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GOVERNMENT OF KERALA
Abstract

Personnel & Administrative Reforms Department – State Training Policy – Approved –
Orders issued.

Personnel & Administrative Reforms (AR-13) Department

G.O.(P) No.1/04/P&ARD

Thiruvananthapuram, Dated 1-1-2004

Read: Letter No.4200/DIR/02/IMG Dated 4.9.2002 and 8.11.2002 from the Director,
Institute of Management in Government.

ORDER

Government are pleased to approve the State Training Policy as annexed.

By Order of the Governor,

N.CHANDRASEKHARAN NAIR,
Chief Secretary.

To

All Principal Secretaries/Secretaries/Special Secretaries to Government and all
officers of the Secretariat.

All Heads of Departments and offices

All District Collectors

All Departments of the Secretariat (including Law and Finance)

The General Administration (SC) Department (vide item No.2538 dated
31.12.2003)

The Registrar, University of Kerala, Kochi, Kozhikode, Mahatma Gandhi
University.

The Secretary, Kerala Public Service Commission, Thiruvananthapuram.

The General Manager, Kerala State Road Transport Corporation,
Thiruvananthapuram.

The Registrar, High Court of Kerala, Ernakulam.

The Registrar, Kerala Agricultural University, Mannuthy.

The Secretary, Kerala State Electricity Board, Thiruvananthapuram.

The Private Secretary to Leader of Opposition.

The Private Secretary to Chief Minister and other Ministers.

The Additional Secretary to Chief Secretary.

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Forwarded/By Order



Section Officer



GOVERNMENT OF KERALA

Personnel & Administrative Reforms Department

KERALA STATE TRAINING POLICY

(G.O. (P) No. 1/04/P & ARD Dt. 1-1-2004)

JANUARY 2004

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Personnel & Administrative Reforms Department

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STATE TRAINING POLICY

VISION AND MISSION

Training is an obligation of the State Government towards its employees. The objective in fulfilling this obligation would be to develop and maintain their efficiency and effectiveness. This is not a one-time responsibility but a permanent and continuing one that should extend through the career of the employee. For the employees of the Government and other Government agencies and organizations, training is recognised as a natural right. This stems from the understanding that training is a pre-requisite for enabling them to demonstrate the required degree of efficiency, effectiveness and behavioural propriety expected of them both towards the public and to others in their own work organizations.

The Mission of the training enterprise of the Kerala State Government is the transformation of each and every employee in Government Departments and Government agencies and organizations into fully developed, duty conscious, development oriented, well-behaved, competent and motivated members of work teams who are committed to the promotion of public welfare. This implies that in the pursuit of excellence in the promotion of public welfare, training in all relevant efficiency enhancing technologies from the range of choices available at any given time, will be imparted to the employees. The expected outcome is a Public Service System for the State, the edifice of which will be built on people (customer)-focused management that allows the greatest room for their participation in decision-making, and one that is geared towards promoting continuous innovations as part of a relentless pursuit of total quality in governance.

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THE KERALA STATE TRAINING POLICY

I. THE NEED

Over the last few decades, the world has been witnessing major changes in almost several spheres. These changes have had significant impact in the economic, political, social and technological dimensions of governance. They call for significant alterations in the State - Citizen interface in Kerala, elsewhere in the country and in the world at large. These changes are briefly recapitulated below:

- In the economic sphere, liberalisation, globalisation and the integration of the world economy; cross-country movement of capital resources; the need to attract investment, both national and international and the imperatives on Governments to afford the required measure of protection to people from the adverse fallout of such factors are some of the new change elements,
- In the political sphere, the significant change factors arise from the devolution of power to the third tier of governance at the district and sub-district levels, embodied in the 73rd and 74th Amendments to the Constitution of India; association of people and their representatives at the local decision making levels and sharing power with citizens at the grassroots level who would otherwise be perceived only as beneficiaries of government largesse.
- In the social sphere, the changes reflect the aspirations of affirmative action groups, echoing, in many cases, the voices of those suppressed for centuries and their clamour for a rightful share of political and economic power and opportunities.
- In the choice and use of technology, the changes arise from the recognition of the increased importance of Information Technology and its potential for enhancing the quality of service delivery to the people; and the exciting possibilities of e-governance.

To reflect these changes, Governments are increasingly called to make necessary adjustments, realignment and redefinition wherever necessary to the State-Citizen interface itself. Almost invariably, this means that they have to focus their attention in making governance more transparent, more accountable and more participative. Governments all across the world are recognizing that people have a 'Right to Information' on public transactions. In doing all this, the act of balancing rising expectations of the citizens from the State on the one hand

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and the hard budget constraints faced by Governments for meeting them on the other, imposes formidable challenges.

There has also been a paradigm shift in the role of the government away from its position as an all-pervasive entity armed with a unique governmental solution for each and every problem affecting the people. Instead, there is a growing recognition that solutions have to be arrived at consultatively.

The civil service, as a major arm of government, has to be made aware of the changes, sensitised to their implications and equipped with the requisite knowledge, skills and attitudinal orientation to cope with them.

The ARC Report of August 2000, in Volume I, Chapter 3, **Capacity Building**, states: "A Training Policy has to be announced by the State" (P.130) (Annexure I). In this context, first and foremost, this calls for an appreciation of the scope of training itself. If the concerns highlighted above are to be fully captured, training cannot be limited to the normal 'class room' mode of training. The term 'Training' in the context of Governance, will include on the job training, action research for improvement of systems and procedures in public service for better effectiveness and efficiency, continuous help and support to different government departments in the form of consultancy service, measurement and assessment of feed back from public on the quality and quantity of public service as well.

II. TRAINING OF CIVIL SERVANTS IN THE CONTEXT OF THE MODERNISING GOVERNMENT PROGRAMME

The Schematic Outlines of the Modernising Government Programme (MGP) of 2003, in its Detailed Implementation Plan for the area of Core Functions of Government, in the section on Human Resource Management, envisages the following major outcomes:

- Building a competent and professional civil service,
- Development of indicators in the form of published and accepted norms of civil service standards, well defined Ratings of public Services and work standards with respect to Client needs and demands" and
- Reduction in complaints/pending cases and resolution of cases/decision making on a time bound manner

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MGP envisages that by March 2007, there should be a 40% improvement in the level of public services as measured by user satisfaction surveys (experienced by at least 60% of those surveyed) The Detailed Implementation Plan for the MGP Initiative on "Comprehensive Training Programme for Civil Servants" is at Annexure II.

III. TRAINING OBJECTIVES

Taking into account the major changes in the environment, enumerated above, and realising that critical areas of the economy and social infrastructure are under managed, the objectives of training should be to

- expose the civil service to the socio-economic and political environment in which it operates
- promote better understanding of professional requirements including the need for value based management, free of graft and rent seeking
- update and enhance professional knowledge and skills needed for better performance of individuals and organisations
- bring about the right attitudinal orientation towards the users of goods and services provided by the government

and to that end, equip the civil service to

- ✓ fulfil and practice 'Good Governance'
- ✓ deliver efficient and effective public service through action research where required.
- ✓ formulate a demand driven response to public service
- ✓ actively seek feedback from public and institute modifications to systems and procedures suited to changing public expectations
- ✓ develop an appreciation of the need to constantly evaluate perspective to all their activities

The focus should, all the time, be on responsiveness to the expectations of the citizens and a willingness to appreciate other views responsiveness to

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changing organisational and technological developments. commitment to democratic values and concept of partnership and participative decision making: infusion of scientific temper and accountability to ensure high performance in every professional field and cost effective methods of service delivery

IV. TRAINING COVERAGE

Training would be imparted to all rungs of the civil service, starting from the lowest and cutting edge to the highest in policy making

For the purpose of appropriate training design, it may be convenient to divide the civil service into four levels, each with its specific training needs

- The lowest operative level at the cutting edge, where the focus is on functional skill and attitudinal orientation
- The supervisory/junior management level where the focus is on extracting work from others involving coordination, coaching, counselling skills, interpersonal skills and a role model function
- The middle management/administration level concentrating on professional excellence, leadership and a sharp perception of inter relatedness of issues
- The top levels of the civil service to be professionally equipped for policy analysis, strategic planning, lateral thinking and policy formulation.

V. TRAINING FRAMEWORK

The ARC Report in its Chapter on Capacity Building (Vol I, Ch. 3, Pp 130-131) has already provided a framework for the training of government employees in Kerala. The following types of training are clearly provided for

All categories of civil servants should receive training, including -

- Induction training at the time of entry into service
- In-service training at suitable intervals during career progression, preferably once in five years subject to the limitations of training capacity and budgetary allocations

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- Promotion-linked training of one month's duration either before or after promotion, within a specific time interval, preferably five years
- Short-duration exposure seminars as and when any major development in a sector takes place to orient members of the civil service on the relevant policy perspective adopted by Government
- Re-skilling consequent to redeployment of employees

Attendance in training programmes should be mandatory. This should also be linked to promotions, confirmation in service, and selection for long-term training both within the country and abroad

In all cases of long-term training within the country, specialised training and training abroad, a method should be evolved for the trainees to share the knowledge and insights gained by them with others. This may be by making their service available to a training institution, by conducting seminars and by bringing out publications based on what they learned. This would ensure the training programmes, which often are quite expensive to have a multiplier effect.

A module on ethics and values in civil service and value-based administration can be part of every training programme. Such modules can be in the form of audiovisual presentations, case studies and caselets on specific problem situations in the work context, designed to assess the reactions of trainees and address them appropriately.

It is very important that based on the training policy of the State each Government Department should have a training schedule to suit its specific requirements resulting in a Training Plan. This training plan is to be prepared on the basis of a detailed analysis of the training needs of each department, focusing on the separate training needs of the policy making apex officers, controlling officers, the supervisory officers, and the operational staff.

The Departments should have a training officer responsible for updating and monitoring the implementation of this Training Plan, and constantly interacts with the Apex Training Institution. He/She should also be responsible for conducting systematic evaluation of the effectiveness of training given to the staff of the Department. Such evaluation should be conducted both soon after the programme is over and after a reasonable time lag to measure the sustainability of the impact.

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VI. TRAINING METHODOLOGY

Training may be imparted in training Institutions, in situ at the workplace in specific departments/offices, on a decentralised basis at District and Sub-District levels or by distance learning mode where training is carried to the trainees directly. Among other considerations, the choice would depend on a cost benefit analysis, availability of physical training infrastructure, ability to spare the participants for training. The pedagogical tools would depend on the target group. There should be an ongoing attempt to build up locally relevant training material, as its paucity is a major weakness in the current training technology. It can be in the form of printed word, audio or audiovisual material and computer-based training systems. There shall be a provision for evaluation of each training programme by the participants as a mandatory requirement and a peer group appraisal, whenever possible. This feedback shall be used to modify and improve subsequent training programmes.

Training programmes should give adequate focus on the welfare areas of the State and the community, with special attention to the role of the decentralised planning through Local Self Governments. They should also reflect the policies for the integrated development of the members of the Scheduled Castes and Scheduled Tribes, as well as for the backward communities.

Special programmes are needed to facilitate the development of assertive leadership among public representatives and among social activists. These should be supported by also programmes/inputs on project preparation, project implementation and evaluation, financial management, crisis management and infrastructure management.

The training methods should include:

- ❖ A holistic approach to use all available modern methods of training such as lecture methods, group discussions, project work, audio-visual materials, printed materials, computer based exercises, case studies, action learning, brainstorming, group-based idea generation concepts and contents of themes being covered in various sessions;
- ❖ Opinion surveys using questionnaires and discussion frames,
- ❖ Documentation of best practices, accompanied by presentation and discussion of the same in the class.

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VII. COORDINATION AND QUALITY ASSURANCE

To ensure effective coordination and quality assurance in respect of the different training institutions in the Government operating in various sectors and catering to different segments of the civil service, the Institute of Management in Government (IMG) is nominated as the Apex Training Institute of the State. It will also be the Training Consultant for the Government.

The Apex Training Institute (the IMG) shall function as the central trainer development centre for the faculty of the other training institutes in the State. Programmes shall be periodically conducted for improving the training management skills of these faculty members.

To enable the faculty members of the Apex Training Institute to do so, the faculty members of the IMG shall be periodically encouraged to participate in faculty development programmes inside and outside the State, including also programmes outside the country for which assistance is available.

Following the practice in other States in India in the case of the ATIs, the Director of the IMG should be re-designated as Director-General. This is also in line with the recommendation of the ARC Report of August 2000. The Chapter on Capacity Building in Volume I. (No 3 4.ii. Pp 130-131) states as follows: "For operationalising this policy, an instrumental mechanism is needed. The post of Director-General of Training equivalent to Secretary to Government may be created who would also be the ex-officio Director of the Institute of Management in Government (IMG). It should be the endeavour of this functionary to co-ordinate the implementation of the training policy")

IMG would provide professional backstopping services to all the training institutions in the State, irrespective of the Departments under which they function. Typical examples of such backstopping will include training of their trainers, assessment of Training Needs of specific target groups, designing training programmes and training methodology, evaluation of training programmes and sharing of training material. IMG should be equipped with the necessary physical, faculty and institutional infrastructure to discharge this role adequately.

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VIII. TRAINING BUDGET

To begin with, a total of 0.5% of the Annual Plan of the State would be set apart for training for Government departments in the first year after the Training Policy is adopted, and 0.75% in the second year. This would be increased to 1% of the Annual Plan thereafter. These funds would be allocated to the departments on the basis of the following factors:

- Number of employees in each department
- The extent of likely impact on public service
- Budgetary allocations already being set apart for training, whether directly or as funds for training institutions under a Department.

Other government-based organizations including PSUs should also earmark 0.5% of their salary expenditure towards training. Funds so allocated for training should not be re-allotted for any other purpose* (According to the ARC Report of August 2000, Volume I, Chapter 3, No.34 vi, P 131, at least 2% of the plan budget should be earmarked for Human resource Development)

The allocations for training may be placed at the disposal of the Personnel and Administrative Department in Government, which may be designated as the controlling officer for this fund. The inter-se allocation of these funds may be done on the basis of training plans prepared by individual training institutions, which will be collated by Institute of Management in Government as the apex training institution. The Apex Training Committee discussed in the next section may determine the inter-se allocation of the funds to the various training institutions.

IX. IMPLEMENTATION, MONITORING AND GUIDANCE

To achieve effective and efficient implementation of the State Training Policy, a high level State Training Council, assisted by an Apex Training Committee are required.

The present composition of the State Training Council is to be expanded to include the Principal secretary (GAD) and the Secretary (MGP). The State

Training Council may decide its own agenda and procedure of work, and co-opt other members

An Apex Training Committee is to be constituted, consisting of the following:

Director, IMG	Convener
Secretary, P & ARD	Member
Director, KILA	Member
Director, SIRD	Member
One Senior Faculty each from IMG, KILA and SIRD	Member

Whenever necessary, experts in various fields may be invited to the meetings of the Apex training Committee. This Committee will coordinate the preparation of the Training Plans for various departments

A General Council of Training Institutions in the State may be constituted under the Chairmanship of the Chief Secretary. The mandate of the General Council should be clearly defined. (A List of the Training Institutions is enclosed as Annexure III).

The Training Plans for each department would be submitted along with the Annual Plan Proposals. The State Planning Board in consultation with the Administrative Reforms and Modernising Government Programme Department would indicate department-wise allocation from the total training fund. Administrative Sanctions for the schemes would be issued by a Committee consisting of Principal Secretary (Finance), Secretary (Planning), Secretary (MGP) and Director (IMG) who would be the convener of this Empowered Committee.

X. OPERATIONAL DETAILS

Operational guidelines for implementation of the State Training Policy are contained in Annexure IV)

A mechanism has to be created to initiate, maintain and strengthen consultation among the training institutes in Kerala as well as among the ATIs in the country, to facilitate faculty development, more rational utilisation of faculty resources, sharing of course materials, review of books and monographs etc. with the ultimate objective of quality improvement in the training activities.

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The State Government, through IMG, will endeavour to develop partnership arrangements with outstanding State Training Institutions of other States as well as national centres of excellence. This is to facilitate exchange of course materials, faculty and conduct of tailor made programmes for senior officers

Within the State, a training network will be formally put in place linking Universities, Institutions like IIM, CDS, CMD, CWRDM, KFRI, CESS and other centres of excellence. This would allow for use of infrastructure, resource persons, libraries and publications

A careful identification of trainers from among government servants, the private sector and the civil society would be done and the capacity of these trainers on call would be upgraded. They would be called in as guest faculty as well as for conducting decentralised training programmes

A grading system can be developed for classifying the existing training centres within the State on the basis of infrastructure, libraries and in-house expertise

XI. THRUST AREAS

a) Information Technology

Considering the growing importance Information Technology, the training programmes being planned and implemented should contain significant course inputs on the use of information technology especially focusing on the application of Information Technology for promoting departmental effectiveness, efficiency and quality of service to the public.

b) Decentralised Planning and Development

Since Kerala has the unique distinction of promoting decentralized planning with people's involvement for integrated and sustainable development, the training programmes of all the training institutions should contain adequate focus on the conceptual and experiential aspects of decentralised planning and people's participation. The leadership for preparing training modules and study materials on this should come from the Kerala Institute of Local Administration, Thrissur.

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c) Governmental Machinery

Training programmes for Government Servants will be incomplete without a focus on the various aspects of the central, state, and local governmental machinery, as well as on the rules and procedures in force in the working of this machinery

d) Management Topics

Improvements in the functioning of the Governmental Departments and agencies cannot be achieved without the application of appropriate modern management concepts and methods. Therefore, training programmes should have enough focus on understanding and applying modern management concepts and methods for improving organisational effectiveness and efficiency

e) Departmental Topics

Each department is to improve performance through continuous evaluation of its functioning and introduce meaningful innovations in it. Therefore there should also be training programmes that specifically focus on encouraging individual departments to innovatively modify processes internal to it. This may also the application of innovative mechanisms such as Total Quality Management and Quality Circles within the departments

f) Frontier Areas

All the training institutions in Kerala should make adequate efforts to design and conduct training programmes in frontier areas such as National Resources Management, Environmental Management, Water, Soil, and Forest Resources Management, Disaster Management, Intellectual Property Rights, Human Rights, Management of Training Institutions, Management of Civil Service Training Programmes, Performance Planning and Performance Appraisal etc

Training institutions and their faculty should be expected to make continuous efforts for documenting the effectiveness of their interventions for responsive administration and publishing them

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XII. RECRUITMENT, DEVELOPMENT AND UTILISATION OF FACULTY/NON-FACULTY MEMBERS OF THE TRAINING INSTITUTIONS

The State Government should have a well defined policy for the recruitment, development and utilisation of the faculty members needed by the training institutions in the State. Adequate consideration should be given to their qualifications, competence, aptitude, motivation levels and experience of the faculty members recruited. Administrative machinery in training institutions should be centred on producing quality-training outputs. The management policy in training institutions should be to nurture and develop the skill levels of faculty members and to deserving special rewards and developmental assistance.

As a general principle, the practice should be to have a core faculty community who are permanently in the employment of the training institutions and also a small team of deputation faculty brought from government Departments. While the former category should include experts in the areas of Public Administration, Development Administration, General Management, Behavioural Sciences and important areas in modern management, the latter category should include experts in the areas of governmental rules and procedures. Both categories of the faculty community should be given detailed trainer development training at the time of recruitment to the training institution and periodical training for updating of trainer skills.

In the case of the non-faculty staff, they should be recruited with great care to ensure that they are the right type of persons needed by the training institutions. Soon after recruitment, they should be given training on the administration of training institutions, followed by periodic training in various aspects of administrative skills appropriate for those in training institutions.

N.B. The Training Policy in respect of Local Self Government is presently under preparation. When finalized, it should be treated as an integral part of the State Training Policy.

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ANNEXURES TO STATE TRAINING POLICY

ANNEXURE I

ARC REPORT VOLUME I (August 2000)

CAPACITY BUILDING

(Reproduced from the Original)

- 3.1. An important reason for the deterioration in the quality of public service is the lack of training at the pre-service and in-service levels. In the days of yore a fresh recruit used to learn from his peers and superiors. This on the job learning system has somehow collapsed for various reasons. Lack of regular training inputs has affected modernisation and upgradation of skills. Ignorance leads to fear of new things and builds resistance to change.
- 3.2. Over the years, several training institutes have sprung up. Many of them have excellent infrastructure facilities and capable professional talent but unfortunately a systematic plan of action for capacity building of government staff in an integrated manner is absent. As government training is becoming less effective, increase in number of institutions has sometimes resulted in duplication also and training cannot succeed without concurrent evaluation and research. Not much has been produced in the State as feedback to the government based on empirical evidence of what is happening to the administration and what is required to improve it.
- 3.3. The attitude to training also needs a change. Government often considers it as an avoidable activity; this attitude is best evidenced by the economy orders, which strike first at the training programmes. A training policy for the staff has not been formulated. Similarly, there have been only feeble attempts at co-ordinating several training programmes now in existence in the various institutions of the Government. On the part of officials, training, when it is compulsory and linked to career development is seen as a burden. Refresher courses and other short duration training programmes are taken as paid holiday or as an opportunity to visit places or of going home, if the training institution is in the home district.

3.4 Capacity Building of staff is justified by the fact that the State invests a significant portion of its resources on its staff by way of salaries and related expenses. Therefore, for progress, there is every need to increase the return from this investment. Improving the capacity of the government staff and making useful human resource can alone achieve this. In order to achieve this, the following recommendations are made:

- i) A training policy has to be announced by the Government. It should be a comprehensive policy aimed at capacity building of each category of staff and mentioning the kinds of training required, period, phasing, costing, outputs expected etc.
- ii) For operationalising this policy, an institutional mechanism is needed. The post of Director General of Training equivalent to secretary to Government may be created who could also be the Ex-officio Director of the Institute of Management in Government (IMG). It should be the endeavour of this functionary to co-ordinate the implementation of the training policy, utilising the existing resources. This functionary would be responsible for preparing an annual plan of action.
- iii) As a next step in the operationalisation of the training policy, it is necessary to conduct an in-depth training needs assessment for professionals as well as general categories. This study should focus merely on the numbers, but also on the kind of training required for each category - how much of skill development is required, how much of knowledge imparting is needed, how much of sensitisation is essential, and how much of practical exposure is helpful. In the case of professionals a continuing education programme would be needed.
- iv) The curriculum for different target groups needs to be drawn up in detail. Course material may be prepared by experts and vetted by a group of peers and validated after field tests. It may not be possible to develop in-house expertise in training institutions to cater to all the requirements of the curricula. A panel of experts may be identified for each subject and they could be used as guest lecturers to handle classes whenever required.
- v) A State Training network has to be formed with IMG as the nodal institution networked to various training institutions in the State and also to the Universities and some of the educational institutions of excellence. Only such a network can take care of such a gigantic task.

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- vi) For operationalising the policy, funds are required. At least 2% of the Plan Budget should be earmarked for Human Resource Development. The TA/DA required should be met from the normal salary head of the trainees.
- vii) For every category of staff induction training is required. This training would consist of on-the-job training through office attachments and field level training sandwiched between appropriate periods of institutional training. The suggestion of the Committee for induction training for various categories of posts is given in Annexure IV.
- viii) This kind of induction training is also required at certain levels when persons are inducted by promotion. An illustrative list is given in Annexure V. Satisfactory completion of training and passing the test at the end of induction training would be a condition for declaration of probation. Of course, the period of induction training would be treated as duty.
- ix) At the level of entry to a post either by direct recruitment or on promotion an employee should be given the important Acts, Rules, Manuals, Orders etc., which he has to use in his official capacity. The examination at the end of the induction training could test the knowledge of the officer on the application of the laws and procedures.

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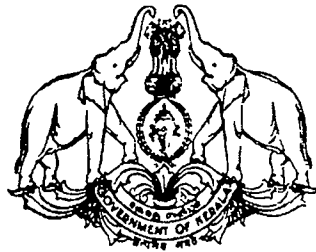
ANNEXURE II

**Comprehensive Training Programme for
Civil Servants under MGP**

Modernising Government Programme (MGP) Initiative

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GOVERNMENT OF KERALA

INSTITUTE OF MANAGEMENT IN GOVERNMENT

DETAILED IMPLEMENTATION PLAN

IV.3.3 Comprehensive training programme for civil servants

<i>Theme</i>	CORE GOVERNMENT FUNCTION
<i>Sub theme</i>	HUMAN RESOURCE MANAGEMENT
<i>Lead Agency</i>	IMG
<i>Date of DIP preparation</i>	

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1. Background

The Administrative Reforms Committee in Chapter on Capacity Building notes: "An important reason for the deterioration in the quality of public service is the lack of training at the pre-service and in-service levels. In the days of yore, a fresh recruit used to learn from his peers and superiors. This on-the-job learning system has somehow collapsed for various reasons. Lack of regular training inputs has affected modernisation and up gradation of skills. Ignorance leads to fear of new things and builds resistance to change."

The State Training Policy approved by the State Training Council on 5th November 2002 recognises that training is an obligation of the State Government to its employees. This Policy is quite radical in emphasising that "for the employees of the Government and Government related organisations, training is equivalent to a natural right, without which they cannot demonstrate the required degree of efficiency, effectiveness and behavioural propriety expected of them towards the public as well as within their own work organisations."

The ambitious Mission set for training in the State is "the transformation of each and every one of the employees in the Government Departments and Government based organisations into fully developed, duty conscious, development oriented, well-behaved, competent and motivated member of work teams committed to the promotion of public welfare through efficient and effective job performance."

The training now contemplated in the new policy includes.

- Induction training at the time of entry into service
- In-service training at suitable intervals during career progression, preferably once in five years
- Promotion-linked training of one month's duration either before or after promotion
- Short duration exposures
- Re-skilling consequent to redeployment of employees

The thrust areas identified under the policy for training are Information Technology, Decentralised Planning and Development, Governmental Machinery, Management topics and Departmental topics.

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2. Objective

- To develop a well trained and professional civil service, to adequately respond to current and emerging development needs

3. Clients

↑ General Public, Government Departments of the State of Kerala

4. Outcomes

Outcome 1 (OC1)	Competent & Professional Civil Servants
Lead Agency	Departments of Personnel and Administration
Support Agencies	Institute of Management in Government, Sister Training Institutions, Line Departments
Indicator 1	Published accepted norms of service standards, Work norms & standards well defined Ratings of Public Services and work standards with respect to Client needs and demands
Target	60% of the public accessing services say that the quality of Services has increased by 2 points on 5 point
Timeline	Mar-2007
Indicator 2	Reduction in complaints / pending cases and resolution of cases / Decision making on a time bound manner.
Target	20% reduction in the number of complaints received per annum (base year June 2004)
Timeline	Jun-2007

5. Outputs

Output 1 (OPT)	Comprehensive Training Policy & Training Plan
Lead Agency	State Training Council
Support Agencies	Institute of Management in Government
Indicator 1	Published Policy and Plan
Target	
Timeline	Dec-2003
Outcomes Addressed	OC1

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Output 2 (OP2) *Capacity Building & Better Training Infrastructure, Conceptualisation & Stage Setting*

Lead Agency *State Training Council & Institute of Management in Governance*

Support Agencies *State Civil Service Training Institutions, Administrative & Line Departments*

Indicator 1 *Approved Action Plan & Policy for Development of Hardware & Software in Training Institutions*

Target Timeline *Jul-2004*

Indicator 2 *Training Co-ordination Committee formed in each Government Department, Training Manager for Administrative & Line Departments & potential trainers identified, Potential trainers based on training criteria/bench marking identified*

Target Timeline *Mar-2005*

Outcomes addressed *OC1*

Output 3 (OP3) *Capacity building & Better Training Infrastructure - Execution & Implementation*

Lead Agency *Institute of Management in Government*

Support Agencies

Indicator 1 *Physical infrastructure development of IMG & selected Training institutes*

Target Timeline *Mar-2006*

Indicator 2 *Training/up gradation of IMG and core faculty as master trainers; equipping them to function as trainers/consultants, public policy and administration experts; equipping them administrative and functional inputs of the departments they would opt to work with; training of trainers undertaken*

Target Timeline *Mar-2004*

Indicator 3

Training of trainers completed, departmental action plan and prioritise for human resource development approved by training co-ordination committee

Target
Timeline May-2004

Outcomes addressed OCI

Output 4 (OP4) Roll Out Of Training

Lead Agency Institute of Management in Government
Support Agencies

Indicator 1

Training design completed for various categories, courses commenced on a departmental basis under the co-ordination of in-house trainers with professional backing of IMG, Departmental Software & hardware training in place

Target
Timeline Jun-2007

Outcomes addressed OCI

Output 5 (OP5) Mechanism for post-evaluation & Impact Assessment

Lead Agency Institute of Management in Government/Departmental committee and/or training co-ordinator

Support Agencies

Indicator 1 Full fledged system institutionalised on a department basis to monitor training effectiveness, establish linkages/correlation with job effectiveness/customer satisfaction; system for reviewing training delivery design and support

Target
Timeline Mar-2006

Outcomes addressed OCI

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5 Action Plan

No	Activities	Responsibility	Milestone	Output Ref	Time Frame	
					Activity Start (mm/yy)	Activity Completion (mm/yy)
1	Constitute a Core group to review, modify & adapt training policy	Director IMG Secretary MGP	Constitution of Core Committee & Adoption of Training Policy	OP 1	Jul-03	Nov-03
2	Assess the existing capacity for training conduct technical audit of existing infrastructure in IMG other training Institutions & Departments	IMG and Director of TIs	Capacity assessed and TA performed	OP2	Jul 03	Aug-03
3	Prepare Institute Level SIP / Development Plans covering Recruitment, Physical Infra-structure and other support to Fill the gaps identified	IMG & Director of TIs	Institute Level Plans drawn up	OP2	Aug 03	Sep-03
4	Get Government approval of Training policy & Institute Development Plans	IMG, MGP & Govt	Cabinet Sanction & G O	OP1- OP2	BY Dec 03	
5	Draw up Plans for networking of institutions establishing inter institutional dependencies to enable integration with Institute level plans	IMG, MGP and TIs	Appropriate plans drawn up	OP2	Aug 03	Oct - 03
6	Develop additional Infrastructure Facility at IMG (ATI) & other TIs	IMG & Directors of Training Institutions	Creation of Infrastructure	OP3	Nov 03	Apr - 06
7	Train / upgrade Competence of IMG Faculty as Master trainers	Government and IMG in Collaboration with DoPT, GOI	Master Trainers course and Course for RUS completed satisfactorily	OP3	Nov 03	Mar - 06
8	Develop faculty to perform role of trainers public policy & systems, consultants by arranging short term training programme with international exposure and by facilitating programmes at IMG by international consultants	Govt, MGP and IMG	Successful participation in courses on Public Policy within India & Abroad	OP3	Nov 03	Mar 06
9	Equip IMG faculty with administrative / Functional inputs of Departments they opt to work with	Govt, IMG, Concerned departments	Orientation Programmes / Organizational Study	OP3	Mar - 04	Mar - 06
10	Identify & Prioritise departments and outline modalities for roll out of training	MGP, IMG	Departments prioritised for roll out of training, modalities developed	OP2	Sep 03	Sep 03
11	Form Training Co-ordination committees, in each Department, identify Training Managers each for Administration and Line Departments	IMG, TIs, Concerned Departments	Training Managers Identified & Committees formed	OP2	Nov 03	Jul-04
12	Identify Potential Trainers in each department (Administration / functional Department) for roll out of department specific training	Govt, Dept, IMG, Director of respective Training Institution	Trainers identified and made available	OP2	Nov 03	Mar-05
13	Prepare / Customise TNA tool kit & pilot run	Departments, IMG	Standardized TNA Tool validated	OP4	Nov-03	Dec 03
14	Train trainers	Dept, IMG	TOT Complete	OP3	Nov 03	Oct - 05
15	Conduct TNA for departments identified	Dept & TIs with support of IMG	TNA Completed	OP4	Nov- 03	Mar 04
16	Develop training design for various categories based on TNA	Dept & TIs with support of IMG	Training Curriculum & Training Prepared Roll out of full fledged and focused training	OP4	Jan - 04	Jun-04

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No	Activities	Responsibility	Milestone	Output Ref	Time Frame	
					Activity Start (mm/yy)	Activity Completion (mm/yy)
17	Identify and Develop trainer resources on an inter and intra departmental basis, district wise and statewide	IMG, Tis Departments	Trainer – Resource Inventory developed on A Statewide basis	OP4	Aug 03	Jun -04
18	Develop training plan & obtain budget approval by Govt	MGP	Plan & Budget approved	OP4	Feb 04	Jul 04
19	Prepare Training material	Tis with support of IMG	Standardized material prepared	OP4	Feb 04	Dec-05
20	Train Trainers in domain area	IMG	TOT conducted	OP3	Mar - 04	Dec-04
21	Conduct of training in identified departments	Department, Tis with support of IMG	Conduct of Training	OP4	Feb 04	Ongoing
22	Prepare Tools for post-Training Evaluation	IMG, Director of Trg Institutions	Tools prepared	OP5	Mar 04	Jun -04
23	Constitute monitoring cells at three levels – ATI, TI and Department level for Implementing post - Training evaluation including review of consolidated training plans of all Departments	Director of Trg Institution, ATI (IMG) & Dept		OP5	Jan 04	Mar 06

7. Risks

Risk 1
(Probability, Severity)
Mitigation

Non implementation of plans at the start up phase
(Medium, 4)

- Appointment of a Professional Consultant **exclusively** under MGP to supervise, streamline & monitor these activities
- Transform IMG into a practicing center of Good Governance practices to reduce credibility gap
- A wave of workshops for Department Heads / Govt Secretaries / Senior Officers to institutionalise the concept of department enabled training to facilitate purposive decision making and plug loopholes in the action plan
- A workshop for Ministers / Legislators to sensitise the concept
- Awareness building among public through media
- IMG faculty should disseminate the information / plan / stages of development through media.

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Risk 2

(Probability, Severity)

Mitigation

Delay In Professionalisation Of Training Functions In Terms Of Hardware & Software

(Medium, 4)

- Transformation of IMG as ATI with special reference to
 - Quality faculty with well defined / meaningful roles for Departmental liaison
 - Faculty centred support units with professional freedom &
 - Authority
 - Restructuring of IMG with respect to administration, programmes management delivery, performance monitoring and accountability
 - Imbibing best practices confining to the autonomous nature within the broader framework of Govt
 - Appropriate staffing and resolving systemic problems
 - Appoint IMG Faculty themselves on professional contract on corporate terms to ensure professionalisation and accountability
- Specific action plan for other Training Institutes

Risk 3

(Probability, Severity)

Mitigation

Departmental Bottlenecks arising out of to mis information, delay/inadequacy /lack of professionalism in co-ordination committee, Inadequacy / inappropriateness / incompetence of IMG resource persons, Inadequacy / inappropriateness in procedures and schemes for identifying potential trainers in the departments; Systemic problems impeaching their effectiveness, Delay in conduct of TOT

(Medium, 4)

- Purposiveness in Constitution of Training Co- Ordination
- Committees / Selection of Training Managers
- Purposiveness / Professionalism of IMG Personnel
- Department specific training plans detailing design, coverage, management and approaches to be made for Training Needs Assessment, conduct & monitor training

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Risk 4
(Probability, Severity)
Mitigation

Financial Constraints
(Medium, 4)

- Earmark 0.5% of plan expenditure for cutting edge level departments / service departments in year 2004 - 2005 itself
- Capture best practices / Publicize innovative approaches in service delivery by establishing role of training
- Professionalisation of training service by dismantling conventional bureaucratic approaches to ensure optimal and appropriate use of money. Conduct only those programmes that would yield results
- Shut down on other programmes and stop the practice of conducting programmes for the heck of conduct
- Choose six departments (as envisaged under MGP) in the Pilot
 - Stage for implementation, while preparing the groundwork for implementation in another 12 departments
- Systematically replicate the practices and institutionalise the
 - System in other departments. Accordingly the amount earmarked for training to be stepped up from 0.5% plan expenditure to 1.0% by 2007 (This will be possible on obtaining favourable reviews). Action research and documentation of these practices from the pilot stage will subsequently help in cutting back costs

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ANNEXURE III

List of Training Institutions in Kerala

1	Institute of Management in Government (IMG) Vikas Bhavan PO Thiruvananthapuram - 695 033	13	Kerala Institute for Entrepreneurship Development (KIED) Rockwell Road, Off HMT Road Kalamassery - 683 104
2	Kerala Institute of Local Administration (KILA) Mulankunnathu Kavu P O Thrissur-680 581	14	Extension Training Centre Kottarakara - 691 531
3	State Institute of Rural Development (SIRD) ETC P O, Kottarakara-691 531	15	Extension Training Centre Mannuthy, Thrissur
4	Centre For Management Development (CMD) Thycaud Thiruvananthapuram-695 014	16	Extension Training Centre Thalipparamba, Kannur
5	Kerala Institute of labour and Employment (KILE) "Kelachandra", TC 21/1604 Temple Road, Ambalamukku, Tvpm-3	17	Livestock Management Training Centre Kudappanakunnu P O Thiruvananthapuram
6	Police Training College Thycaud, Thiruvananthapuram-14	18	Livestock Management Training Centre Mundayad, Kannur
7	Kerala Forest Research Institute (KFRI), Peechi, Thrissur - 680 653	19	Livestock Management Training Centre Aluva
8	State Council of Educational Research and Training (SCERT) Poojappura, Tvpm -695 012	20	Livestock Management Training Centre Malampuzha
9	State Institute of Health and Family Welfare (SIHFW) Thycaud, Thiruvananthapuram-14	21	Poultry Training Institute Central Hatchery Complex Chengannoor
10	Institute of Land Management (ILM) P T P Nagar Thiruvananthapuram-695 038	22	Regional Agricultural Technology Training Centre (RATTC) Vetteroad, Kazhakkootam, Tvpm
11	Centre for Taxation Studies (CTS) Kaimanam, Pappanamcode P O Thiruvananthapuram-695 018	23	Pre-Examination Training Centre Kunnumpuram Thiruvananthapuram-1
12	Kerala Institute of Tourism and Travel Studies (KITTS) Residency Compound, Thycaud Thiruvananthapuram-695 014	24	Pre-Examination Training Centre S R M Road Ernakulam, Kochi-18

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25	Pre-Examination Training Centre Cherooty. Road Kozhikode-673 001
26	District Institute of Education and Training (DIET) Attingal, Thiruvananthapuram
27	District Institute of Education and Training (DIET) Chengannur, Alappuzha
28	District Institute of Education and Training (DIET) Thiruvalla, Pathanamthitta
29	District Institute of Education and Training (DIET) Mayipadi, Kasaragod
30	District Institute of Education and Training (DIET) Palayad, Thalassery, Kannur
31	District Institute of Education and Training (DIET) Vadakara, Kozhikode
32	District Institute of Education and Training (DIET) Tirur, Malappuram
33	District Institute of Education and Training (DIET) Anakkara, Palakkad
34	District Institute of Education and Training (DIET) Ramavarmapuram, Thrissur
35	District Institute of Education and Training (DIET) Kuruppampadi, Perumpavoor (via) Ernakulam
36	District Institute of Education and Training (DIET) Pampadi, Kottayam
37	District Institute of Education and Training (DIET) Thodupuzha, Idukki
38	District Institute of Education and Training (DIET) Sulthanbetheri, Wayanad
39	District Institute of Education and Training (DIET) Kottarakara, Kollam

40	L B S Centre for Science and Technology Thiruvananthapuram-695 033
41	Kerala Forest School Chozhiyakkode P O. Kulathoopuzha, Kollam
42	U G C Academic Staff College Golden Jubilee Complex Kerala University Campus Kariavattom, Tvpm - 81
43	Co-operative Training Centre Kowdiar P O Thiruvananthapuram
44	Dairy Training Centre Erayilkadavu P O Kottayam
45	Dairy Training Centre Pattom, Thiruvananthapuram
46	Dairy Training & Production Development Centre Oachira, Kollam
47	Dairy training Centre Near Manorama Buildings Kottayam
48	Dairy Training & Dairy Development Alathoor, Palakkad
49	Dairy Training Centre Dairy Development Dept Near Beypoor, Kozhikode
50	Regional Agricultural Technology Training Centre (RATTC) Kozha, Kottayam
51	Regional Agricultural Technology Training Centre (RATTC) Vytila, Ernakulam
52	Regional Agricultural Technology Training Centre (RATTC) Malampuzha, Palakkad
53	Regional Agricultural Technology Training Centre (RATTC) Taliparamba, Kannur
54	Farmers Training Centre (FTC) Panthalam Pathanamthitta

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55	Farmers Training Centre (FTC) Ferooke Kozhikode	70	Directorate of Extension Kerala Agriculture University Mannuthy Thirissur
56	Institute of Co-operative Management (ICM) Poojappura. Tvpm - 695 012	71	KIRTADS Kozhikode - 673 017
57	Institute of Co-operative Management (ICM) Pazhassimkadavu, Kannur	72	Kerala Rural Water Supply and Sanitation Agency 3 rd Floor, P T C Towers Thampanoor, Tvpm-695 001
58	Co-operative Staff Training Centre Manvila, Kulathoor P O Thiruvananthapuram	73	Kerala State Nirmithi Kendra P T P Nagar Thiruvananthapuram - 695 038
59	Co-operative Staff Training Centre Gandhi Nagar Kochi	74	CCF IHRD (Chief Conservator of Forests, Infrastructure Human Resources Development) Social Forestry Complex Rajeev Gandhi Nagar Vattiyoorakavu P O, Tvpm - 13
60	Tropical Botanic Garden and Research Institute Palode, Tvpm - 695 562	75	Institute for Civil Services Examination and Training Society P T P Nagar, Tvpm
61	National Transportation Planning & Research Centre (NATPAC) Sastha Bhavan, Pattom Palace P O Thiruvananthapuram - 695 004	76	Kerala Highway Research Institute Public Works Department Kariyavattom P O, Tvpm
62	Common Facility Service Centre (CFSC) Changanassery, Kottayam	77	Energy Management Centres Karamana P O, Tvpm - 695 002
63	Common Facility Service Centre (CFSC) Manchery, Malappuram	78	Centre for Earth Science Studies Aakkulam Thiruvananthapuram - 695 031
64	Attappady Hills Area Development Society (AHADS) Agari, Palakkad - 678 581	79	Power Engineers Training and Research Centre Moolamattam, Idukki
65	Brackish Water and Training Ernakulam	80	Model Welfare Training Centre Chengannur
66	JPH Training School D M O Office Ernakulam	81	Demonstration-cum-Training Centre Nalanchira, Thiruvananthapuram
67	Health & Family Welfare Training Centre Malapparambu, Kozhikode	82	Coaching-cum-Guidance Centre Divisional Employment Office Kozhikode
68	K L D Board Mattupetty, (via) Munnar Idukki	83	Junior Technical School Harippad P O Kollam
69	Dhoni Farm K L D Board Palakkad - 9	84	Production-cum-Training Institute Cherthala

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85	Production-cum-Training Institute Kalavoor
86	Production-cum-Training Institute Azekode Kannur
87	Industrial Training Centre Cheruvathur, Kasaragod
88	Industrial Training Centre Madayi, Kannur
89	Centre for Water Resources Development and Management (CWRDM) Kunnamangalam Kozhikode-673 571
90	Rajiv Gandhi Centre for Bio-Technology Jagathy Thiruvananthapuram-695 014
91	Agency for Non-Conventional Energy and Rural Technology (ANERT), Pattom P O Thiruvananthapuram-695 004
92	Energy Management Centre Karañhāna P O Thiruvananthapuram-695 002
93	Indian Institute of Information Technology & Management Kerala (IIITMK) Technopark Campus Kazhakkootam Thiruvananthapuram

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ANNEXURE IV Operational Guidelines

1. Types of training:

Training can be broadly classified as Induction Training, Functional Training and Managerial Training

- (i) Induction Training prepares a Government servant / officer to fit into Government set-up
- (ii) Functional training relates to the specific functional area of the Department or Undertaking concerned. This involves upgradation of skills, updating knowledge, toning up of systems and procedures with reference to case studies, case laws, audit reports and reports of the Legislature Committees, evaluation studies, reports of various Committees and Commissions at the State level and all India level, inter-state comparison, international development and standards in the profession concerned, etc
- (iii) Management Training involves management orientation, optimising given resources, with a result oriented approach adopting all modern management practices including concepts and methods of Total Quality Management (TQM)

2. Distinct Roles of Training Institutes

- (i) The Induction Training to Government servants will continue to be taken care of by the Departmental Training Institutes wherever they exist. In other cases these programmes will be conducted by the Institute of Management in Government
- (ii) The Departmental training institutes set up by various Government departments will focus on the functional aspects of training.
- (iii) The Institute of Management in Government will continue its courses with management orientation and management development programmes. The Institute of Management in Government will, among other things, assess the management training needs of Section Officers in all departments. It will train the trainers in all Departmental Institutes and those in charge of training cells in departments. It will also take up consultancies, management audit etc

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3. Guidelines

- (i) In all departments with total strength of over 1000 but below 5000 a compact training cell will be set up by redeploying the existing staff. This training cell will be under the direct control of the Head of the Department / his next level officer in charge of Personnel Administration. This cell will assess the training needs, processing of deputation of officers to various institutes, review of programmes, annual updating of curriculum with special reference to the training needs of the department.
- (ii) To make one time assessment of training needs, each major department with strength of 5000 or more will form a committee consisting of three or four officers and evolve the blue print for training in the next five years.
- (iii) The above Committee will also assess the infrastructure and other facilities of the concerned Departmental Institutes. Where no such institute exists, the need for the same will be examined. Wherever possible, existing facilities and institutions will be made use of.
- (iv) Such committees will give their reports in a period of two months to their respective Heads of Departments who in turn with their views submit them to government in their respective Administrative Departments for issue of orders.
- (v) The Training Cells / Committees will then effectively follow up the recommendations of the Committee and Government orders thereon as referred to above. In any case, the training needs of all government departments must be assessed, finalised and clear action plan evolved before the 31st of March every three years.
- (vi) The Class I officers, except All India Service officers, immediately on promotion may undergo management orientation in the Institute of Management in Government in a Management Development Programme and thereafter, in two or more programmes during their career in any other specific management areas like Human Resource Development, Financial Management, Project Management etc. They will also undergo training in the all India Training Institute of concerned profession / speciality, if any.
- (vii) In addition to induction training, all Class III officers will undergo functional training in the respective departmental institute's at least once in their career. Maximum number of Class II officers will undergo one management course in the Institute of Management in government during their career.

- (viii) To ensure overall Human Resources Development in each department, the Class I and Class II officers will undergo training in Institute of Management in Government. The trainers in the various departmental training Institutes and officers posted to Training Cells, will have to pattern themselves as Trainers to effect steady improvement in their respective departments Class I and Class II officers will disseminate knowledge to class III and class IV staff in all departments.
- (ix) The Class III personnel will be trained in their respective departmental training institutes / wings wherever they exist; in other cases they will be trained in the IMG
- (x) Heads of Government Departments are to be empowered to nominate their officers for the programmes organised by Institute of Management in Government irrespective of the course fee charged

4 Training for Public Sector Undertakings

The above guidelines regarding various aspects of training shall apply to Public Undertaking also. Distinct set of courses will be organised by the management for the development of executives of public Undertakings. Going through these programmes by the Managers / Executives in the Class I, II will be considered as induction programme in management for them.

5 Selection and deputation of officers for training

- (i) Due care must be bestowed in selection and deputation of officers for training. The Training Cell mentioned earlier in each Department shall maintain up-to-date data on all personnel with reference to the training they have undergone and further training required. This inventory of trained persons will be computerised, wherever possible, to facilitate quick reference and ensure up-to-date information.
- (ii) In prestigious assignments of training, special care will be bestowed in selection of candidates, job requirements, the attitude and aptitude of an incumbent etc

6. Delegation of Powers for deputation for training

As stated in No 3 x above

7. Training abroad

- (i) There will be systematic procedure to make use of the training undergone by officers, particularly special training programmes abroad. On return from

training, officers will be posted as far as possible to the seats where the training can be made use.

- (ii) On return from long-term training courses, the officers will make a presentation of major concepts, themes, etc to their heads of Departments and other colleagues. This is expected to kindle interest in new ideas, systems, etc. in the concerned departments. Further, the suggestions made by participants after training should not be brushed aside. The Heads of Departments will give thought to such suggestions and implement those which are practicable and do not involve much cost. This will be an on-going and continuous exercise.
8. Inspecting officers of each department should inspect updating of the records maintained by the Training Cells. Further, a suitable set of questions will be incorporated in the questionnaire of annual inspections being done at the District and other levels. Training Cells of the respective departments will study the replies of the inspection notes relating to Regional /District levels and take appropriate action.
9. In the recent years, several officers within Government have been acquiring additional professional qualifications in Management, specialised areas, law etc. A panel of such officers belonging to all the departments and services will be prepared and updated every year. This panel will be referred to while posting Heads of training institutions, Faculty Members etc.
10. Preference may be given to Faculty Members in various Training Institute in the matter of allotment of Housing Board Quarters wherever such quarters are available. The Training Institutes may also draw up a programme, for construction of certain minimum of residential quarters for housing its Faculty Members.

Milestones in the Evolution of the Draft of the State Training Policy

- 1 Following the mandate contained in the National Training Policy (Chapter 8. P 55) that Each State should formulate a State Training Policy. IMG prepared a preliminary draft in January 2000
- 2 IMG conducted a State level Workshop on Drafting a State Training Policy on May 30, 2001
- 3 IMG prepared a revised draft
- 4 IMG engaged Shri K A Chandrasekharan. Rtd. Joint Secretary DoPT to prepare a revised version on the basis of the new draft mentioned under no 3 above
- 5 Shri K A Chandrasekharan prepared and submitted a new draft to the Director, IMG
6. The draft prepared by Shri K A Chandrasekharan was discussed on 27-12-2001 in a meeting of the drafting committee constituted by the P & ARD (G O No 16/2001 dated 29 1 2001)
- 7 A revised draft was prepared on the basis of the outcome of the meeting held on 27-12-2001
- 8 The revised draft was submitted to the Director of IMG (Shri.Rudhra Gangadharan, and also circulated among the faculty members for comments).
- 9 The present draft was prepared and submitted to the Government on 4th September 2002 incorporating the comments.
10. The draft training policy was d scussed and approved by the State Training Council in its meeting held on November 5, 2002.
- 11 The original draft training policy revised by incorporating the recommendation of the State Training Council made in its meeting on 5th November, 2002
- 12 The MGP Initiative on Training of Civil Servants incorporated into the draft Training policy on September 2003