



सत्यमेव जयते

# **MODEL STATE TRAINING POLICY**

**TRAINING DIVISION**

**DEPARTMENT OF PERSONNEL AND TRAINING**

**MINISTRY OF PERSONNEL, P.G. & PENSIONS**

**GOVERNMENT OF INDIA**

**NEW DELHI**

## **Model State Training Policy**

### **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. Subsequent to that there have been changes across the world in terms of, 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. These have created a complex and challenging environment in which the civil service has to function today when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens.

1.2 Over this period, the Human Resource Management function has also undergone a significant change. Today there is a greater importance attached to the management and development of the people.

1.3 In order to transform the civil services, 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 mission and objectives of the organisation, be it the Centre or the State. 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.

1.4 National Training Policy 2012 was issued in January, 2012 which recommended that each state should formulate/adopt a training policy based on or similar to National Training Policy, so that there is a formal articulated framework within which training is conducted at the state level.

### **2. Training Objectives**

2.1 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. 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.

### **3. Training Target**

3.1 All civil servants shall 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.

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

3.3 The opportunities for training will not be restricted only to those 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.

3.4 Priority will be given to the training of front-line staff to improve customer orientation and the quality of delivery of services to the citizens.

#### **4. Competency Framework**

4.1 National Training policy has strongly recommended that, 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. Competencies encompass the 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.

4.2 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.

4.3 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.

4.4 The State should have a training plan of each Department/Organisation which addresses the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

4.5 Under the Competency Framework, a brief directory of the Competencies has been released by Training Division. The directory of competency is for all Services, Cadres at present and the idea is that all training programmes should be in accordance with the general competencies, inter-personal skills etc.

#### **5. Role of Departments in State Governments**

5.1 Each Department in the state shall adopt a Systematic Approach to Training and shall:

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

- ii. Classify all posts with a clear job description and competencies required;
- iii. Develop the Cadre Training Plans (CTP), based on the competencies required and training needs, for ensuring that all cadres under the 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;
- iv. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;
- v. Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;
- vi. Make the immediate supervisor responsible and accountable for the training of the staff working under him;
- vii. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
- viii. 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;
- ix. Prepare an Annual Training Plan (ATP) for all the cadres under its control;
- x. Implement the Annual Training Plan, 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;
- xi. Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;
- xii. Review the implementation of the Annual Training Plan and the functioning of Training Institution(s) under the Department (including attached/subordinate offices) and in particular to look at the:
  - a. Utilisation of the 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.

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

xiv. Efforts to be made strengthen the function of Human Resource through Competency Framework as is mentioned in the National Training Policy. For this purpose, State level awareness for the competency based HRM to be created through workshops at ATIs.

xv. To re-structure, evaluate and re-plan TDP training programmes as the existing ones are old-structured.

5.2 Further, as per judgment of the Hon'ble High Court of Judicature Allahabad (Lucknow Bench), Lucknow passed in W.P.No. (4909(MB)/2006 in the matter of Shri Narayan Singh Vs. State of U.P. on 8<sup>th</sup> October 2013, all State Governments shall consider including the topic 'Rule of Law' in the subject/curriculum of the training programmes for bureaucracy for all employees.

## **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 Department and in outsourcing training (if so required);
- iv. Play a key role in assisting the 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. Constantly review and modify their curricula, content and training methodologies to take account of training feedback and the needs of clients;
- x. Network with other institutions to share learning resources, experience and expertise;
- xi. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
- xii. Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individuals' performance over time; and
- xiii. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for 'Training of Trainers'.

## **7. Trainer Development**

7.1 The Trainer Development Programme 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, 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 It is recommended that State Government provide similar incentives to the faculty of the State Training Institutions in terms of the Training Allowances, rent free accommodation, similar to incentives given to Central Training Institutes for Group ‘A’ officers, under the Sixth Pay Commission.

## **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.

## **9. Funding**

9.1 The National Training Policy of 1996 had recommended that 1.5 percent of the salary budget be set aside by each State 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 State set aside at least 2.5 percent of its salary budget for training. State ATIs should be empowered and strengthened with adequate funds to build on infrastructure and manpower.

## **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 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. Officer Trainees of the State Civil Services 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.

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 N.G.Os in rural development, Rural Co-Operatives, Conflict Management in Rural Areas;
- ii. Urban Development: Decentralization and Urban Governance, Urban Land issues, Urban Environment, Urban Transport, Urban Planning and Infrastructure Development, Urban Poverty and Social Development, Municipal Accounts and Finance, e-Governance for urban development.

## **11. Implementation and Coordination**

11.1 The State ATIs shall be the nodal agency for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation.

11.2 The State ATIs need to provide technical support to the States in the development of need based training schemes through creation/augmentation of training infrastructure, faculty development and out-sourcing of training. They should support training of civil servants at the lower levels to improve delivery of services by upgrading their skills and knowledge and improving their responsiveness in meeting citizens' needs.

11.3 Distance and e-Learning: Distance and e-Learning provide unparalleled opportunities for meeting the training needs of the large number of civil servants dispersed across the State in different cities, towns and villages. 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. State ATIs should use the cloud technology to optimally utilise the capacities.

11.4 Standard training modules should be developed on topics of all India relevance (like RTI, Rule of Law, Human Rights, MGNREGA etc.) and these should be shared with all ATIs and other training institutions which, in turn, will make minor modifications and local adaptations before putting them to use.

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