation. Training has now acquired an added relevance for building up the necessary leadership and confidence amongst the civil service to measure up to the expectation of the citizens from it in the context of the rapid technological changes as well as the economic, political and social transformation taking place in the country.

NEED FOR NATIONAL TRAINING POLICY
Although the Government of India and the State Governments have had broad parameters within which training function has been discharged over the years, the Government of India considers it desirable to have a document containing a formal declaration of its commitment to training and spelling out, in broad terms, the objectives, strategy, content and modalities to be followed in the field of training.

TRAINING: A PART OF PERSONNEL MANAGEMENT
Training is only one of the major elements of Personnel Management System aimed at raising the productivity within an Organisation. The basic objective of obtaining best performance from the Civil Service demands an integrated scientific approach to such diverse personnel management aspects as recruitment, induction training, in-service
training, placement, career progression, a well-thought out scheme of rewards and penalties and last but not the least administrative reforms. For overcoming problems of performance, interventions in one or more segments of personnel management may be called for. A problem, which demands simplification of rules or involves lack of motivation cannot: possibly be solved by training interventions alone. Training, therefore, needs to be viewed in proper perspective vis-a-vis the other elements, of the personnel management system and not as a panacea for achieving organisational excellence.

WHY TRAINING

In achievement of its overall goal of performance improvement, training must contribute to the enhancement of professional knowledge, understanding, and skills both at individual and collective levels. It should also equip constituents of an organisation for appropriate response to emerging challenges. The emphasis of training should be on 'doing' rather than 'knowing' only. Training must also achieve a synthesis between improvement of the individual's competencies and promotion of organisational objectives. Training should, in addition help build up high standards of integrity, character and probity in professional life.

Training should satisfactorily address itself to the following concerns:

(a) Responsiveness

to the challenging democratic needs and expectations of the citizens and organisational and technological developments.

(b) Commitment

to democratic values and concept of partnership and participative decision making.

(c) Awareness

of technological, economic and social developments.

(d) Infusion of scientific temper.

(e) Accountability

which to ensure high performance in every profession field and cost effective methods of delivery.

STRATEGY FOR TRAINING

- **Two Pronged Strategy**
- **Three Tier Training Approach**
- **Significance of Pre-Training Tasks**
- **Design of Training Programmes**
- **Monitoring and Evaluation of Training**
- **Periodicity of Training**

Two Pronged Strategy
Since the Civil Service System has been formed for the achievement of constitutionally defined goals of the State, training designs should address themselves to the training objectives and concerns for all strata of Civil Service in operational terms. Functionspecific action oriented elements, to be built into a composite framework of training design, should complement these common objectives.

**Three Tier Training Approach**

Training has to be organised for the entire range of Civil Service system, covering all levels from the lowest to the highest. Special attention needs to be paid to the Civil Servants at the cutting edge, who interface with the public at large and whose performance to a large extent, determines the perception of the common man about the Government functioning. For the purpose of appropriate training design, the civil services may be divided into the following three levels:

1. The lowest-level functionaries, that is operatives at the cutting edge, who are mostly members of the Group 'D' services and the lower stages for Group 'C' services.

2. The supervisory levels and the middle management/administrative level: (they are mostly members of the Group 'B' services, but also shade off into higher stages of Group 'C' at the one and the lower stages of Group 'A' at the other).

3. Group 'A' services and All India Services comprising the top administration/management level.

These different levels may also include, for the purpose of training, the equivalent levels of the State Governments. Training programmes for the functionaries at the cutting edge level should put equal emphasis on functional skill and attitudinal orientation. For the middle level, training should contribute to enhancement of professional knowledge, understanding and skill, and at the same time promote widened professional outlook so as to prepare it for future tasks and responsibilities. For the third level, besides offering stimuli for expansion of the mental horizon and attainment of professional excellence, training should also sharpen perceptions in relation to multi-dimensional linkages in policy formulation, development of capabilities in a changing socio-political and technological context, dynamism and innovation tempered with pragmatism.

The top-most layer of level three, constituted by officers of the levels of Joint Secretary to Secretary to the Government and the corresponding levels in the State Governments, should be intellectually and professionally equipped for holding positions that involve policy analysis, preparation of materials required for high policy making and alternative policy choices, strategic planning and a capacity to perceive and provide for the future trend of issues and events.

For all, levels training should aim at continuous attitudinal reorientation in changing organisational ambience so as to help the civil servants appreciate the imperatives of a democratic society, namely respect and concern for the citizen's rights and recognition of community as the focal point of all public effort.

**Significance of Pre-Training Tasks**
A Training Program must be preceded by certain preparatory exercises. Identification of organisational Training Needs through in-house exercises but often involving outside training experts, is necessary. A TNA should be supplemented by job analysis for individual functionaries, studying also linkages with lower, corresponding and superior levels. Areas requiring interventions other than training need to be dealt with as such.

Design of Training Programmes

Having identified training as the right intervention the Training Programmes should be designed enlisting active participation of the Organisation, the training institution, Consultants, experts and, if possible, the participants themselves. The training programme should not be too heavy. It should be stimulating enough but must leave time and opportunity for reflection.

Organisations and training institutions should try to ensure maximum effectiveness of training programmes by use of methods, techniques, and technologies of which there is a wide and expanding range available. There should be greater dependence on action-based training methods that is to say, on-the-job training, particularly for the comparatively low-skill, low-knowledge-level functions; training in the field; action-research and so on. Where such direct action-orientation for training is not, feasible, work-environment-simulating training methods like role-playing, games, and in-basket exercises may be used. Various audio-visual aids especially for distance learning, should be extensively used with a view to reaching a larger clientele that cannot immediately be reached by more direct training methods. The class-room method and other methods involving person-to-person interaction on various for a will, however, continue to occupy a leading position in the scheme of training, particularly for the higher levels of the civil service, whose training will aim at, among other elements, conceptualisation, intellectual pursuits with an academic orientation blended with practical concerns. Case and Incident studies are especially apt for a variety of training events and these should be properly designed and used for appropriate training events.

The selected government-run and autonomous training Institutions should be oriented to the training programmes for the civil services. Programme design must bear the stamp of being custom-made to achieve specific objectives of the organisation and the individuals or groups, as the case may be. The choice of method by training institutions should be dictated by characteristics of the trainee groups and their needs and not the internal priorities of the training institutions.

Training Institutions and experts should form work-able networks, which will ensure maximisation in the use of the human and material resources. Faculty exchange, visits and other forms of interaction between training institutions-in the country and abroad will ensure continuous renewal of expertise and professionalism for training institutions and training experts. Strengthening of infrastructure, enlargement of faculty and diversification of training equipments, also will be promoted by networking.

Monitoring and Evaluation of Training

To prevent training events from going off track, and to obviate lack of empathy between participants and training events and trainers, concurrent monitoring of training events and programmes should be made meticulously. Similarly to preclude any likely mismatch between organisational objectives and training objectives, comprehensive evaluatory
exercises would have to be undertaken after a time lag, that is after the Organisation has had an opportunity of putting to use the enhanced-skill and knowledge of trained personnel. Evaluation should be comprehensive and cover the whole range of related issues starting with pre-training steps, with a view to bringing about improvement in organisational and individual performance.

Periodicity of Training

Although a standard prescription is neither feasible nor desirable, the periodicity of training will be determined by the occurrence of changing in Job-competencies, apart from the wherewithal including financial constraints and infrastructural capacity for the organised higher civil services, career span- specific comprehensive training programmes in each progressive decade of their service may be necessary. In addition, periodic short duration programmes for sensitisation in specific areas at intervals of 2 to 5 years would be desirable. For others, training must be arranged at the time major responsibility changes take place, usually at the time of inter-group promotions, and within group ‘C’ also at the time of promotion to supervisory levels.

For all categories of Civil Servants, there must be an induction training, its duration being determined keeping in view the gap between required job-competencies and the actual competence of the new recruits.

The in-service training must follow a well-formulated scheme rather than an ad-hoc effort in response to situations.

ATTITUDINAL TRANSFORMATION

Enhancement of knowledge leads to building up of confidence in individuals. Likewise, enhancement of skills contributes to improvement in competence of individuals. It is, however, the inculcation of the right attitudes, which imbues the individual with a sense of commitment. Attitude plays a very crucial role in determining the actual performance levels. Thus, despite availability of the best of knowledge and skills, the ability for delivery of the desired services may still be found wanting in individuals if they are not imbued with the appropriate attitudinal disposition.

Attitudes manifest themselves in the shape of behaviour of individuals. Formation of attitudes is a function of the environment and experiences of individuals. However, training involving exercises aimed at self-awareness, exposure to new concepts, successful and clear delineation of recipient perceptions will make dents in attitudinal barriers. By way of direct training intervention, preparation and use of appropriate case studies highlighting role of attitude in the success & failure of civil servants and a judicious use of tools of organisational behaviour, are recommended.

TRAINERS

Trainers can rightly be considered the heart and soul of training function. Being a trainer demands certain special qualities. Because of the direct impact that a trainers makes on his trainees, he must be a person who is seen as successful in his line department and is imbued with a proper value system. In short, he should be fit for being looked upon as a role model by his trainees.
It is considered possible to devise reasonably reliable and scientifically developed psychological tests to select potential trainers, having the desired qualities including the right value system. This exercise should be taken in hand.

The benefits of investment in the development of a civil servant as Trainer will be greater if the expertise of such person is still available even after he leaves the training institution and goes back to his line department. This can be done by using him as a resource person in a network of training Institutions. He may be detailed to look after the training of civil servants at the field level. Thus, "Trainer" may be used as a generic term. The concept of "once a trainer always a trainer" is likely to give an additional sense of importance to the person concerned.

Standards for trainers, both in quantitative and qualitative terms and an effective monitoring and evaluation system must be evolved and be made operational.

**Trainer Development**  **Incentives**  **Trainer Staffing Scheme**

### Trainer Development

There must be a scheme for providing opportunities for upgradation of knowledge and skills in the Trainers. Attending training programmes in institutions of excellence for knowledge upgradation in relevant areas and attending specially designed Direct trainers Skills Programmes and Design of Training Programmes are suggested. There is also an expressed need for developing training modules in the area of Management of Training.

### Incentives

Incentives, both in monetary & other terms need be considered to attract successful line managers with trainer potential to faculty positions in training institutions. Factors leading to reluctance in accepting such assignments, such as loss of job- satisfaction and sense of importance that usually accompanies line postings, and the loss of perks associated with most field jobs, must be duly acknowledged. Incentives like a graded training allowance whose quantum increases with each year successfully spent in the training institution, a preferential housing scheme, and assured admission for children in schools are a few illustrative possibilities.

The remuneration payable to visiting resource persons would have to be appropriately, determined to ensure the involvement of capable people, since this would provide importance and reasonable compensation for the effort put in by the resource person.

### Trainer Staffing Scheme

It may be desirable and useful if DOP&T could maintain a panel of trainers & potential trainers selected on the basis of scientific psychological testing so that placement of empanelled personnel against training slots is brought about in a systematic manner.

**INSTITUTIONAL ARRANGEMENTS**

There is need to set up and develop suitable infrastructure for induction and in-service training of Civil Service at the cutting-edge and middle levels. The discipline of effective
distance learning must receive special attention for, use of this method alone will enable
our Training Institutions to communicate effectively with the large numbers amongst the
target groups. In-situ training must also find lion's share while attending to this most
important category of manpower in the Civil Service. Increased involvement of Non-
Government Organisations for training at the cutting-edge of the Government is also
recommended as desirable, feasible and cost effective. For the training of higher civil
service, increasing use must also be made, of the excellent network of Training Institutes
outside the government. Of course, there must be a continuing dynamic interaction of
these institutions with various organs of the government so as to ensure the relevance of
programmes offered by the former.

The Department of Personnel and Training must also set up a workable system for
evaluation of training institutions, without adversely impinging upon their professional
autonomy.

Overseas Training

Overseas training must be entirely need based, and should predominantly aim at drawing
lessons from successful cross-country experiences. The institutions must be carefully
selected. Only institutions which are reservoirs of knowledge and data-base on relevant
experiences need be used.

The existing practice of funding most of the overseas training programmes through
multilateral/bilateral aid schemes should continue. Such training programmes must be
preceded by in-depth briefing of participants on the expectations of the organisation. The
participants must also take with them data and literature related to specified problem
areas in the Indian context. On completion of training programme, there must be a
comprehensive evaluation session, including a debriefing seminar, which must be
 accorded the highest priority, the top level administration being present. All trainees
returning from long term courses must be used in Training Institutions - at least a few of
them through formal placement as faculty members - to ensure the multiplier effect.

Coordination in Training

There must be an institutionalised arrangement within each organisation for overseeing
the training function as an integral part of the Personnel Management System. The
concept of a ‘Training Manager’, whose job will be to ensure an integrated approach to
Training, has been suggested. The training Manager will be actively involved in the series
of activities culminating in organisation of training programmes, such as analysis of
training requirements, the design of the training programme, the selection of appropriate
training institutions and evaluation of training. Most significantly, he will advise the top
management about the kind of interventions, both training and non-training, required for
overcoming specific problems of performance. The Training Manager will act as an
interface between the Department/State and Training Institutions on one hand and
between Department/State and DOP&T on the other.

National Training Council
There shall be a National Training Council headed by the Minister-in-charge of Personnel, Public Grievances & Pensions in the Government of India and consisting of the representatives of the State Government, administrative heads of major Ministries and other major functional organisations of the Government of India, major training institutions in and outside the Government, as well as reputed training consultants and experts. The Council will be responsible for advising the Government of India on matters related to training policy, training design, and programmes as well as issues concerning their implementation. It will prepare and up-date, from time to time, guidelines for organisations of Government and training institutions, for operationalising the National Training Policy. The Council shall be assisted by a high powered Coordination Committee of Directions headed by Secretary (Personnel). The Committee will generally oversee operationalisation of the Training Policy. It will ensure that training plans are actually drawn up by cadre controlling authorities, syllabi are prepared, and proper planning of training activity takes place through preparation of Perspective Plans, Annual Action Plans and Triennial Reviews.

The elements, contained in this training policy resolution are expected to provide guidance for the training dispensations of the State Governments as well. It is expected that every State Government also will formulate a training policy along similar lines, and provide for training infrastructure for civil servants under the employ of the State Government.

Role of Department of Personnel and Training

There should be an apex Organisation for coordinating the various activities involved in giving concrete shape to the training policy prescriptions and preparation of training programmes oriented to achieving the goals and objectives of the State. The Department of Personnel and Training of the Government of India, which in the present scheme of things, is the apex agency for preparing training policy and coordinating implementation of Government’s Training Programmes and other related responsibilities, including those for maintaining liaison with the State Governments, Training Institutions, experts, as well as academic institutions involved in training, should continue to be the apex agency in the new dispensation for training. It will coordinate training related work of the Central Government ‘With similar work of the State Governments. It will take initiative in networking training institutions and resources, develop a strong data base covering the entire spectrum of training activities and institutions, and act as a clearing house of training related information and data. It should coordinate the work of developing training performance criteria for various organisations and fields of specialisation in which Government is concerned. It will also examine the Practicability of acting as a centre for certification of training standards, relating to the work of governmental organisation. DOP&T will also service the Trainer Staffing Scheme.

FUNDING

Training is a vital instrument for human resource development. It is central to any scheme of action aimed to effective realisation of the goals and objectives of the State. Government is, therefore, committed to allocating money and training related resources to maximum feasible extent. Each department of Government and other major organisations like the attached office, as well as other Organisation funded by the public exchequer, should set apart a suitable minimum percentage of its budgetary provision for training purposes, which may be determined by Department of Personnel and Training after a careful analysis of factors such as recommended periodicity of training, actual costs that have to be Incurred for training of each category, the numbers involved and last but not the least, the existing funding levels so as to ensure realism in the targets. Pending such an exercise, the group recommends adoption of 5% of salary budget as the norm during
the interim period. There will be a specific earmarking of this amount which should not be diverted to other purposes.

Training institutions should develop and implement high quality training programmes and diversify their training-related activities to cater to the increasing requirements of organisations and functional groups in and outside the government. This will enable them to tap resources available with the private sector business and industrial enterprises and thereby attain a larger measure of self-reliance.

**HUMAN RESOURCE DEVELOPMENT**

Members of the Civil Service must be encouraged to take initiatives for their self-development. They should be encouraged to undertake activities like research and consultancy, if necessary, by availing study leave. With a view to instill greater practical bias and realism in the content of Training Programmes, the special expertise acquired over a period of time by certain members of the Civil Service must be put to use by involving them in the training programmes. A system should be developed whereby special expertise developed by Civil Servants in the course of certain assignments is properly documented soon after the end of their tenure on such posts, if necessary by posting them as Officers on Special Duty on extended tenure of upto 6 months with office facilities, on a selective basis.

**TRAINING: A PART OF PERSONNEL MANAGEMENT SYSTEM**

**RELEVANCE OF PLACEMENT IN TRAINING**

Training: A Part Of Personnel Management System

Training is a segment of Personnel Management system that strives to contribute to the overall goal of performance improvement. Training is organically linked to the other components of Personnel Management System, and can play a most significant role in optimisation of the performance of constituents of an Organisation.

Performance is a derivative of knowledge and skills of the constituents, their motivation and morale as reflected through their attitudinal disposition and the way the environment under which they work impacts on them and their areas of work. Whereas increase in knowledge arguably imparts confidence, the skills contribute to enhancement of competency of individuals. Attitude primarily leads to commitment to job, resulting in enhanced client/customer satisfaction. As already stated environment plays a very important role in performance improvement. Absence of an appropriate environment can often act as a drag and the overall performance of the individual can consequently suffer in spite of knowledge and skills both being available.

With a view to enhance the performance parameters both at individual and organisational levels, it is imperative that appropriate attention is focused on all components of Personnel Management, starting with recruitment, placement, promotion, deputation outside the parent Organisation, the system of performance evaluation, reward, penalty and administrative reforms. The Group therefore, feels that different facets of Personnel Management should be suitably addressed in order to devise an integrated and purposeful Personnel Management System of which training will be a crucial segment.

In most real life situations the change factors necessary for performance enhancement will be a mixed basket of issues that are amenable to training intervention and those requiring other than training intervention, including change of laws, rules, procedures,
techniques and technology etc. Very often the process of organisational change or improvement has to begin with these latter factors, before training intervention can be expected to be meaningful. For example, if the procedure for issue of a licence is complex, multi-stage, time consuming, and is riddled with ambiguities, then training of officials on how to issue license quickly can have no impact and may even become counter productive. The obvious starting point will be a simplification of procedure which may be accompanied by training on quicker issue of licence. Thus a rational sequencing of events, training oriented and others, is the essence of any serious exercise aimed at improving organisational performance. Needless to say, some events must precede, some may accompany and many others may have to follow the training event.

A Personnel Management System must strive for a dynamic approach to management strategy for effective delivery system. It must also equip the civil service to understand, appreciate and manage its own change. Training can play a pivotal role in realisation of this objective. Training can become a crucial means of making the Government instrument effective.

What is therefore, required is a coordinated approach to training, inter-weaving the training function with other components of Personnel Management System. Having so decided at a conceptual level operational mechanism need to be put in place. Nodal agencies need to be established to take care of these requirements, taking a holistic view in the matter. The group feels the need for a functionary within each Organisation, who may be designated as a Training Manager, whose job it will be to oversee and coordinate an integrated approach in the matter. More detailed discussion on this has been included in the chapter on "Institutional Arrangements for Training".

There is a paramount need to establish training as a demonstrably necessary, useful and result oriented intervention. Having done this, training must also be prescribed as a mandatory exercise with linkages with Personnel Management System in general and career progression in particular.

Relevance of Placement in Training

It has been suggested that the fact that one may be doing a different kind of job every few years of one's career, may render implausible any long-term strategy for training the Civil Services. There is only a limited truth in this assertion. The Governmental System is really constituted by function-specific, organisational structures, let us say sub-systems, in which a sub-system is self-contained to a large degree, and enjoys considerable functional autonomy within certain defined limits. Most of the employees spend their entire career within this sub-system. For example, the income tax or the customs or excise duty administering sub-system of the government has all the basic characteristics of a functionally specialised entity which can draw up a comprehensive training strategy reflecting both the imperatives of a common strategy to be prescribed for the whole Civil Service System and those posited by the organisational specificities of the sub-system concerned. Of course, there are also some work-unit-based variations within the same Organisation or sub-system. The most common variation is between the line and the staff. In any case, training is meant is promote flexibility, and not rigid pigeonholing within the Organisation. Unless a job is heavily technical in nature, a fair deal of movement of personnel within the organization takes place from one work unit to another; and this fact does not necessarily detract from the quality of specialisation of the personnel concerned.

The group is conscious of the fact that formulation of an integrated -Personnel Management policy is not an easy task, particularly in the current environment. The federal character of the polity imposes its own imperatives upon an administrative system in which a two-way traffic of personnel between the Central Government and the State Governments takes place. The career expectations of an individual are, not always congruent to the organisation's expectations, goals and objectives. The dictates of the organisational goals in charting a career progression path for the individual may be in conflict with the individual's expectations.
OBJECTIVES OF TRAINING FOR THE CIVIL SERVICES

Training is a systematic process of developing professional knowledge, understanding and skill, both of individuals and groups that serve the organization, in our case, the governmental system. It also prepares them to anticipate, by the application of objective, scientific methods of analysis, the future trends likely to arise in the Organization and the professional fields concerned and enables them to make appropriate response to challenges that may be posed by these trends. The focus of training is thus on action, of "doing" specified things, rather than merely acquiring knowledge about them.

Training should also stimulate and motivate trainees to widen their mental horizon, promote innovativeness, develop a scientific temper imbued with professional ethics which, for public servants, must include a respect and concern for the citizen and the client whose interest has been entrusted to him.

Training cannot have as its aim only the improvement of the individual and the group; it must blend this aim with the larger aim of promoting organizational objectives. The organization, which is the subject of the study, being the governmental system of the country (i.e. all the tiers of the polity), the organizational goals are incomparably larger, more complex and diverse in nature than those of any other organization.

For operational purposes, however, organising training for such a vast governmental system as ours may turn out to be less formidable a task than the above statement may indicate. Since the governmental system consists of building blocks, more or less functionally largely, it is largely feasible to translate the large body of its complex and diverse goals into more of less discrete, performance-objectives achievable by each building block, that is department or other organization, or work unit of the Government.

Training Objectives

The Group has examined a number of expert formulations or the answer to the question, what should training objectives be. Besides, in its interaction with officials of the Union and the State Governments as well as experts of training institutions, it has come across a number of suggestions on the subject. The following elements find place virtually in every suggested formulation:

a. Keeping up-do-date and enhancing professional knowledge and competence needed for better performance. Promoting better understanding of professional requirements as well as, sensitization to professional, socioeconomic and political environment in which work is done.
b. Up-dating and enhancing professional skill for improving actual performance of individuals and organisations.
c. Bringing about right attitudinal orientation.

The Group proposes to treat these training objectives at two distinct yet conceptually related, levels:

1. Improving the Civil Service system as in instrument for effective realisation of the State's goals (as enshrined in the Constitution, and the body of laws as well as policies of the government). In other words, the aim is the attainment of professional excellence by the Civil Services for achieving the state's goals; and
2. Adapting, this professionalism to the requirements of a particular set of objectives, embodied in the laws, policies and programmes of the Government.
In other words, at the first level the emphasis is on professional competence to achieve the organizational goal in the generic sense of the term. In the second level, it is development of performance skills for achieving a specific set of objectives underlying the extant laws, policies and programmes of government. The importance of this second point can hardly be over-emphasized at a time when a radically redefined and sharply focused set of objectives are being projected by the Government for informing the working of the administration.

**Concerns of Training Programmes**

Influenced by these changes in policy, training programmes for the Civil Services should be substantially conditioned by the following concerns

(a) **Responsiveness**

    to the challenging democratic needs and expectations of the citizens and organisational and technological developments.

(b) **Commitment**

    to democratic values and concept of partnership and participative decision making.

(c) **Awareness**

    of technological, economic and social developments.

(d) **Infusion of scientific temper**

(e) **Accountability**

    to ensure high performance in every professional field and cost effective methods of delivery.

These concerns are by no means exhaustively listed but can at best be considered illustrative in nature. What can be said more authoritatively is that not all of them will be relevant to every task, nor is there a standard formula for mixing different concerns in designing a training programme. Different levels of the civil services and different functional categories within the same level will need varying mixtures of the basic element of the training objectives, and the embodiment in the programme of various concerns cited above.
INSTITUTIONAL ARRANGEMENTS FOR TRAINING

Section - I

* A Brief Overview of Existing Network

* Training for the Cutting Edge

* Evaluation of Training Institution

Section - II

* Overseas Training

Section - III

* Nodal Points and Coordinating Arrangements

* Role of Department of Personnel and Training

* Other Central Ministries/Departments

* Action Plans

A Brief Overview of Existing Network

The existing institutional network for training the higher Civil Services is fairly large and versatile. There are certain national level training institutions, primarily responsible for induction training to the higher Civil Services. The most notable among them are the Lal Bahadur Shastri National Academy of Administration, Mussoorie, the National Police Academy, Hyderabad, etc. For most of the uni-functional services, there are similar Government-run training institutes to provide induction level, professional training. These are supplemented by additional inputs of training, being provided by certain expert, professional institutions,

For the periodic, in-service training, a variety of institutions have been established under the administrative control of the Government of India and the State Governments. To this Category belongs the chain of Administrative Training Institutes (ATI), one in each State (more or less), acting as the apex institution for the State concerned. The ATIs also conduct induction training for various categories of officers of the State Governments.

There are also other, expert, professional institutions taking part in training programmes for the higher Civil Services, the foremost among them being the four IIM’s at Ahmedabad, Bangalore, Calcutta and Lucknow, the Indian Institute of Public Administration (IIPA), New Delhi, and the Administrative Staff College of India, Hyderabad etc.

An in-depth study of the adequacy or otherwise of training institutions for programmes tailored to the strategy outlined in this report needs to be made. Some of the issues that such a study ought to cover are suggested below :-

a. The capacity of the institution to accommodate such training programmes.
b. The various disciplines that these institutions have or can develop for such training programmes.
c. Following from (b) above is the question of the specialisation, quality, and caliber of the faculty.
d. The physical infrastructure, the library, the computer facilities, other audio-visual training aids and so on.
e. Most important, possibly, is the ability and the willingness of the institution to interact with the governmental organizations concerned on a continuing basis for helping the organization formulate its training objectives, make training needs analysis, and for post-training interaction.
f. Their participation in a network of training institutions, faculties and training resources.
g. Their links with field-level units of the governmental organization concerned.

What has been suggested in the foregoing paragraphs applies more or less equally to training institutions under the administrative control of the Government and other autonomous training institutions. What is the ideal mix between the two categories of institutions that ensures quality, experimental freedom innovativeness and organizational relevance of a training programme? No rigid formula can be suggested for this. Experience in different countries, including ours, seems to suggest that for training the higher levels of the Civil Services at any rate, autonomous institutions have an important role to play, provided they are equipped with research capability, have professional links with practicing administrators and managers and have developed a critical mass of faculty endowed with the capabilities of problem-raising and problem-solving approaches pertaining to the sphere of public administration/management. A mixture of the two types of institution is likely to ensure the development of multi-disciplinary faculty which is neither ensconced in the ivory tower or purely theoretical pursuits nor lost in the nitty-gritty of daily administration.

The induction of carefully chosen public administrators and managers into the faculty will lend the much needed pragmatism to training designs. According to our suggested scheme of things, even for the higher Civil Services the training programmes should give considerable attention to function-specific knowledge, expertise and skill. The need for this has also been sharply focused in the training needs analysis of the UNDP and the Government of India.

Training for the Cutting Edge

The foregoing discussion has largely focused on the institutional framework for training the higher Civil Services, although many suggestions made therein will have equal applicability to that for other levels of the Civil Services too. The Group has not been able to find much data about the existing institutional arrangements for the conduct of training programmes for the middle level of the Civil Services. While it is reasonably clear that for all of them there is some induction level training, provision for in-service training seems to be severely limited. It is an enormous task to organize periodic training programmes for all categories of the middle level. However, there cannot be two opinions about the need for making a start with purpose, well-planned, training arrangement for all of them. Even if only a selective beginning is to be made, it must cover categories of personnel who work directly through the so-called cutting-edge to influence and affect the citizen or the client, as the case may be. For example, the Police, the tax collecting agencies of the Centre and the State, officials of the Block administration, programme administrators etc. have a claim to training on priority.

As for non-technical personnel, who will be in the priority list, their training programmes can be designed with much flexibility in the choice of training institutions as well as formal and non-formal methods of training. We are suggesting this rather loose arrangement for sometime to come as we are keenly aware of the paucity of funds, material and human
resources necessary for satisfactory, comprehensive training programmes for the entire personnel. Involvement of expert institutions to the practicable extent should be solicited, for a certain measure of external stimuli is indispensable for breaking the cultural isolation and rigidity that characterise the outlook and work style of officials in any closed or nearly closed system.

The problem with technical personnel is somewhat more complicated. Whereas many of the departments have reasonably good in-house training facilities for their technical personnel, it is in the area of extra-organizational technical expertise for updating their skill and for sparring them on to seeking new skills, new technology, where shortcomings exist. The problem does not pertain only to the availability of suitable training experts, but also to infrastructure, technology, the organisation's preparedness and its strategic view of the future. The Group can only stress that such technical organizations must seriously address themselves to this question and related issues and try as best as they can to make a beginning with training programmes on the lines suggested.

The sheer size of the task of training the lowest level of the administration is mind-boggling. Personnel at this level constitute around 96% of the Civil Services in the Government of India; their share in the total number of employees under the State Governments is likely to be even higher. Many categories of them do not receive any formal, induction training, much less in-service training. And yet to the overwhelming masses of people they represent the State; it is through them that the State's and more immediately, the Government (of the day)'s image is reflected.

It must however be noted that organizing training programmes for them is, in many ways, simpler than is the case with the other levels. For most of them perform low-skill, limited-knowledge and expertise-based, repetitive, routing duties. Even though the fast-changing environment calls for introduction of more complex, sophisticated skills and techniques into the sphere of administration and public management, taking a practical view of things it may be said that these categories of personnel will face comparatively simple and quite manageable technological challenges in their work. Therefore, it is possible to organize their training programmes with a view to upgrading their skill, techniques, professional knowledge etc., without high investment on human resources and infrastructure required for this purpose.

On-the-job training and training through distance learning techniques for most of them have to be arranged even though these may not be the best of methods conceivable for the purpose. It should be possible to select a core group of personnel from each functional category or functional-territorial entity, to be trained first in an appropriate training institution or in collaboration with nongovernmental organisations (NGOs). Thereafter they can be sent back to their work unit to train their peers and subordinates.

Within the limited resources available for training, it may be possible to introduce certain new skills that will contribute immensely to improving their efficiency and raising the level of citizen/customer satisfaction. The current experience with the introduction of computer in the maintenance of land records in certain districts of the country, the railway reservation system in major cities etc. does point to the practicability and desirability of wider application of new, affordable, technology by the cutting edge. The formal education that the entrants to the lowest level of jobs nowadays have, is considerably higher than was the case 10 or 15 years ago. This is likely to mould them more easily to the needs of the new technology and work-culture.

**Evaluation of Training Institution**

The training institutions have to be evaluated from time to time. Such an evaluatory exercise is advisedly undertaken by a multilateral group consisting of the training
institution concerned, training experts and consultants, the client Organisation and, last but not the least, the provider of funds to be represented, in most case, by the Department of Personnel and Training. While on this subject, it may not be out of place to suggest that the evaluatory exercise should also focus, among other issues, on building the internal structure and processes of the training institution in harmony with the requirements of training programmes in view. This is not to suggest that institutions should be made to lose their distinctive character. Too often the training institutions' preoccupation with finding additional resources keep their attention away from the possibilities of this exercise without entailing any additional investment or expenditure.

Overseas Training

The essence of dynamic administration lies in innovation. There have been tremendous advancements in various areas related to human resource development in the recent years. Progress made by some countries in certain areas is bound to have been more as compared to others. It is, therefore, necessary to expose Civil Servants at various levels to emerging trends and innovations put to practice with some degree of success elsewhere in the world. This can be achieved through training in relevant training institutions in other countries.

The group can hardly over-emphases the need to ensure that overseas training is organised in an entirely need-based and objective-specific settings. It will be more useful if such training provides windows to successful experiences in similar areas in other countries. The countries where the training could be organised or the institutions which could be used for the purpose is a matter of detail. It should suffice for the group to stated that the venue of the training should normally be an institution which can act as, reservoir of knowledge and database in the appropriate cross country experience. It is quite likely sometimes that adequate documentation and dissemination facilities do not exist in the country whose experience is proposed to be studied. In such case it often happened that an institution of excellence is available in a third country, with a specialised wealth of knowledge and information on the relevant experiences in the country of study. The overseas training in such cases should obviously be anchored in such institutions.

The group underlines the need for building capacity in the Personnel Management System to prepare a body of top level Civil Servants with a clear vision of the future of the country. Such a think tank is amongst the most important ingredients in the process of nation building. Substantial investments need to be made while building up the think-tank. Training interventions necessary in this regard include exposure to new concepts, trends and practices in the relevant fields elsewhere in the world. This can be provided by sending carefully selected promising Civil Servants for long term training programmes in internationally reputed institutions of excellence in other countries. The group also recommends that the officers nominated for these programmes should be near the middle of second decade of their service.

By its very nature overseas training is much more expensive than in-country training. The group also takes note of the fact that assistance has traditionally been available to the Government of India from various multi-lateral agencies or under bilateral aids schemes for training of their officers. The group feels that this practice should be continued. It is only in the case of some short-term and immediate thrust areas of training that funding may be derived from Government resources.

The need for optimum utilisation of training opportunities outside the country is even more than in the case of in-country training. It is, therefore, necessary that the trainees are properly briefed about the expectations of the organization from the training programme. The trainees should adequately prepare themselves, equipping themselves with relevant data and literature related to the problem area in the Indian context. On return from
training there should be a comprehensive evaluation session, including a debriefing seminar to be attended at an appropriately high level. In the case of officers returning from long-term training, there is the added need for ensuring the multiplier effect. This can be done by involving a trained officer in the training programmes of in-country training institutions. The group would even recommend at least some of such officers being formally posted in the faculty positions in the training institutions.

Nodal Points and Coordinating Arrangements

If training is to improve organisational effectiveness, it is necessary that institutional arrangements are set up within each Organisation for overseeing the training function as an integral part of the Personnel Management System. For this purpose, each Department can have an officer designated as “Training Manager”, whose job it will be to ensure an integrated approach to training. The Training Manager will be actively involved in various activities leading to Organisation of training programmes, such as the analysis of training requirements, the design of training programme, the selection of appropriate training institutions and the evaluation of training. Above all, the Training Manager will be the person who will advise the top management of the Organisation about the right kind of interventions (both training or non-training) required for overcoming specific problems of performance. Needless to say, the Training Manager will act as an interface between the Department/State and the training institutions on the one hand and the Department/State and the Ministry of Personnel on the other. It can hardly be over-emphasised that such a person needs to be very carefully selected and trained properly before being assigned the job of a Training Manager.

Role of Department of Personnel and Training

The DOPT of the Government of India, which has the overall coordinating responsibility for Personnel Management Policy is considered has the obvious choice for playing the role of coordination in the area of training. This Department should be responsible for monitoring and implementation of National Training Policy. The total body of recommendations made in this report will serve to weave a common thread of training objectives for the entire Civil Service System. The recommendation also highlight the need for designing training programmes tailored to the specificities of a functional Organisation, group or a local situation etc. This would call for an over-arching coordinating body. The group suggests that a National Training Council (NTC) be constituted to perform the role of coordination. The Council has to play a coordinating role cutting across various boundaries. Ultimately, suitable working principles will have to be devised by the Council in collaboration with the organisations concerned.

The Council should be constituted by the representatives of the Department of Personnel, other Cadre Controlling authorities, Heads of major functional organisations, training institutions and academic experts in various disciplines.

The Council will also act as a forum for cross-fertilization of ideas leading to the framing of guidelines and their periodic revision in the light of feedback analysis. The group strongly recommends that the State Governments must also be represented in the Council. In order to highlight the importance that training hopefully will receive in the propose scheme of things, it is desirable that the Council is headed by the Minister of Personnel may be the Executive President of the Council. Even though, the Council is to be an Advisory Body, the group hopes that a healthy convention will develop over a period of time so that the recommendations of the Council, made after detailed consultation with various concerned agencies, shall be accepted as a matter of course.

A suggested structure of the Council is included in Annexure 'D'. The National Training Council may be assisted by a high powered Coordination Committee of Directions headed by Secretary in the Department of Personnel. This Committee should meet at fixed intervals of time. Apart from generally looking after the implementation of the Training
Policy, the primary objective of coordination arrangements will be to ensure that various cadre controlling authorities, actually draw up workable training plans for all categories of staff and syllabi and training designs are actually prepared as envisaged in this document. The Coordination Committee will also cause Perspective Plans to be drafted and ensure Triennial Review of training. The Coordination Committee will further ensure that the Annual Action Plan in the matter of training is drawn up by each Department.

The Department of Personnel and Training should also build up a comprehensive data base pertaining to training institutions, their activities, their capacities and so on. It should make feedback analysis of conducted programmes, and give necessary suggestions in the light of guidelines of the Council. It may also coordinate work relating to faculty exchange, faculty placement, preparation of standards of training at the national level, and liaise with the departments and other organisations of Government so as to ensure that each Organisation gives training its appropriate place in the corporate plan, budgets and provision of personnel etc. The feasibility of the Training Division of DOPT setting up a professional centre for certification of training (in so far as it relates to the Civil Services) may also be considered. The group also envisages an important role for DOPT in the networking of training institutions and training resources for development of training materials.

Other Central Ministries/Departments

There is a need for setting up appropriate and effective arrangements for coordination of training in each department. We have already dwelt upon the need for institution of Training Managers. The Training Manager will interact with the training institutions and the DOPT to enable effective training activity ensuring an integrated approach to training. The Training Manager must be accorded primacy of place in the hierarchy of the Department. He must be an integral part of decision making top level team in the Department. Each department must also ensure effective review mechanism to ensure that training it not reduced to a ritual. A Departmental Coordination Committee on Training may be set up in each Department, which will be serviced by the Training Manager, but will have important Top Level Administrators represented on it, so that training receives due importance in the Personnel Management Scheme of the Department. This Committee will oversee the preparation of training plans, syllabi and training designs. It will also be involved in preparation of Annual Action Plan for Training and the Perspective Plan and will conduct Triennial Review in the area of Training.

Action Plans

With a view to operationalise the recommendations contained in the Report, each Ministry/Department shall prepare Action Plans. The Action Plans shall be prepared separately to list out the short term, medium term and the long term actionable points. This exercise shall be completed within a period of 6 months from the date of acceptance of this Report, and the progress in this regard shall be monitored by the National Training Council/Committee of Directions.

TRAINING IN THE STATES

Given the federal structure of polity in this country, the group is conscious of the constraints involved in adoption of this policy document for similar applications in the States. However, the group feels enthused to commend to the State Governments the adoption of similar policy guidelines in respect of training function insofar as it relates to the employees of the State Governments. The State Governments may also consider setting up a State Training Council which will perform functions analogous to the functions of the National Training Council and shall interact with the latter.
The State Governments may consider adoption of objectives of Training as set forth in Chapter 2, insofar as Training of Civil Servants in the State Governments is concerned. The training strategy, as outlined in Chapter 3 embodying the extent of coverages under the Training Policy, the three-tier approach, the importance of pre-training tasks, the types of training programmes, the essentials of designing training programmes and the significance of monitoring and evaluating of training programmes is also commended for adoption by the State Governments. The Group further recommends that the role of training in attitudinal transformation as reflected in Chapter 4 should also receive due attention. Similarly, the State Governments should accord primacy of place to the task of identifying, nurturing and long term utilisation of Trainers. We expect that our recommendations related to Trainer Development, Incentives for trainers and Trainer Staffing Scheme will receive due attention of the State Governments.

In addition to setting up a State Training Council in each State, we also recommend the concept of Training Manager to be accepted so that training develops as a part of an integrated personnel management policy.

As regards the Institutional arrangements for training, the need for strengthening the network of Training Institutions is even more pronounced in the States. The Administrative Training Institutions in each State must be declared as the apex institution for training with responsibility of coordinating arrangements with all other Training Institutions. The State training machinery must reach out to the grass root levels of Government functionaries in the States. This may involve strengthening of State Training Institutions in the field of distance learning methods. There is also a stated need for increasing the functional capabilities of the State Training Institutions through increased use of Resource Persons with appropriate expertise, particularly those drawn from amongst the working practitioners within the Civil Services. The State Training Institutions have the additional responsibility in the whole spectrum ranging from sensitisation of some categories of Civil Servants to in-depth training of some others in various areas of immediate concern like democratic decentralisation, and economic restructuring. This will be in addition to discharging the usual training functions in functional areas like irrigation, public works, health, education and delivery systems.

We are also confident that the State Governments will accept the need for ensuring adequate financial support to the training function, and shall work out an effective Scheme, on the lines suggested in Chapter 9, to keep training activity appropriately funded.

FUNDING

Underlying our recommendations in this report is an anxiety that sufficient money and other resources needed for launching a package of desirable training programmes for the Civil Services across the board, is difficult to provide. The recommendations have, therefore, been, tempered by a certain sense of uncertainty about the availability of training resources. Even these watered down recommendations may demand expenditure of money and resources which may remain inadequately available for quite some time. We have, therefore, suggested many second-best options in the report, for example, on-the-job training for most categories of the lower levels of the Civil Services, to be supplemented by infusion of some outside expertise.

According to the report of the 4th Pay Commission the number of staff in the employment of the Central Government was as under:

Group A- 68,000

Group B- 80,000

Group C- 22,86,800
If we were to work for a broad objective of a training periodicity force in 5 year about 20 percent of the above mentioned number (the number would actually have undergone some increase over the intervening period) will have to be trained every year. The cost of training varies widely depending upon the duration of training, the type of training, the methodology of training and the institute, if any, through which training is held. At an assumed average of about Rs. 500/- for training of each individual on each occasion, a total of Rs. 38 crores will have to be provided every year for training of Central Government employees alone.

Since, however, a beginning must be made without any further delay, we would like to suggest that Government consider prescribing a minimum percentage of the budget of every department to be allocated to training programmes. Similarly, for every major organization of Government other than the department, - the so called attached offices - a similar provision should be made. This may be done after Department of Personnel and Training in the Government of India conducts a careful analysis or relevant factors such as the recommended periodicity of training, actual costs that have to be incurred in conduct of training programmes for each category of staff, the number of Civil Servants involved, and last but not the least, the existing funding levels. The funding norms may be gradually upgraded over a period of time, each time following the above mentioned cycle of analysis. Pending analysis by Department of Personnel and Training, the group recommends adoption of 5% of the salary budget as a non-n in this regard. It will be desirable that a separate budget head is opened for this purposes as it has reportedly been done by certain States.

On the question of whether the budgetary provision should be under the Plan head or the Non-Plan head, it is possible to take opposite views. However, looking to the fact that Training is an investment in Human Resource Development, the group recommends that much of the training activity be funded from the plan budget. Whereas improvement of infrastructure should almost invariably be charged to Plan budget, direct expenditure on training should be funded from a suitable mix of Non-Plan and Plan budget, the latter predominating.

Training institutions will continue to have to depend heavily on external resources, that is those provided by the donor agencies, client organisations and so on. However, it will be advisable for those Under the administrative control of the Government to diversify training activity of high quality which may allow them to market their programme in competition with non government organisations, something the British training institutions have started doing with appreciable success. This may help them go a long way towards self reliance in the not so distant future.

**SOME OTHER ISSUES**

**Research and Consultancy  Human Resources Development**

**Research and Consultancy**

Training for public management and the Civil Services calls for a thorough orientation of the system of training, materials and methods used. This is because even after the injection of a healthy dose of techniques, methods and even culture of business
management into the sphere of public management, it is not intended to make the latter lose its identity. There is, therefore, a large area for research. It is not our purpose to suggest what research should be done by training institutions and other research agencies. But reflecting certain major concerns of the Civil Services today, we would like to suggest as follows: Without detracting from the importance of theoretical research, (which has as high a place in the sphere of training as any other subjects) it is suggested that in the context of training for the Civil Services, emphasis is called for on action-oriented research, identification of problems, analysing them, searching for solutions, testing their applicability and evaluation of the application of solutions.

Preparation of modules and packages, oriented to the needs of a specific Organisation, a group of trainees of a level of trainees etc., Case Studies and Incident Studies, ever increasingly being used in training, offer highly potent areas for research. One of the major concerns of the researchers should be the use of organisation-specific materials for such Case and Incident Studies. Organisational training needs analysis, post-training absorption of the trained personnel into the organisational milieu, their use as catalyst for change in the Organisation, preparation-of suitable modules for distance learning by the application of the newly developed technology, should all be subject matters of research.

Research Projects that involve practitioners in doing research have many advantages not shared by Projects carried out by professional researchers in so far as their solutions may be more user-friendly.

Human Resource Development

The Government must strive to encourage the Civil Servant to take initiatives for their self-development. The training institutes must draw on the specialised expertise available within the Civil Services. The importance of such expertise should not be under-mined. The kind of expertise that has been acquired by many or the serving Civil Servants compares favourably with the best anywhere in the world, It should therefore be amongst the for most concerns or the Government to ensure proper utilisation of such expertise for multiplier effect.

The Civil Servant must be encouraged to undertake activities like research and consultancy, even if that necessitates sanction of study leave. We would also recommend that the Government establishes a system for utilising the expertise acquired by some of the senior civil servant during certain assignments by asking them to document the same in an authoritative and appropriate manner soon after their tenure on such assignments gets over. A concept of posting such officials as officer on Special Duty on an extended tenure of up to 6 months, with facilities of office could be considered on a selective basis. This would call for prioritisation of areas of policy analysis and programme evaluation, so that such inputs are provided in a systematic and need-based manner.

POST-TRAINING STEPS NEEDED TO BE TAKEN

Pre-training exercises, the training process and steps to be taken after the training, all form part of a continuum. Each is indispensable in the scheme of things and must follow a well-ordered sequences. In this the organization, which has sent out its personnel to be trained, has a very important role to play. It must do its home work before sending people for training and select suitable persons for training. It will not do merely to send some people to complete the quota that may have been given to it by a central training authority, whatever its name may be. In the scheme of things suggested in this report, a training Programme is to be custom-designed and, therefore, the organization's identification of training needs must have gone into the designing of the programme. once the trainees come back after training, the organization must strive to put them in appropriate slots. Not everything that the trainee has imbibed may be immediately applicable to the
organisation’s work system. But if the trainee comes back and finds that there is no scope whatsoever for him to apply, or even experiment with, has new ideas, skills and so forth, the resultant frustration and cynicism will not only disable him, but also others in the organization.

There may be some problem in placing in appropriate slots newly-trained officials at the higher level of the Civil Services, an issue we will discuss at some length in the chapter on the higher Civil Services. But the Group does not see any insurmountable difficulty in the way of putting newly trained functionaries to appropriate slots within an uni-functional Organisation which has sent its trainees to a custom-designed training programme. The organization having been involved right from the beginning of the exercise should feel obliged for some in-house action indicated by training.

In this task the training institution and the consultancy agency, if any, also have a role to play. While designing a training programme; they may advise the Organisation on the broad lines of action it could initiate so as to use its newly trained manpower. This will also have the effect of injecting a measure of realism into the organization’s and the trainees’ expectations from the programme.

As a matter of fact, under an ideal scheme of things the organization should keep in touch with the trainee during the training programme. Similarly the training institution should also keep in touch with the trainees and the organization after the trainees are put to appropriate slots of the organizations, when they go back to work.

Post-programme counseling by the training institution, conduct of refresher courses, maintaining of contacts through publication of newsletters or periodicals in which the ex-trainees take part, are some of the ways of ensuring contact between the organization, the ex-trainees and the training institution.

CONCURRENT-MONITORING AND EVALUATION

A training programme must have built-in procedure for concurrent monitoring of the trainees’ progress towards specified training objectives. This will have the familiar benefit of giving opportunities for mid-course correction before a programme or any event of it goes off-the track. Concurrent monitoring accepts as fixed the training objectives of particular events and programme. Their success or failure is to be measured in terms of these objectives.

Conceptually, evaluation should come after the completion of the programme, and preferably after a time-lag within which the effect of the programme upon the performance of the trainee and the Organisation can be observed. An evaluatory exercise has to go far beyond the immediate training objectives. It should judge the effectiveness of a programmes in achieving the objectives of the organization and in improving the performance of its personnel. There is a logical connection between concurrent monitoring and post-programme evaluation. One cannot obviate the other.

A few ideas about organising evaluatory studies may by put down below. A comprehensive exercise in evaluation must involve all the parties concerned in (he training and some others too. The organization, the recipients of training, the training institution, the funding agency (in this case the government or an international agency) has each its own angle of vision for judging the effectiveness of a training programme. However, the judgment of each by itself if likely to be partially valid. A partial corrective may be given by the induction of academic researchers.

The formal, routine evaluatory exercise done by many training institutions at the end of a programme are usually superficial, mechanical and contain very little insight. An exercise
in evaluation must take the training programme as a whole, the climate of training, the methodology adopted, the effectiveness or otherwise of the programme, the suitability and responsiveness of the participants, the impact of training upon the participant as an individual, upon his work in the organization, and upon the organization as a whole. Has the programme contributed significantly to the realization of the organisational objectives? This is a valid point to be investigated. In such an exercise the organization’s active cooperation is indispensable. After all, the effectiveness of a programme on the ground can be judged only if the knowledge, skill, expertise imparted to the trainees are allowed to be applied or experimented with in the organization. Cost- effectiveness must invariably be a point of inquiry.

Evaluation of the effectiveness of training upon the participant is primarily the responsibility of the organization, but the assistance of the training institution or outside experts may be required.

The organization must also review its training objectives in the light of experiences gained from the earlier programmes. It may discover that its training objectives have been inadequately formulated or that they are either too large, imprecise and impracticable of realisation through training, or that they do not focus on the vital tasks needed for the realisation of the organisation's objectives.

A frequent exchange between the organization, its trained personnel and the training institution concerned may lead to regular and periodic, formal and informal, evaluation followed by marginal adjustments. This will help keep training objectives aligned with changing needs. The difficulties of a cost-benefit analysis are more deep-rooted than apparent on the surface.

For realising the legitimate expectations from a programme, a series of organisational changes, managerial, procedural etc. - may be required. These may cost money. But then such uncertainties are innate in any such exercise. In practical life, perfect decisions are rarely possible, one has to go by approximation, and forming an approximate judgment is the primary responsibility of the policy maker and resource provider. Evaluation of the long-term effects of training in a changing situation calls for building up capabilities for strategic planning on the part of the policy maker, - to which we shall revert in the chapter on the higher Civil Services.

Role of Training in Attitudinal Transformation

Requirements related to the role of training in Attitudinal Transformation should normally have formed part of the ‘Training Strategy’. However, the group considers that tackling the attitudinal factors is an area which has not received due attention in the past and deserves to be looked at in a more comprehensive and purposeful manner.

The performance of Civil Servants, particularly those at the cutting edge is consistently perceived as sub-optimal by the common man, usually because of lack in terms of the appropriate attitudes. Responsiveness to the needs and sensitivities of the people and ensuring client satisfaction pre-supposes positive attitudinal disposition in the Civil Servant. Development of right attitudes in the Civil Service therefore, acquires a sense of importance and urgency.

We have stated earlier that enhancement of knowledge leads to building up of confidence in individuals. Likewise, enhancement of skills contributes to improvement in competence in them. Attitude can be said to contribute to formation of commitment in the individual. Attitude, plays perhaps even a more pivotal role in improving the actual performance levels of individuals. Thus in spite of availability of the best of knowledge and skills, the ability for delivery of desired services may still be found wanting in individuals if they are
not imbued with the appropriate attitudinal disposition. Possession of the right attitude, combined with the appropriate knowledge and skills leads to enhanced customer satisfaction.

Although attitude plays an extremely important role in contributing to the performance level of individuals, it is something which is not visible. What is seen is the behaviour, as conditioned by the attitude. What is also accepted is that the behaviour is conditioned in a large measure by the environment in which the individuals work. Absence of the right environment leads to behavioural aberrations.

While it may be possible to condition a person's behaviour (at least temporarily) by non-training interventions like, say, better discipline and control, it is obvious that molding one's attitude is the best way to ensure that behavioural patterns are not upset too much by changes in the working environment. Attitude is also arguably the most difficult of the attributes to inculcate. The group has been constantly faced with the question whether attitudes can be influenced by interventions including the training intervention. The group has come to the conclusion that the war on the attitudinal front is, after all not a lost cause and it is possible to make an impact in the matter of molding attitudes through practically feasible interventions.

**Tackling the Problem**

The group feels that conducting of self-awareness programmes can be an effective starting point in this direction. The group also feels that exposure to new concepts, resulting in the general broadening of the mental horizon can also contribute to development of right attitudes. Both these intervention can be attempted through training. The group also considers that attitudes are to a great measure determined by how an individual is treated by others in the Organisation. Thus strategies aimed at effective team building within organisations can make a positive contribution towards attitudinal improvement.

We would however, like to sound a note of caution. The interventions suggested, or any other intervention for that matter, need to be administered in a very careful manner, for this is an area where inappropriate applications of an intervention may lead to negative impact on individuals.

Whereas the organisational culture in which an individual functions determines in some measure his own attitude, the ambience away from the work place (at home) as also the kind of exposure provided during the training programme have a role to play. Since it is the normal tendency of human beings to have their role model and emulate them, it is necessary that appropriate role models are made available, at least at the work place and the place of training.

**Role of Training**

It is imperative to have the right persons as trainers in institutional setting as also the work set situation. There is a need to ensure this at least during the first few years of the service of a civil servant as most of the attitudinal traits take shape during that period. It may also be useful if the training institution could diligently prepare case studies highlighting the impact of attitudes of Civil Servant on the success or failure of Government Programmes. A judicious use of the tools of organisational behaviour may also be helpful.

**Trainers**
Trainers are arguably the heart and soul of training function. Not everybody is a potential trainer. At present, trainers are picked more by accident than by choice. This trend needs not only to be arrested but reversed also. It is extremely important that a trainer acts as a role model for the trainees. As such he should not only be a person seen as successful in his line department but must also be a person imbued with a proper value system.

It is therefore, important to have the right persons selected as trainers because very substantial investment would have to be made in them for modeling them as effective trainers. Psychological tests are widely used in the selection process for a variety of functional fields. The defence services in India use them extensively for their recruitment and placement. It is considered within the realms of possibility to devise scientifically designed tests to measure the trainer potential in an individual. Such test may also permit some indexing of the value system of the individual. Such a system needs to be developed, tested, stabilised and put to exhaustive use for developing a cadre of trainers in every Organisation.

An oft-cited weakness of the existing system is that having developed considerable expertise in the matter of imparting training, the trainer gets lost to the system once he completes his tenure in a training institution and goes to the line department. The return of a trainer to the field after a reasonable tenure in the training institution is inescapable so as to ensure that the person does not lose touch with the ground realities, thereby affecting the quality of training. However, it needs to be ensured that the expertise acquired by a person while working as a faculty in a training institution is not wasted even after his return to the parent department.

A person, once identified a trainer should therefore be used as a trainer even while he is posted in the field. This can be done in several ways. He can be used as resource person by a network of training institutions dealing with the areas of his expertise. He may be detailed to oversee the design and implementation of induction and even in-service training of employees at the field level. He can even be used as a Training Manager (discussed in greater detail in chapter on 'Institutional Arrangements for Training'). A system of assigning a group of probationers to such trainers may be considered, their responsibility to the group being such that even in the case of transfer of a trainer from one assignment to another at the field level, the group of probationers may also shift to his new place of posting with him. Thus 'Trainer' may be used as a generic term. The concept of 'once a trainer always a trainer' is likely to give an additional sense of importance to the person concerned.

In the present day scenario, a trainer is by and large left to himself to plan and organise the training programme under his charge. Like any other field of human activity, it is necessary to evolve suitable standards for performance of trainers. The standards may cover both the quantitative and qualitative aspects of the training programmes actually conducted by the trainers while working as faculty members in institutional setting. In addition, the standards may also be set in respect of activities of trainers related to research and publication as well as consultancies. Needless to say no standard can ever be attained or ensured unless there is an effective monitoring and evaluation system. Such a system needs to be set up in each training institution, enlisting active participation of the training institution, the user department/organisation and subject experts/consultants.

**Trainer Development**

The trainer having been selected after a scientific testing of his trainer potential including appropriate value system, it could be presumed that no significant inputs are necessary for attitudinal improvements. It is however, necessary that suitable mechanisms are evolved by which a trainer is enabled to keep abreast of various changes in the field of his specialisation. Thus inputs geared to update the knowledge and skills of suitable
frequency may be necessary. In so far as the requirements for updating the knowledge are concerned, it may be desirable to depute trainers at suitable intervals to centres of excellence in areas of their concern. As regards the development of skills, the group takes note of the fact that the Department of Personnel and Training of the Government of India has already developed training packages dealing with Direct Trainers Skills and Design of training skills. The group would also recommend additional inputs to be arranged for development of training modules for inculcating skills in other areas such as management of training.

**Incentives**

The job of the trainer needs to be given additional respectability as also increased importance. The reluctance of most of the successful field managers to work as Trainer is all too well known. It is indeed unreasonable to expect a successful field manager to opt for an assignment as a trainer in a formal faculty post in institutional setting, leaving behind the job satisfaction, a sense of importance and last but not the least the perks associated with most of the fields jobs. It is therefore, necessary that a suitable scheme of incentives, both monetary and otherwise may be put in place for those prepared to work as faculty members in the training institution. A graded training allowance, whereby the quantum of training allowance increases with each successful year in the trainers role in a training institution, a preferential house allotment scheme and assured admission for children in schools could be cited as a few of the possible incentives. There may also be a scheme whereby preference is given to trainers for long term training courses outside the country to enhance the knowledge of their subject. With the inherent multiplier effect, this would make overseas training more cost-effective. As regards use of resource persons in training institution, the group takes note of the widely held perception that the remuneration permitted under the Government guidelines to such visiting resource person is grossly inadequate. There is a need for suitable enhancement in the quantum of such remuneration both with a view to impart additional respectability to the assignment of the resource person as also to attempt a compensation for the effort that has to be put in by the resource person for undertaking the assignment as a guest faculty.

**Trainers Staffing Scheme**

As in many other fields, it is desirable to have a panel of trainers prepared to take care of the requirements of various training institutions. The Training Division of Department of Personnel and Training could play the coordinating role in this area, whereby a list of trainers of proven merit, as also potential trainers selected on the basis of scientifically administered psychological tests, could be maintained, and placement of empanelled personnel against Trainer's slots effected in a systematic manner.

**TRAINING FOR THE HIGHER CIVIL SERVICES**

**General Approach**

In the foregoing chapters a general strategy for training the Civil Services across the levels has been outlined. While this will largely hold good for the higher Civil Services as well, certain specific characteristics of the latter require a separate treatment of training issues relevant to them. In certain important respects, their orientation is qualitatively different from that of the other levels of the Civil Services in the country.

For the purpose of discussing training arrangements for members of the higher Civil Services, it seems logical to divide them into two sub-levels. If we take the group 'A' and 'B' services as constituting the body of people who belong to the higher Civil Services, a
A rough and ready functional division will place an overwhelming majority of them, may be, around 80%, to the level of executives and junior managers/administrators. Most of them work within the limits of functional area or Organisation, virtually for their entire career. They make important though imperceptible in the short-run, contributions to sectoral policy formulation by creative interpretation of extant policy, laws, rules etc. In the course of their executive action and quasi-judicial decisions. The administrative/management functions they perform are largely organisation-specific and rooted in specific organisational culture. Amongst the rest, officials of unifunctional organisations both at Centre and State levels perform administrative/managerial functions in their respective organisations. Their management experience is founded upon thorough familiarity with the organisational culture and so on.

A small number in the higher Civil Services, may be no more than 1-2%, may be covered under the Central Staffing Scheme or otherwise, outside their parent organisations in which they have to play a larger management role, rising above the cultural and functional orientation of their parent Organisation.

The three All India Services, particularly - the IAS, stand on a somewhat different footing. Groomed to perform general administrative/management functions from quite early in their career, members of the IAS acquire general management/administrative capabilities and skills. But these are not usually founded upon any subject-specific expertise. Consequently, their training needs are somewhat different from those of the other categories mentioned above.

A thorough Training Needs Analysis (TNA) should be the starting point for devising training programmes for the higher Civil Services like all other levels. From what has been stated earlier, it is clear that the training orientation for each of the functional categories mentioned above will have to vary within certain limits. The fact that scientific and technical experts manning the top positions of various technical and scientific organisations are also increasingly moving towards the senior management positions, calls for a somewhat different focus on their training programme.

The Group has had the benefit of the report of the UNDP - Government of India-sponsored TNA, conducted in 1992-93 for the higher Civil Services in India. Limited to only a certain number of uni-functional services, besides the All India Services, and also partially based upon a small sample of officials, the report offer Valuable insights into the training needs of the higher Civil Services. A structured Management Excellence Inventory (MEI) in the shape of a set of questionnaire elicited information/opinion from the samples in regard to their training needs. Going by the numerical strength of response of the sample population, with regard to each item, 16 items belonging to two categories, namely management functions and effectiveness characteristics, have been suggested in the report for being the focus of training programmes. These relate to issues of leadership, coordination communication, inter-personal sensitivity, action orientation, strategic view forming, environmental awareness, adaptive skills, flexibility and so on. These findings broadly accord with the suggestions made by members of the Group and officials and experts of the Central Government, the State Governments and the training institutions with whom the Group has had the benefit of interacting.

It is not the purpose of this report to suggest a list of functions and characteristics to be covered under training programmes for any level of Civil Servants. But those mentioned above have been listed to indicate broadly the direction of orientation that training for the higher Civil Services ought to aim at. It is, however, relevant to stress here that the highest level of the Civil Service system, consisting of persons drawn from different unifunctional, scientific, technical organisations/services in addition to the All India Services, for performing senior management or administrative tasks need training to develop professional skill or general management ability across the departmental or organisational boundaries, without being constrained by the imperatives of a particular speciality.
We have so far treated the question of training for the higher Civil Services as a single, undifferentiated stratum. The idea is to create by training a large enough pool from which to draw personnel for the topmost management stratum in Government. If a cut-off point has to be suggested for a preparatory stratum, it can possibly be placed at the level of the Director to the Government of India. Personnel of this level must be exposed to environment and experience, through training and otherwise, appropriate for their taking up higher and qualitatively different responsibilities at the level of Joint Secretary and upwards.

It is in this group that long term investments need to be made. It is from amongst members of this group that a body of top level Civil Servants with a clear vision of the future of the country has to be carved out. Development of such a think-tank constitutes a vital element in the process of nation building. Special training inputs- both in-country and overseas are necessary for this group.

The top-most management stratum, constituted by the Joint Secretary to the Secretary levels, ought to be given intensive training in policy analysis, policy development, forming of strategic views and options, perspective planning etc. There should be more inputs of technical knowledge for managers drawn from non-technical streams, and inputs of management skill for those drawn from technical streams.

The training of IAS officers has been discussed elsewhere in this Chapter in some detail. Amongst the rest, the training of officers belonging to unifunctional services needs to address itself to imperatives of the specialised functioning, striving to expose the officers to new concepts, trends and practices outside their Organisation in the related areas. There is also a need for enhancement of ability to perceive and respond to the emerging needs likely to develop in the professional field in the future. For those at the top levels, inputs on policy making, policy analysis, strategic planning and interrelations between the immediate professional environment and the national/global change in -social, economic, political and technological spheres will also be necessary.

Training requirements of officers forming part of the Central Staffing Scheme are unique. Subject-specific training in areas related to their sphere of working will be necessary for members of this group drawn from different services.

The kind of task that the senior management performs, often involves a heterogeneous group of participants. They must be imbued with a scientific temper, which promotes ability to analyze facts and data, perceive the causal relationship between data and the conclusions being arrived at. The ability to appreciate and handle technical details of alternative policy/management options, familiarity with the information technology, a smattering of the numeral sciences and so on should find place in their training design.

In the training scenario envisaged for the higher Civil Services, the specialised and subject-specific training will be coordinated by the departments concerned. Training with general management inputs, involving participants drawn from across departmental/organisational boundaries will be organised by Department of Personnel and Training. The group takes note of the fact that Department of Personnel and Training have schemes under operation to this effect. There also exists a scheme whereby officers joining the Central Ministries/Departments at Under Secretary level are given a general induction training. A scheme for sensitisation of officers joining in the Central Staffing Scheme at Joint Secretary level has also recently been put in place. The group recommends that these activities should be continued and further refined so as to make them entirely need specific.

Training for I.A.S. Officers
The officers belonging to the Indian Administrative Service occupy a unique position in the Civil Services. They have to discharge varied function at different stages of their career. We have already stated that it is not the purpose of this report to go into the micro-level coverage under training programmes for any level of Civil Servants. The group takes note of that fact that the training of officers belonging to Indian Administrative Service has engaged the attention of the Government of several occasion in the past. In the recent past, there have been two high level committees set-up by the Government to go into the structure and content of the training programme for IAS Officers. Broadly speaking, the existing scheme of training envisages a mandatory training exposure to each officers belonging to the service once in a block of two years. The training is usually in the shape of one week programmes attended by a mix of officers from various States/Central Government Departments, placed at different levels. This ensures a horizontal mix of participants drawn from different administrative environments prevailing in different States, as also a vertical integration of participants working at various seniority levels. Each training programme is usually focused to debate on one of the predetermined list of specialisations. Apart from the one week programmes which contribute to exchange of experience as also sensitisation of participants in specified areas, the training scheme also envisages Three Weeks refresher courses at three different stages in the career of each IAS officer. The scheme has been in operation for two blocks of 1990-92 and 1992-94. From all available information the group finds that no serious draw-backs have been reported. We therefore, recommend that the existing training scheme should be continued for some more time. However, periodic review of cadre training plans is not only desirable but necessary also. We expect that the government will set up an expert committee at an appropriate stage in the future to go into all aspects related with the cadre training plan for IAS officers.
IMMEDIATE

No.12021/8/2011-Trg.I
Government of India
Ministry of Personnel, Public Grievances and Pensions
Department of Personnel & Training
(Training Division)

Block No. IV, 3rd Floor,
Old JNU Campus,
New Mehrauli Road,
New Delhi -110 067.

Dated the 19th January, 2012

OFFICE MEMORANDUM

The Department of Personnel & Training (DoPT) is the nodal agency of Government of India for matters related to training of civil servants. For fulfilling this mandate, the National Training Policy (NTP) was formulated in 1996.

2. In view of the changed environment in all spheres of governance and the emerging challenges being faced by the civil servants, it was decided to have a relook at the existing capacity building measures for the civil servants and to further strengthen the institutional mechanism.

3. Accordingly, the National Training Policy, 2012 was formulated in consultation with all Ministries/Departments of Government of India.

4. The Government has now approved the National Training Policy, 2012 and the same is hereby circulated for adoption by all Ministries/Departments of Government of India. Accordingly, each Ministry/Department may issue necessary orders for implementing the Policy.

5. DoPT would issue suitable guidelines from time to time to facilitate the implementation of NTP, 2012.

[Signature]
(Upma Srivastava)
Joint Secretary to Government of India

All Central Ministries/Departments
National Training Policy 2012

1. Background

1.1 The National Training Policy was issued in April 1996 through a set of Operational Guidelines for the development of the human resources of the Government. This followed the process of liberalization of the economy through de-licensing and deregulation begun in 1991 and the 73rd and 74th Amendments to the Constitution, which took effect in 1993 thereby creating the third tier of Government at the Panchayat and Municipal levels.

1.2 These, along with other changes since then, such as rapid economic growth, devolution of funds, functions and functionaries to the Panchayats and Municipalities, enhanced transparency through the right to information, globalization, climate change and extremism have created a complex and challenging environment in which the civil service has to function at a time when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens.

1.3 Over this period, the Human Resource Management function has also undergone a significant change. Organisations are attaching tremendous importance to the management and development of their people. There is increasing recognition that the individual in an organisation is a key resource and should not be simply looked upon as a cost.

1.4 Government systems of personnel administration continue to focus largely on the rules and procedures governing the recruitment, retention and career development of the civil service. Systematic training of civil servants has continued to be mainly for the higher civil services with a large number of Group B and C employees receiving sporadic training, if any at all. With the creation of the third tier of Government, the training of functionaries in the Panchayat and Municipal bodies has become a critical concern.

1.5 For transforming the civil service, it is imperative to move to a strategic human resource management system, which would look at the individual as a vital resource to be valued, motivated, developed and enabled to achieve the Ministry/Department/Organisation’s mission and objectives. Within this transformational process, it is essential to match individuals’ competencies with the jobs they have to do and bridge competency gaps for current and future roles through training.
2. Competency Framework

2.1 Competencies encompass knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the professional or specialized skills, which are relevant for specialized functions such as building roads, irrigation projects, taking flood control measures, civil aviation, medical care, etc.

2.2 A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job.

2.3 Training has usually been based on the duties that are to be performed in a particular post. There has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. For moving to a competency-based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Ministry/Department/Organisation needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

3. Training Objectives

3.1 The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently abled, senior citizens, SCs, STs etc.. The competency framework will be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with. The success of training will lie in actual improvement in the performance of civil servants.
4. Training Target

4.1 All civil servants will be provided with training to equip them with the competencies for their current or future jobs. Such training will be imparted:

(a) At the time of their entry into service, and

(b) At appropriate intervals in the course of their careers.

4.2 Such training will be made available for all civil servants from the lowest level functionaries to the highest levels.

4.3 The opportunities for training will not be restricted only at mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e-learning.

4.4 Priority will be given to the training of front-line staff, including training on soft skills, so as to improve customer orientation as well as quality of service delivery to the citizens.

5. Role of Ministries/Departments

5.1 Each Ministry/Department shall adopt a Systematic Approach to Training and shall:

i. Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Ministry/Department;

ii. Create a Training Cell with HR and Capacity Building Professionals to assist the Training Manager;

iii. Classify all posts with a clear job description and competencies required;

iv. Develop Cadre Training Plans (CTPs), based on the competencies required and training needs, for ensuring that all cadres under the Ministry/Department or its attached/sub-ordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;

v. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;

vi. Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;

vii. Make the immediate supervisor responsible and accountable for the training of the staff working under him;
viii. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;

ix. Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Ministry;

x. Prepare an annual training plan for all the cadres under its control;

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

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

xiii. Incorporate a separate section in the Ministry’s annual report on training and capacity building activities undertaken during the year;

xiv. Provide induction training to new entrants and prepare and upload the induction material on the website of the Ministry/Department for easy accessibility;

xv. Organize ‘On the Job’ and ‘In-house’ training as may be required.

6. Role of Training Institutions

6.1 Government training institutions lie at the heart of the training system. They are the repositories of the expertise distilled from the real world. The quality and manner of their functioning has a direct impact on what their trainees imbue and take with them. They will continue to be the mainstay for training of civil servants. Given their role, it becomes imperative for them to become leaders in the process of enabling learning and change. They should:

i. Have the requisite staff, infrastructure and finances to perform their functions;

ii. Move to becoming models of excellence in the quality of the training they impart and as learning organisations through a process of self-assessment and bench-marking;

iii. Provide technical assistance and advice in preparation of annual training plans for the Ministry/Department and in outsourcing training (if so required);

iv. Play a key role in assisting the Ministries/Departments in the process of shifting to a competency based-framework for training (as applicable);
v. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;

vi. Supplement their current programmes with distance and e-Learning courses;

vii. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization (as applicable);

viii. Provide advisory and/or consultancy services (as applicable);

ix. Network with other institutions to share learning resources, experience and expertise;

x. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;

xi. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for ‘Training of Trainers’;

xii. Maintain database of trained manpower for future reference;

xiii. Give special focus on behavioural/attitudinal training.

7. Trainer Development

7.1 The Trainer Development Programme (TDP) has been one of the most successful instances of transfer of learning under a donor project resulting in the development of a cadre of trainers. The concept of “once a trainer, always a trainer” that was enunciated in the National Training Policy, 1996 has aided its success. The Trainer Development Programme is, however, based on curricula and content developed over the last three decades. While the core principles of learning have not changed, there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large numbers of people. There is an urgent need to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills/techniques. There is also a need for setting up a Learning Resources Centre (LRC), preferably on a suitable public private partnership mode so that sustainable indigenous capacity is built in this area.

7.2 Certification of trainers under the Trainer Development Programme has to be on a renewable basis related to their actually conducting a required number of training programmes and also attending courses meant for upgrading their skills.
7.3 While the Trainer Development Programme on training techniques and skills has evolved over the years, the development of domain specific trainers has largely been ignored. Given the plethora of training institutions in the diverse areas of Government functioning, it is desirable to develop cadres of trainers in different sectoral and functional specializations. Different Ministries/Departments would need to take the initiative to develop such trainers in the areas of their responsibility.

7.4 The Sixth Central Pay Commission has proposed major incentives such as 30 percent Training Allowance, rent-free accommodation etc. for Central Training Institutions for Group A officers, in recognition of the importance of this function and to attract a wider range of officers to this function. It is recommended that State Governments provide similar incentives to the faculty of the State Training Institutions.

8. Foreign Training

8.1 Foreign training fills a crucial gap in the training system. It provides opportunities for officers to gain exposure to the latest thinking on different subjects in some of the leading institutions of the world. It exposes them to experiences and best practices of different countries with differing models of development and governance. Since 2001, the scheme of Domestic Funding for Foreign Training (DFFT) has become the main source under which officers are now sent for foreign training.

8.2 There is a need to continue and strengthen the DFFT scheme as well as other similar schemes of various cadre controlling authorities so that officers have the opportunity to attend both long-term and short-term programmes to develop in-depth competencies in a range of subjects/areas or specific specialized subjects. This is particularly important for officers who are likely to hold positions at the senior most levels of Government where they need to be aware of, and take into account, the broader global context in policy formulation as well as international best practices.

9. Funding

9.1 Each Ministry/Department/Organization shall provide adequate funding to meet the training requirement.

9.2 The National Training Policy of 1996 had recommended that 1.5 percent of the salary budget be set aside by each Department to be used solely for the purpose of training. Given the likely increase in the need for training by moving to a competency-based system, it is recommended that each Ministry/Department/Organization set aside at least 2.5 percent of its salary budget for training.
10. Training for Urban and Rural Development

10.1 The 73rd and 74th Amendments of the Constitution resulted in a radical change in the status of the Panchayati Raj Institutions and Urban Local Bodies by prescribing constitutionally mandated devolution of powers and resources to them as the third tier of Government. These institutions are critical for the development of the rural and urban areas as well as delivery of many essential services to the citizen. The national level flagship programmes for rural and urban development have highlighted the need for capacity development in the rural and urban level institutions for effectively implementing the programmes.

10.2 Rural and urban local bodies’ functionaries need to have the competencies to be able to perform their work efficiently and their training is, therefore, of paramount importance. As the officers of the IAS and State Civil Services play an important role in the administrative set up at all levels, they need to be familiarised with grassroots institutions of rural and urban governance. As in case of attachment with other Departments, the IAS Probationers/Officer Trainees may be given ‘hands on experience’ of grass-root level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/Municipalities for a suitable duration. This arrangement may be made within the overall framework of the recommendations of the ‘Syllabus Review Committee’ for the induction training. Similar attachments could also be considered by the State Government for inclusion in the training schedule of probationers of the State Civil Services.

10.3 Suggested areas for capacity building in rural and urban development:

i. Rural development: Rural Sociology, Rural Development/Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of Non-Government Organizations in rural development, Rural Co-Operatives, Conflict Management in Rural Areas;

11. Implementation and Coordination

11.1 A National Training Council, chaired by the Minister, Ministry of Personnel, Public Grievances and Pensions, shall be constituted for giving overall direction for the implementation of this Policy.

11.2 For monitoring the implementation of the National Training Policy and taking appropriate steps to facilitate such implementation, there shall be a Committee chaired by the Secretary, Ministry of Personnel, Public Grievances and Pensions and consisting of the Secretaries of the Departments of Urban Development and Rural Development, Administrative Reforms & Public Grievances, the Director of the LBSNAA and three Representatives each of the State and Central Training Institutions (on a 2 year rotational basis) with Joint Secretary (Training) as the Member Secretary. This Committee will meet bi-annually.

11.3 The Training Division of DoPT shall be the nodal agency for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation.

11.4 Development of Competency Framework: With the shift to development of a competency based framework for the management of the Human Resources including training, the Training Division would need to enhance its own capacity (in terms of staff and their competencies) to be able to provide the leadership in detailing the manner in which the work is to be done, providing guidance and handholding support to the Ministries and Departments and monitoring the progress so that the standards of quality in developing the competencies are adhered to and the task is completed in a reasonable period in a mission mode.

11.5 Capacity Building for National Flagship Programmes: Ministries are scaling up their training activity and National Flagship Programmes such as the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP), National Rural Health Mission (NRHM), and Sarva Shiksha Abhiyan (SSA) are allocating large amounts for capacity building. In this scenario, it becomes even more important to ensure that such training/capacity building programmes are properly conceived, structured, implemented and their impact assessed so that the expenditure achieves the purpose it was meant to. The Training Division would need to take the lead in developing the competencies of the Training Managers in the Ministries so that they are better able to provide support and guidance to their Ministries in the design and implementation of capacity building schemes.
11.6 The Training Division needs to provide technical support to the Ministries concerned and the States in the development of need based training schemes through creation/augmentation of training infrastructure, faculty development and out-sourcing of training. Many states already have excellent infrastructure in the apex training institutes as well as SIRDs and SIUDs. With proper co-ordination, synergy can be created with the state ATIs so that capacities, which already exist, can be optimally utilised.

11.7 **Distance and E-Learning:** Distance and e-learning provide unparalleled opportunities for meeting the training needs of large number of civil servants dispersed across the country in different cities, towns and villages. The Training Division has taken a major step in this direction by tying up with IGNOU to facilitate distance learning in a wide range of subjects and courses. Technology provides the means to make available a vast resource of learning material and courses online providing individuals with enormous choice and flexibility in learning. The Training Division needs to take the lead to ensure that institutions make available training courses/material through an E-Learning Portal as well as through the more conventional modes of distance learning. The portal would be a platform to bring together the numerous Government and other training institutions for providing a single point of access to the repository of training resources. The Training Division should also build up databases of the training resources available such as calendars of training programmes of different institutions, faculty in different subjects, etc.

11.8 **Capacity Building in States:**

(i) **State Training Policies:** It is recommended that each State formulate/adopt a training policy based on and similar to the new National Training Policy so that there is a formal, articulated framework within which training is conducted at the state level. This would enable States to develop an action plan including identification of institutions, training programmes, trainers etc. for training of State civil servants. In order to facilitate the process of formulation of training policies by the States, a model State Training Policy may be prepared by the Training Division.

(ii) **Role of State Administrative Institutes (ATIs):** It is recommended that the State Governments designate the State Administrative Training Institutes as Apex Training Institutions of the State and empower them to play a lead role in co-ordinating training across sectors and departments. Further, the ATIs need to be strengthened with adequate funds, infrastructure, manpower and decision making powers.

(iii) **Support from Training Division:** The Training Division continues to have an extremely important role in supporting the development of Training Capacity in the States. It needs to be provided with adequate funds for supporting need based training schemes as may be proposed by the States. It should focus, in particular, on the following:
a) Supporting the creation of decentralised training infrastructure (at the divisional, district or sub-district levels) concomitant with the development of trainers at those levels;

b) Strengthening and empowering State training institutions (including improving the quality of selection of faculty and their development); and

c) Specifically supporting training of civil servants at the grassroots level, including Panchayat functionaries, to improve delivery of services by upgrading their skills and knowledge and improving their responsiveness in meeting citizens’ needs.

12. Monitoring and Evaluation

12.1 Monitoring and Evaluation (M&E) is a powerful tool to improve the way governments and organizations achieve results. Research studies indicate that effectiveness of training and development is significantly increased if the monitoring and evaluation of training programmes is systematically undertaken. In the era of globalisation and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment.

12.2 Evaluating the effectiveness of training is a very important but difficult aspect of training administration. Often, the evaluation in training institutions is limited to post-course questionnaires inviting trainees to comment on the course, trainer and training material. This cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to embed comprehensive impact evaluation in the training eco-system where evaluation is not confined to the quality of training programmes or the learning derived by the participants but also evaluates changes in the job behaviour that resulted from the programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens.

12.3 Role of Training Division

(I) Monitoring the implementation of National Training Policy

(II) Maintain a database of training and development activities undertaken by various Ministries/Departments

(III) Issue advisories from time to time so that training programmes are conducted based on ‘Systematic Approach to Training’ and build capacity of the Ministries/Departments and training institutions in the area
(IV) Ensure that Training Managers are appointed in all Central Government Ministries/Departments, build their capacity and work in close coordination with them.

12.4 Role of Ministry/Department

(I) Develop a Training Management Information System (TMIS) to facilitate training and development activities of the Ministry/Department.

(II) Undertake benchmarking/evaluation study of training institutions under the control of Ministry/Department to mould them as Centres of Excellence.

(III) Commission surveys/studies to measure the clients’/customers’ satisfaction level on the services delivered by the Ministry/Department.

(IV) Review the implementation of the Annual Training Plan, Cadre Training Plan and the functioning of Training Institution(s) under the Ministry/Department (including attached/subordinate offices) and in particular to look at the:

a) Utilisation of training capacity;

b) Quality of training conducted;

c) Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes’ mandate;

d) Training of the Group B and C staff, particularly those at the cutting-edge level (as may be applicable); and

e) Proper selection and development of faculty, incentives for them and stability of their tenure. The conduct and character of the selected faculty should be demonstrative of the ethics and values taught in the classroom.

12.5 Role of Training Institution

(I) Keep track of latest and international trends in training and development and replicate/assimilate them in Indian context.

(II) Constantly hone and upgrade the skills of trainers/faculty members in the new and emerging training techniques and methodologies and assess/review their performance as trainers/faculty.

(III) Constantly review and modify curricula, content and training methodologies to take account of training feedback and the needs of clients;
(IV) Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individual’s performance over time; and

(V) Conduct evaluation studies to assess the impact of training programmes conducted by it on organizational performance.
महाराष्ट्र राज्याचे प्रशिक्षण धोरण.

महाराष्ट्र शासन
सामान्य प्रशासन विभाग,
शासन निर्णय क्रमांक : टीआरएन-09/प्र.क्रं.39/09/12-अ,
दिनांक : २३ सप्टेंबर, २०११

वाचा : १) केंद्र शासनाच्या कार्यक्रम व प्रशिक्षण विभागाचे कार्यालयाची जागण क्रं.१३०२४/१/ २००८ - टीआरजी-१, दिश.५.९.२००८
२) वस्त्रू या संस्थेचे अ.शा.पत्र क्रं.बीओएसटी-एडीएम/२०११/एसटीपी, दिश.६.४.२०११

प्रस्तावना : राज्य शासन संबंधित सर्व स्तरावर कार्यक्रमात बांधून गतिमान प्रशासन होणाऱ्याने राज्यातील सर्व कर्मचारीवृंद यांना प्रशिक्षण देण्याची आवश्यकता आहे. आधिक, सामाजिक, राजकीय व तांत्रिक बदलांमुळे निर्माण होणाऱ्या आवाहनांना सामोरे जाणे व प्रशिक्षणाच्या बदलासाठी आवश्यक असणारी लवचिकता साध्य करणे यासाठी देखील सर्व स्तरावर प्रशिक्षण देणे गरजेचे आहे. संघ प्रशिक्षण देण्याचे कार्य विविध स्तरावर असतात, ल्याम्याचे एकसूचना आणणून संघच्या प्रशिक्षण संस्था अद्याव_try करणे आवश्यक आहे. यासाठी महाराष्ट्र राज्याचे प्रशिक्षण धोरण ठरवण्याचा प्रस्ताव शासनाच्या विचाराधीन होता.

राज्य प्रशिक्षण धोरणाच्या मध्यवर्ती कल्याणेत खातील बाबी समाविष्ट आहेत- सर्वांसाठी प्रशिक्षण असेल, प्रशिक्षण निर्णत दिले जाईल, गरजेवर आधारित प्रशिक्षण देण्यात येईल, राज्याच्या मानव संसाधन विकासाच्या रोपण प्रशिक्षण जोडलेले जाईल, संघ असितत्वांत असतलेल्या प्रशिक्षण संस्थेच्या संबंधित विभागांचे बऱ्याच माणूस बदलाने करणार्यात येईल. यशदर्शही शिक्षण प्रशिक्षण संस्था महून कार्यक्षेत्र राहील, राज्यातील सर्व प्रशिक्षण संस्था यशस्वी झाली सात असतील, आवश्यकतेनुसार राज्य, विभागीय व जिल्हा प्रशिक्षण संस्थांची निर्मिती करणे, सर्व प्रशिक्षण संस्थांना स्वयंतता देणे, विभाग ते कार्यालय स्तरापणे प्रशिक्षण व्यवस्थापकांची नेमणु करणे, प्रशिक्षणाला अधिकारी व कर्मचाऱी याच्या आणि सेवा नियमांकी निगडते करणे, प्रत्येक प्रशिक्षण देण्यासाठी आराख्या तयार करणे व आराख्यायाच्या आधारित प्रशिक्षणासाठी अर्थसंचयकौत्तुक तयार करणे. प्रशिक्षण धोरण योजना ही योजनांतर्गत योजना महून राखविले. महाराष्ट्र राज्याचे प्रशिक्षण धोरणसंबंधाने शासनाने आता खातीलप्रमाणे निर्णय घेतला आहे.
शासन निर्णय :

1. प्रशिक्षण धोरण राजविधानसभी व्यवस्था -
1.1 राज्य प्रशिक्षण धोरण कार्यान्वित करण्यासाठी माहिती प्रदान केलेली प्रशिक्षण कृती दल (State Training Task Force) स्थापन करण्यात येत असून त्यामध्ये खालीलप्रमाणे सदस्य असतील:

- मुख्य सचिव - अध्यक्ष
  अ.मु.स./प्र. स. (सेवा), सामान्य प्रशासन विभाग - उपाध्यक्ष
  अ.मु.स./प. स./सचिव (प्र.सू. व र. व का.), सामान्य प्रशासन विभाग - सदस्य
  अ.मु.स./प. स./सचिव, ग्राम विकास विभाग - सदस्य
  अ.मु.स./प. स./सचिव, नगर विकास विभाग - सदस्य
  अ.मु.स./प. स./सचिव, महासूत्र - सदस्य
  अ.मु.स./प. स./सचिव, वित्त - सदस्य
  अ.मु.स./प. स./सचिव, नियोजन - सदस्य
  अ.मु.स./प. स./सचिव, सार्वजनिक आरोग्य - सदस्य
  अ.मु.स./प. स./सचिव, शाखातील शिक्षण - सदस्य

- पोलिस महासंचालक - सदस्य
- प्रधान मुख्य वनसंरक्षक (वनवल प्रमुख) - सदस्य
- महासंचालक, वश्या - सदस्य सचिव

या कृती दलाची भूमिका खालीलप्रमाणे असेल व सदर दलाची बैठक अध्यक्षांच्या मान्यतेने आवश्यकतेनुसार घेण्यात वेळेल. सदर दलाची बैठक वर्षांतून कमीत कमी दोन वेळा घेण्यात वेळेल.

(अ) राज्याच्या मानव संसाधन विकासाच्या प्रशिक्षण धोरणाला योग्य स्थान मिळाडण्याबाबत प्रयत्न करणे.

(ब) राज्याच्या प्रशासकीय वंग्रें आधुनिकीकरण करण्याकरिता प्रशिक्षणाच्या माध्यमातून प्रोत्साहन देणे.

(क) राज्यातील सर्वांच्या कृतीदल महणून काम करताना प्रशासनातील प्रशिक्षण प्रक्रियेबाबत मूल्यमापन करून धोरणात्मक निर्णय घेणे.
(३) राज्याची प्रशिक्षण क्षमता मजबूत करण्यासाठी राष्ट्रीय व आंतरराष्ट्रीय स्तरावर निधी उभारण्यासाठी प्रमुख प्रतिनिधी महून काम पहाणे.

१.२ यशदा, पूर्ण वा प्रशिक्षण संस्थेला राज्यातील सर्व प्रशिक्षण संस्था संलग्न करण्यात येत असून यापूने यशदा ही “शिक्ष प्रशिक्षण संस्था” महून कार्यरत राहिल. राज्यातील प्रशिक्षण संस्थांसाठी विविध गुणावला मानके निष्चित करणे, पावामृत व बदलती नंतरच्या प्रशिक्षणाचा अभ्यासक्रम तयार करणे, विषयवस्तू (Content) बाबत मार्गदर्शी करणे, कृती संस्थितासाठी मार्गदर्शन करणे, परिणामकारक प्रशिक्षणाची प्रशिक्षकांची प्रशिक्षण आयोजित करणे, मूल्यमापन करणे इ. कामे देखील यशदा करेल.

१.३ यशदाच्या स्वतंत्र राज्य प्रशिक्षण नियोजन व मूल्यमापन यंत्र [State Training Planning & Evaluation Agency (STPEA)] स्थापन करण्यात येत असून यशदा राज्याच्या प्रशिक्षणाचे नियोजन व मूल्यमापन यांची जवाबदारी पार पाणील. त्यांना यंत्रात त्रस्त संस्था महून विभागाच्या प्रशिक्षण संस्थ्यांच्या व प्रशासनीक प्रशिक्षण संस्थ्यांचे नियमतात्त्विकपणे वार्षिक मूल्यमापन करेल.

१.४ राज्यातील सर्व प्रशिक्षण संस्था प्रशिक्षण नियोजन व सनिवंत्रण कक्ष [Training Planning & Monitoring Cell (TPMC)] स्थापन करतील, त्या संस्थेतील प्रशिक्षणाचे नियोजन तसेच प्रशिक्षणाच्या निविष्ट (Input), प्रक्रिया व प्रशिक्षणाचे परिणाम यांचे सनिवंत्रणाची जवाबदारी संबंधित कक्ष सांबाजाळे.

१.५ प्रत्येक शासकीय विभाग, पंचायत राज संस्था, मंडळ व मिशन यूनिट हे राज्य ते स्थानिक स्तरापघट प्रत्येक कार्यालयात शक्यता आर्थिक मानके संचालन अस्तित्वादर्श प्रशिक्षण व्यवस्थापक नेमणावी कार्यवाही करतील. प्रशिक्षण व्यवस्थापक संबंधित विभागाच्या/कार्यालयाच्या संबंधित स्तरातील कर्मचारी /अधिकारी यांच्या प्रशिक्षण समावयाचे काम करणे, संस्थ्यांचे प्राथमिक सर्वेषण करणे, प्रत्येक योजना व कार्यक्रमांगत प्रशिक्षण आयोजित करण्यासाठी काही आर्थिक तरतूद आहे का ते शोधणे, विभागाच्या प्रशिक्षण देशवार्ता अर्थसंकल्पी तरतूद प्राप्त करून घेण्यासाठी प्रस्ताव तयार करणे, संस्थेसाठी ५ वर्षाची प्रशिक्षण रुपरेषा व वार्षिक प्रशिक्षण आराखडा तयार करणे.

प्रत्येक पदला अनुमानिक अशा प्रशिक्षण गरजने विवरण अहवाल तयार करणे आदि कामे करतील.

तसेच कर्मचारी-व्यांची योग्य प्रशिक्षणासाठी निवड करणे, सेवा प्रवेश, पदोपत्री व बदलीचबांधे, तसेच ५ ते ७ वर्षाच्या एकादशी उज्जवल प्रशिक्षण मिळावे यासाठीची व्यवस्था तयार करणे व
अंतर्लात आणणे, प्रत्यक्षित पार पदलेल्या प्रशिक्षणावाच नांद घेऊन प्रशिक्षकांशी चर्चा करून प्रशिक्षणाचे सामान्यतर करून, प्रशिक्षित लोकसेवकमधून उत्तम प्रशिक्षक शोधून त्यांचे एक दल बनविणे आणि संस्थेतील विशेष तजांचे प्रशिक्षण घेऊन त्यांना प्रशिक्षण घेण्यावाच डावने प्रशिक्षणाचे साधन करून त्यांचे माफ्फत हस्तांतरित होते. प्रशिक्षण सहायत निम्नतित करून तसेच आंत धो प्रशिक्षण घेण्याचा प्रयत्न करून, प्रशिक्षण कार्यक्रम व प्रत्यक्ष कामकाज यांचा समन्वय साधणे हे काये करतील.

2. प्रशिक्षणाचे प्रकार -

2.1 राज्य शासकीय कर्मचार्यांचे तात्त्विक प्रशिक्षण, प्रशासनिक व संवांतरंत प्रशिक्षण तसेच काही विशिष्ट प्रवर्गाचे विद्यार्थी प्रशिक्षण देखील देण्यात येईल.

2.2 तात्त्विक प्रशिक्षणाची रचना व अंतर्लात जावणीची आरंभिक - सदर प्रशिक्षण सांबंधित विभागाच्या आणि लया विभागाच्या अधिनस्त संस्थांच्या मूळ तात्त्विक कामकाजाशी सांबंधित असेल. तात्त्विक प्रशिक्षणाची आलेखण, विकसन, नियोजन, समन्वय, अंतर्लात जावणी तसेच प्रशिक्षणाच्यांचे मूळत्वमापन करून त्यांना प्रशिक्षणाचे कार्यक्रम जबाबदारी प्रत्येक विभाग आणि त्यांच्या अस्तित्वात असलेल्या प्रशिक्षण संस्थांची राहील. अशा संस्थानाची अधिक बऱ्याचं करून देणून त्यांना स्वायतता व अधिकार देण्यात येईल. बदलीने नियुक्ती इत्यादी अधिकार, विभागांची त्यांच्या अधिकारी अस्तित्वाची प्रशिक्षण संस्थांमध्ये सकतीले प्रशिक्षण देणे अनिवार्य आहे. सांबंधित विभागाची तात्त्विक प्रशिक्षण कार्यक्रमासाठी वार्षिक प्रशिक्षण आरंभिक करून खर्चांची तरुण करावी.

2.3 प्रशासनिक व संवांतरंत प्रशिक्षणाची रचना तसेच अंतर्लात जावणीची आरंभिक - सदर प्रशिक्षण हे ज्ञान कोषांचे कपडांकर याथायोग्य बदलासाठी राहील. हे प्रशिक्षण सर्व विभागांच्या कर्मचार्यांसाठी आवश्यक असेल. (लोक प्रशासन, सामाजिक बांधकामक, प्रकल्प व्यवस्थापन, सुप्रशासन, व्यवस्थापक कोषांचे, अयोगकोषांचे, बाबां, मनुष्यविज्ञविकास - आस्थाप्रदान विषयक कामकाज, संबंधित कायदे, संगणक प्रशिक्षण हे.)

सदर प्रशिक्षण, प्रशासनाची सर्वसाधारण क्षमता बांधणी, प्रेरणा व सुयोग्य कामकाजासाठी अतिशय महत्त्वाचे असल्याने सर्व पदार्थील कर्मचार्यांना सदर प्रशिक्षण सकतीले देण्यात यावे. या प्रशिक्षणाची
जबाबदारी शिक्षा प्रशिक्षण संस्था आधा प्रशिक्षणाची बांधणी, आहेण, तजप्रशिक्षक तयार करणे, मूल्यमापन, परीक्षण वेळापत्रक ठरवणे व प्रमाणपत्र देणे आदी कामे पहाणी राज्य विकास संस्था महणून यशदाकडे व विभागीय प्रशासनाच्या प्रशिक्षण संस्था तसेच जिथे प्रशासनाच्या प्रशिक्षण कंद्राकडे असेल. हे प्रशिक्षण सर्व पदार्थील कर्मचार्यांना विशेषत: त्या पदार्थ नियुक्ती झाल्यानंतर सकतीचे असेल.

महाराष्ट्र राज्यातील सर्व संघातील अधिकारी / कर्मचाऱ्यांना पुढीलप्रमाणे नमूद केलेल्या त्यांच्या प्रशिक्षण देण्यात येईल. कनिष्ठ स्तरावरील कर्मचार्यांची प्रशिक्षणाचा कावळाची दिवसांपेक्षा एकूण तासात ठरवणे आवश्यक राहिल.

अ) पावाभूत प्रशिक्षण कालावधी

- गट अ - सहा आठवडे, गट व - सहा आठवडे, गट क - दोन आठवडे व गट ड - एक आठवडा

ब) पदोन्नतीनंतरचे प्रशिक्षण कालावधी

- गट - अ दोन आठवडे, गट - व दोन आठवडे, गट - क - एक आठवडा व गट ड - तीन दिवस (२१ तास)

क) उजवणी प्रशिक्षण कालावधी

या प्रकारे प्रशिक्षण किमान ५ ते ७ ज्या एकादशा ५ दिवसांसाठी देण्यात येईल परंतु ज्या अधिकारी/कर्मचाऱ्यांनी सदर कावळावधीत दुसरे कोणतेही प्रशिक्षण घेतले नसेल, त्याच अधिकारी व कर्मचाऱ्यांना सदरचे प्रशिक्षण देण्यात येईल.

ड) बदलीनंतरचे प्रशिक्षण कालावधी

या अंतर्गत ज्या अधिकारी व कर्मचाऱ्यांनी विभागातून बदलते होते तसेच बदलीनंतर ल्यांच्या कामाच्या दिवसांत बदल होतो फक्त त्याच अधिकारी व कर्मचाऱ्यांना प्रशिक्षण देण्यात येईल. या प्रशिक्षणाचा कावळावधी १ ते ३ दिवसांसाठी असेल (७ ते २१ तास).

ढ) नवीन विषयाची ताळशोध प्रशिक्षण (Orientation Training)

या प्रशिक्षणाचा कालावधी १ ते ३ दिवसांसाठी असेल (७ ते २१ तास).
वरील उज्ज्वल प्रशिक्षण वर्ग अ व ब मधील अधिकार्यांना पायाभूत प्रशिक्षणानंतर कमीतकमी ४ वर्षांनंतर मात्र ६ वर्ष पूर्ण होण्यापूर्वी देण्यात यावे. नवन विषयांची तोड आोठाक करण्यासाठी विशेष प्रशिक्षण आयोजित करणे अपेक्षित राहिल.

2. ४ विदेशशासी प्रशिक्षण - मा. मुख्य संचारवांचा अध्यक्षांनी राज्य प्रशिक्षण कृती दल विशाल संवर्गांसाठी विदेशशासी प्रशिक्षण देण्यासंबंधी घोषणा ठरवेल व निर्णय घेईल.

3. प्रत्यक्ष प्रशिक्षण देण्यासाठीची व्यवस्था व प्रशिक्षण संस्थांची कार्यः

3.१ शासकीय विभागांच्या सर्व स्तरावरील प्रशिक्षण संस्था आवश्यकतेनुसार विभागाचा कार्यान्तरक अभ्यास करतील. प्रशिक्षण गरजांचे विश्लेषण करतील. विभागीय व व्यवसायिक परीक्षा आयोजित करतील. विभागांचे कार्यक्रम व योजना यांच्यासाठी सर्व पातळीवरील लोकांना समावेश करून विशेष कार्यसाधन बनवली. विभागांची मैन्युअल व प्रशिक्षण साहित्य तयार करतील. विभागांच्या प्रशिक्षकांसाठी विषयानुसार प्रशिक्षणाचे प्रशिक्षण आयोजित करतील. विभागाची संबंधित विषयात संशोधन करतील. आवश्यकते प्रमाणे विभागांना कार्यक्रम व योजना यांचे विभाग प्रमुखांच्या वडोले मूल्यमापन करतील. त्याच्या प्रमाणे प्रश्नेक विभागांना विज्ञानस प्रोरंस रिडिजनिरंग करतील तसेच शासकीय घोषणा, योजना व कार्यक्रमाच उंचित बदल आणण्यासाठी शासनाला शिफारस करतील. सदरच्या प्रशिक्षण संस्था संबंधित विभागांच्या त्या स्तरावरील विभाग प्रमुखांच्या नियन्त्रणाखाली राहतील. सर्व शासकीय विभागांच्या प्रशिक्षण संस्थांचे मूल्यमापन वरिष्ठ प्रशिक्षण संस्था महौसून यशस्वी करेल.

3.२ प्रगा.सनिक व संवंतरत प्रशिक्षणाची प्रक्रिया ही तीन तराचर कार्यान्तर केली जाईल.

(अ) विभागांना म्हणजे राज्य स्तरावर यशस्वी ही शिक्षार प्रशिक्षण संस्था महौसून खालीलप्रमाणे कार्य करेल.

विविध विषयांबाबत प्रशिक्षक तयार करण्याकरिता प्रशिक्षण आयोजित करणे. तसेच प्रशिक्षण व्यवस्थापकांना संबोधन प्रशिक्षण देणे, संगणक व माहिती तंत्रज्ञानाच्या विकंद्रित प्रशिक्षण देण्यासाठी प्रमुख संस्था महौसून काम पाहण्याखेरीज राज्य प्रायोजित संस्थानसाठी संसाधनाची संवासत्ता देणे. राज्य संसाधन संस्था महौसून काम पाहणे आणि महाराष्ट्र राज्याची व्यवस्थांत अंकनांमध्ये महौसून दृष्ट क्रिया व ई-शिक्षणासाठी राज्य वंत्रण तसेच प्रलेख व प्रशिक्षण साहित्याची निर्मिती व प्रसारण करणे. राज्य शासनाच्या सर्व
विभागमें तयार केलेल्या माहितीच्या डाटाबेस तयार करण्यासाठी संग्रह संस्था म्हणून काम पाहणे. वस्तुतता प्रशासकीय अभिमत विभागीय दर्जा देखील आवश्यक ती पासले असलेली जातील व त्यासाठी वाढीव जमीन देण्याच्या किंवा तसेच प्रशासकीय योजनांत आवश्यक होते तिथी ते बदलणाऱ्यो आहे. या मुल्यमापन करून आवश्यकता शिफारसी बरकरार करण्यांमध्ये व प्रशिक्षण मूल्यमापनमध्ये विधानाची मुख्य भूमिका राहिल. तसेच विभागीय विकल्प प्रस्ताव रीतीने असेही त्यांच्या कामाच्या कशी सुधारणा करत येईल हे प्रस्तावित करणे. व त्यांच्या प्रशिक्षणांमध्ये मार्गदर्शन करणे. ज्या विभागीय लोकांशी प्रत्यक्ष संपर्क येतो अशा विभागांसाठी हे काम प्राधान्याने घेतले जाईल.

(ब) दुस्संया म्हणजे विभागीय मुख्यालयाच्या स्तरावर विभागीय प्रशासकीय प्रशिक्षण संस्था राहतील. त्यांच्या कार्ये/भूमिका पुढील प्रमाणे असेल.

विभागीय मुख्यालयात असलेल्या वर्ग-ब व क च्या लोकसंसाराची प्रशिक्षण कार्यक्रम घेणे. तसेच विशेष योजना व कार्यक्रमातील अंतर्गत संपूर्ण कार्यक्रमास्ती निवडलेल्या गटाऱ्याच्या विशेष विकल्प आयोजित करणे, संबंधित विभागांतील स्थानिक स्थळांच्या संस्था व शासनांना अंगीने अंतर्गत व्यवस्थायाच्या प्रशिक्षण गरजां पूर्ण करण्यासाठी क्षेत्रीय संस्थानास्ती प्रशिक्षण सुविधा उपलब्ध करून देणे. त्यांचे राज्य स्तरावर संस्थानास्ती माहिती सामुदायिक विकास, यशस्वी व राज्यशासनाची संपर्क साधणे व मूल्यमापन करणे.

सदरमहानगर प्रशिक्षण संस्था संबंधित विभागीय आयुक्त वांच्या नियंत्रणाखाली राहतील. (ब) प्रशिक्षण प्रशिक्षण प्रशिक्षण प्रशिक्षण प्रशिक्षण कार्यक्रम असतील. जिल्हा प्रशिक्षण पक्युन विकेंद्रित प्रशिक्षणाचे महत्वचे काम करतील आणि त्यांची भूमिका पुढील प्रमाणे असेल.

प्रत्येक जिल्हा प्रशासकीय प्रशिक्षण केंद्राची स्थापनेस व विश्वसंतांचा गठ असेल, जिल्हाची पार्श्वभूमी दरम्यान जिल्हा केंद्रीत प्रशिक्षण विषयांची सूची निर्धारित करण्यात येईल व त्या ग्रामों जिल्हा प्रशिक्षण संस्थानी रचना करणार येईल. सदर गटांचे प्रशिक्षण हे यशस्वी, विभागीय प्रशिक्षण संस्था किंवा विभाग प्रशिक्षण संस्थांमध्ये आयोजित करणार येईल आणि यशस्वी
प्रशिक्षणाधीन उपाधि व यशदा मान्यताप्राप्त प्रशिक्षक हे जिल्हा प्रशिक्षण संस्थाना मार्गदर्शन करन वा गटाच्या कामाक्षी मंडळाने संबंधित प्रदेशिक संस्था व यशदा यांना अवगत करतील.

जिल्ह्यांतर्गत येणार्या सर्व प्रशिक्षण संस्थानांचे मूल्यमापन यशदा करून. जिल्हा स्तरावरील प्रशिक्षण संस्था संबंधित जिल्हाधिकारी यांच्या नियमण खालील राहतील.

3.3. उपरोक्त निष्ठा प्रशिक्षण संस्था टप्पकेयतमाल्याने स्थापन करण्यात येतील. ज्या प्रशासनिक विभागांचे मुख्यालयाच्या ठिकाणी व जिल्हा मुख्यालयाच्या ठिकाणी सदस्योत्तर प्रशासनिक विभागांची नाही तेथील सदस्योत्तर असते. असलेल्या खात्याच्या प्रशिक्षण संस्था, विधानसभा अन्य स्थायी संस्था किंवा खात्याचा संस्था यांना प्रशासनिक प्रशिक्षण संस्था महानून तात्काळिक किंवा कायम दल्ला देणे व तात्काळिक दल्ला दिलेल्या संस्थांचा जगी प्रथम टप्पकेयतमाल्याने स्वतंत्र प्रशासनिक प्रशिक्षण संस्था स्थापन केल्या जातील. संबंधित संस्थाना शासन जगा उपलब्ध करून देईल व लागणारी आधिक तर्टुदूद सामान्य प्रशासन विभाग करून. व त्यापूर्वी कालवधीत सर्व खाल्याच्यासाठी प्रशिक्षण संस्था टप्पकेयतमाल्याने स्थापन केल्या जातील.

संबंधित संस्थाना शासन जगा उपलब्ध करून देईल व लागणारी आधिक तर्टुदूद संबंधित विभाग करून.

3.4. राज्यातील सर्व प्रशिक्षण संस्थानो सोसाइटीज हंगस्ट्रेशन अंक १८६० अंतर्गत किंवा मुंबई पॉलिक ट्रस्ट अंक १९५० अंतर्गत नांदनी करून स्थापन केलेला देण्यात येईल. प्रशिक्षणाची गुणवत्ता राष्ट्राध्यक्ष संस्था स्वयंप्रतिष्ठित संस्थाने निवासी मंडळाचे मंडळाचे निवासी संस्थानी समान व यशदा प्रशिक्षणाची उपस्थिती राहतील. या संस्थाना शासनकडून अनुदान देण्यात येईल. मात्र अशा संस्थानी खाल्याचा नांक्षक कार्यक्षेत्रीय तसेच प्रशासनिक प्रशिक्षण कार्यक्रम, प्रकल्प व सल्ला सेवा याच्या नियमानुसार उभारणासाठी प्रयत्नशील राहायचे असे करणे आवश्यक राहतील.

3.5. राज्य शिक्षा प्रशिक्षण संस्थेने व खात्याच्या राज्यातील संस्थानो केवळ प्रशिक्षण संस्था महानून नक्के तर महत्त्वाचे संसाधन केंद्र, थिकऱ्क, प्रशासनिक व विभागाच्या कार्यालयासाठी संबंधित संसाधन व प्रलेखन केंद्र, तंत्रज्ञान विभाग केंद्र, शासनाच्या योजनाचे मूल्यमापन कंट्रोल, खात्याच्या विज्ञानस रिझर्जिनिर्माण करणार्या संस्था तसेच तंत्रज्ञान तथ्याच्या अध्यायाचे अभावाचे शिक्षण कार्यक्रमाचे अभावाचे सुविधानांच्या संस्था महानून कार्यक्रम याच्यात असेही आवश्यक आहे. विभागीय स्तरावरील प्रशासनिक विभाग / खात्याच्या प्रशिक्षण संस्था तसेच जिल्हा स्तरावरील
प्रशासकिय / खात्यांच्या प्रशिक्षण संस्था या कामात राज्य शिक्ष ग्रीष्म, प्रशिक्षण संस्था ओळखण्याची राज्यस्तरीय 
संस्थाना मदत करतील.

४. दूरस्थ प्रशिक्षण प्रणाली :-
यशदा ही राज्य विभाग संस्था ओळखण्याचा एकादमी महून संबंधित विभागांत सन्दर्भांत प्रशिक्षण 
बघांने आयोजन करत. गट आ, व व क साठी प्रशिक्षण अनिवार्य करण्याचे प्रस्तावित असल्यामुळे पारंपरिक/सामान्य प्रशिक्षण येणाच्या कर्मचार्यांची संख्या फार नोंद ध्यानात रहणार आहे. सेव दूरस्थ 
प्रशिक्षण प्रणाली परिसंचारकारक राहील. या प्रेयोजनांत्र प्रादेशिक ओळखण्याची जिल्हासरावरील प्रशिक्षण संस्थाना दूरस्थ 
केंद्र महून दूरक्रम (Video Conferencing) परिसंचार, संगणकाद्वारे प्रशिक्षण, संगणकाद्वारे मुल्यमापन 
व संगणकाद्वारे प्रशिक्षणपंथे देणे इं. साठी वापर करता वेळ. या केंद्रांप्रमाणे पोहोचण्यासाठी यशदा ही संस्था 
Virtual Academy महून काम पाहिल.

५. प्रशिक्षणाच्या संबंधित मनुष्यवाढ :-

५.२ प्रशिक्षणपाल गुणवत्ता राखण्यासाठी सवं विभागांनी प्रशिक्षणसंबंधित मनुष्यवाढकडे विशेष लक्ष देणे 
आवश्यक ठरेल. या अंतर्गत नियमित प्रशिक्षक ओळखण्याचा प्रशिक्षक ओळखण्याचा पारंपरिक लागणारी 
अभिव्यक्तित व क्षमता असणाल्या व्यक्तीची निवड होण्याच्या दृष्टीने विभाग चालणी प्रशिक्षण ओळखण्याचे 
देणे लाख नियंत्रण करतात. ज्यामुळे एम. फिल, पी.एचडी, सेट, नेट ओळखण्याच्या अवघ्य, अवघ्य, व्यक्ती 
नियमित प्रशिक्षक होणार इतर शासकीय अधिकारी प्रशिक्षक राखणारी संपर्क ने व्यक्तीची निवड होत. 
प्रशिक्षणपाल सातव्या राखण्यासाठी प्रशिक्षण संस्थाना २५% पर्यंत नियमित प्रशिक्षक नियुक्त करण्यास 
उद्देश्य देणे ओळखण्याचे २५% साठी प्रशिक्षणसंग्रहीत अवघ्य असणारे प्रशिक्षक व मुख्य प्रशिक्षक आणि उच्चरित 
५०% गरजा बाहेरराइ प्रशिक्षकसाठी पुन्हा करण्यात याव. ज्यामुळे प्रशिक्षण अधिकारी, करारापत्ती, 
प्रशिक्षणाचा तसेच पहाणे प्रशिक्षक याचा समावेश असेल. त्याच्यामध्ये प्रशिक्षण संस्थाना नियंत्रकालीनकणे 
प्रशिक्षकसाठी प्रशिक्षक विकास कार्यक्रम आयोजित करणारा व प्रशासकिय संस्थेच्या करण्यासाठी
देशांतरगत व देशावाहर संधी तस्थ सौक्षणिक पात्रता वाढीसाठी रजा उपलब्ध करून देशासांस वित्तान देशावत याचे।

5.2 प्रशिक्षण संस्थांकडून प्रतिनियुक्तीवर येऊन्या प्रशिक्षकांसाठी नूतन वेतनाच्या 30 टक्के प्रशिक्षण भत्ता अनुसूच राहिल. मात्र अशा प्रशिक्षकांना प्रतिनियुक्ती भत्ता अनुसूच राहणार नाही.

6. अधिकारी / कर्मचारी प्रशिक्षण व सेवा नियमांची सांगद :-

प्रशिक्षणाला जागीवपूर्वक कर्मचारी-यांच्या व अधिकारी-यांच्या व्यावसायिक प्रगती बरोबर जोडले जाणे आवश्यक आहे. त्यामुळे प्रत्येक कर्मचारी-यांची व अधिकारी-यांची व्यावसायिक प्रगती बरोबर जोडले जाणे आवश्यक आहे. प्रत्येक 5 ते 7 वर्षांच्या गटात किमान पाच दिवसांत एक प्रशिक्षण होणे पडून तीसाठी आवश्यक आहे. दयानंतरी वेतनवाढ देताना त्या कर्मचारी-यांचे आवश्यक सेवा प्रशिक्षण पूर्ण केले किंवा कसे या तपासणी करणे आवश्यक राहिल.

वरीय्यांदरे प्रशिक्षणासाठी नामनिर्देशन होऊन सुदा संबंधीत ध्वनी अपवादात्मक परिस्थिती वगळता गाहजर राहिली तसेच सूट मिठण्यासाठी सक्षम प्राधिक-यांकडून मान्यता न पेतल्यास म.ना.से. (शिष्ट व अग्रील) नियम १९७९ विध तरतुदीनसार सक्षम प्राधिक-यांकडून शिष्टभंगाची कार्यवाही करण्यात याची. तसेच संबंधीत प्रशिक्षणासाठी एका प्रशिक्षणार्थांना वेण्यारा खर्च त्या व्यक्तीवर पवारसुन कपाल करून संबंधीत प्रशिक्षण संस्थेच्या खात्यावर वसुली महून वरीय्यांदरे जमा करून व वसुलीची नाऊ त्या व्यक्तीवर सेवा पुनर्काल पेण्यात याची. प्रशिक्षण विषयक उपयोगक उल्लेखित बंधनकारक वाची यथावकास सेवा नियमांमध्ये समावेश करणे संबंधीत तिथिमानांना आवश्यक राहिल. प्रत्येक प्रशिक्षणाच्या शेवटी प्रशिक्षणांच्यात मुल्यमाण करणे आणि त्यांची यशस्विनता प्रमाणित करणे अनिवार्य राहिल व ज्या प्रशिक्षणांमध्ये बिहीत गुण मिठणार नाहीत त्याना स्वयंचारणे ते प्रशिक्षण पुन्हा करावे लागेल. तसेच प्रत्येक प्रशिक्षणावहात, एकूण प्रशिक्षणावहात, रहाण्याच्या व इतर सोयी सुविधावाबत प्रशिक्षणार्था शेवटच्या दिवसी प्रशिक्षणांकडून मुल्यमाण करून पेण्यासाठी Feedback System चालू करण्यात येईल.

दिव्य कालावधीच्या व बिंदेशी प्रशिक्षणापूर्वी प्रशिक्षणार्थीला सक्षम प्राधिक-यांकडून बंधन लिहून द्यावे लागेल व त्याप्रमाणे नंतर प्रशिक्षणांची नोकरी सोडत असेल तर प्रशिक्षणावर खर्च झालेली रक्कम सदर
प्रशिक्षणार्थकार्यहकू वसूल करून संबंधित प्राधिकारिकायें लागेले जमा करावी लागेल. देश विदेशी विशेष प्रशिक्षण, निरंतर शिक्षण व संरचनासंबंधी यासाठी उपरोक्तलेखात संबंधित प्रशिक्षण पूर्ण करणे अनिवार्य राहील.

प्रशिक्षण संस्थानाची नामनिर्देशन मागिले असताना आपणी, निवडणुक, जनवणात, कायदा व सुविधा या परिष्करणाऱ्या व तथा विभागांना नामनिर्देशन न केल्यास तसेच सुट मिळवण्यासाठी सक्षम प्राधिकारिकायें (सक्षम प्राधिकारिक मूलने त्या विभाग / कार्यालयाचे विरुद्ध कार्यांक असेल) माणूस न घेतल्यास सक्षम प्राधिकारिकायें संबंधित अधिकारीयांच्या न.न.से. (शिस्त व अशिल) नियम 1979 च्या तरसीदिन अधिकारी कार्यवाही करण्याची माणूस याची.

शासकीय अधिकारी / कर्मचारी याच्यांनी अध्ययन रजेसदी (Study Leave) काय घोरण असावे याबाबत राज्य प्रशिक्षण कृतिदल (STTF) यांचा शिफारस करण्याचे अधिकार राहील.

7. लोकप्रित दिशेची प्रशिक्षण

पंचायत राज संस्थेचे लोकप्रिय, आमदार आणि मंत्रीगण यांचे देखील प्रशिक्षण संबंधीत स्तरावरील प्रशिक्षण संस्थानाचा आयोजन करणे आवश्यक राहील. विस्तृत आदेश वेळेवेळी निर्देशित केले जातात.

8. आधिक तरतुद :-

प्रत्येक शासकीय विभाग वर्षाच्या सुरवातीला प्रशिक्षण आराखडा तयार करेल व त्यासाठी आधिक वर्षाच्या त्या शासकीय विभागाच्या अर्थसंकल्पात आवश्यक तरतुद करेल. राज्य प्रशिक्षण नियोजन व मूल्यमापन वंशवाणीतील लागणारी आधिक तरतुद तसेच प्रशासनिक व संचालन तरतुद आणि प्रशिक्षणार्थीच्या तरतुद / प्रमाणपत्रे यासाठी यशदास व विभागाच्या अर्थसंकल्पात शासकीय प्रशिक्षण संस्था तसेच जिल्हा प्रशिक्षण केन्द्रासाठी लागणारी आधिक तरतुद त्या आधिक वर्षाच्या अर्थसंकल्पात सामान्य प्रशासन बिभागाच्या तरतुद करण्याची येईल. सदर प्रशिक्षण घोरण योजना ही योजनांतर्गत योजना मूलून राज्यविभागात येईल.

9. प्रस्तुत शासन निर्णय महाराष्ट्र शासनाच्या वेबसाइटवर उपलब्ध असून त्याचा संग्रहक संकेतांक 2013023962935007 असा आहे:

महाराष्ट्राचे राज्यपाल याच्यांनी आदेशानुसार लागेले,

(राजकीय गायकवाद)
मुख्य सचिव

2013023962935007
प्रति - महालेखापाल महाराष्ट्र-१ (लेखा व अनुज्ञयता), मुंबई महालेखापाल महाराष्ट्र-२ (लेखा व अनुज्ञयता), नागपूर महालेखापाल, महाराष्ट्र-१ (लेखा परिष्का), मुंबई महालेखापाल महाराष्ट्र-२ (लेखा परिष्का), नागपूर अपर मुख्य सचिव/प्रधान सचिव/सचिव, मंत्रालय, मुंबई पोलिस महासचालक, मुंबई प्रधान मुख्य वनसंरक्षक, वन भवन, रामगिरी रोड, सिब्बील लाईन, नागपूर, ४४०००१ मा. मुख्यमंत्री यांचे प्रधान सचिव/खाजगी सचिव मा. उपमुख्यमंत्री यांचे प्रधान सचिव/खाजगी सचिव मा. मंत्री व राज्यमंत्री यांचे खाजगी सचिव/स्वीय सहायक मुख्य सचिव यांचे स्वीय सहायक, मंत्रालय, मुंबई प्रधान सचिव (सेवा) यांचे स्वीय सहायक, मंत्रालय, मुंबई महासचालक, यशवंतराव चक्रवर्ती विकास प्रशासन प्रबोधनी, राजभवन आवार, बाणेर रोड, पुणे ४११ ००७ उप सचिव, सांप्रद/१२-अ यांचे स्वीय सहायक, मंत्रालय, मुंबई सर्व मंत्रालयीन विभाग व त्यांचा अधिपत्याखालील सर्व कायाच्या/प्रशिक्षण संस्था निवड नस्ती-१२-अ, सांप्रद, मंत्रालय, मुंबई