

IMMEDIATE

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Government of India
Ministry of Personnel, Public Grievances and Pensions
Department of Personnel & Training
(Training Division)

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Dated the 04 July,
June, 2012

OFFICE MEMORANDUM

Subject : Implementation of National Training Policy – Issuance of Guidelines on Training Manager, Cadre Training Plan (CTP), Annual Training Plan (ATP), Domain Specific Trainers and Developing Training Institutions into Centres of Excellence

The National Training Policy 2012 (NTP) was issued by the Department of Personnel and Training vide OM No. 12021/8/2011-Trg.I dated 19 January 2012. The NTP 2012 mandated that the Department of Personnel and Training shall issue appropriate guidelines to facilitate the implementation of the Policy. These guidelines are issued in pursuance of this mandate.

The overarching training framework enunciated in the National Training Policy (NTP) 2012 is 'Competency Framework'. Implementation of this concept by the Ministries/Departments would bring to light the various 'Competency gaps' of employees that need to be bridged through a range of 'Training interventions' to enhance their performance. Competencies encompass knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post.

To meet the quantum of training requirement arising out of the adoption of 'competency framework', each Ministry/Department/Cadre Controlling Authority

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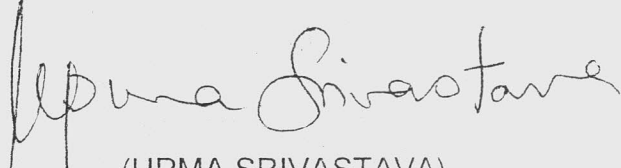
would have to urgently undertake the following training and development activities as stipulated in the NTP 2012:-

- (i) Appointment of Training Manager and creation of Training Cell to institutionalize the training and development activities
- (ii) Development of Cadre Training Plan (CTP) by Cadre Controlling Authorities for their respective cadres. Those cadres who already have their CTPs should review them. The underlying principle of such review should be to provide for training which is need based and linked to the competencies required for their current and future jobs.
- (iii) Development of Annual Training Plan (ATP) by each Ministry/Department for all employees working under it.
- (iv) Development of domain/sector specific trainers by Ministries/Departments for undertaking large scale training.
- (v) Developing training institutions under Ministries/Departments into 'Centres of Excellence'

Accordingly, guidelines for appointment of Training Manager and development of CTP, ATP, Domain/Sector Specific Trainers and transforming government training institutions into 'Centre of Excellence' are attached.

A review of the impact of these training and development activities should be undertaken once in a period of 3 to 5 years to ensure that there is a conscious periodic effort of critically evaluating them to meet the needs of the individual and aligning them with those of the organization.

The complete contact details of Training Managers may also be conveyed this Department to enable proper cooperation and coordination to implement the NTP, 2012.



(UPMA SRIVASTAVA)

Joint Secretary to the Government of India

To

All Central Ministries/Departments



Guidelines for appointment of Training Manager and creation of Training Cell

As per para 5.1 of the National Training Policy each Ministry/Department would appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Ministry/Department. He would be assisted by a Training Cell with HR and Capacity Building Professionals in discharging his responsibilities.

The Training Manager should be of the level of Joint Secretary or Director preferably handling administrative matters of the Ministry/Department.

Some of the specific function of the Training Manager would be as follows:-

- (i) To take necessary initiatives to implement National Training Policy, 2012.
- (ii) To coordinate and collaborate with the Training Division, DoPT to implement the recommendations of the National Training Policy, 2012.
- (iii) To carry out competency mapping of all employees working in the Ministry/Department.
- (iv) To prepare and implement Annual Training Calendar of the Ministry/Department.
- (v) To prepare and implement Cadre Training Plan (CTP) in respect of cadres under the control of the Ministry/Department.
- (vi) To develop a suitable programme/scheme for development of domain/sector specific trainers.
- (vii) To develop plan to mould training institutions under the Ministry/Department into the 'Centres of Excellence'.
- (viii) To periodically inform DoPT about the various activities undertaken to implement the NTP.
- (ix) To incorporate suitable Chapter on the training and development activities in the Annual Report of the Ministry/Department.

- (x) To develop and maintain Training Management Information System to facilitate training and development activities of the Ministry/Department.
- (xi) To commission impact assessment studies on impact of training on the performance of the department and its employees.
- (xii) To promote and enable distance and e-learning in the Ministry/Department.
- (xiii) To prepare and implement programme/scheme of foreign training of the employees working under the Ministry/Department.
- (xiv) Organize on the job and in-house training for the employees of the Ministry/Department.
- (xv) To ensure proper utilization of the training budget of the Ministry/Department.

Guidelines for Cadre Training Plan (CTP) and Annual Training Plan (ATP)

1.1 Cadre Training Plan (CTP): It is a comprehensive training plan for the employees belonging to a particular cadre/service, developed and implemented by the respective Cadre Controlling Authority, incorporating suitable 'Training interventions' after taking into consideration the various duties and responsibilities to be performed by them from the stage of recruitment to retirement.

Example: DoP&T for IAS, MHA for IPS, MoEF for IFoS etc.

1.2 Annual Training Plan (ATP): It is a comprehensive training plan to be prepared annually by every Ministry/Department for all the employees working in it during that period (including those in the attached/subordinate-offices/Institutes), irrespective of the Cadre/Service of such employees. This plan includes 'Training interventions' of the CTP of the Cadres/Services under its exclusive control, and also 'Training interventions' required to develop 'Department-specific-Competencies' in those employees who are posted in the Ministry/Department on a tenure basis.

Example: The ATP of the Ministry of Health will include training interventions relating to the CTP of the "Central Health Service" falling in that year, and the 'Training interventions' for building 'Department-specific Competencies' of the officers belonging to other Cadres/Services, who are working in the Ministry/Department 'on tenure basis' under the "Central Staffing Scheme" (AIS and Group 'A' officers) and also officers of Central Secretariat Service.

Generally, the following 'Training interventions' would be required in the career span of the employees to build/upgrade requisite competencies:

2.0 Training Interventions:

2.1 Entry Level Training: To be imparted to all employees before they are assigned duties / responsibilities of any post after recruitment. The objective is to provide deeper understanding of the functioning of the government and to fully prepare the new recruits for specific responsibilities that they are expected to execute on assuming charge of their posts. The training would be residential, rigorous, mandatory and generally of longer duration.

Example: Foundation training followed by Professional training (where applicable) of officers of All India Services (AIS), all Group 'A' Services and direct recruits of Assistant Grade of the Central Secretariat Service etc.

2.2 Mid-Career Training: It is a career-linked mandatory training to be provided to all employees at various levels/stages of their career before they are promoted to positions of higher responsibilities. The design, curriculum, pedagogy, institutional partners and faculty resources etc., of each phase of the programme will be finalized by the respective Cadre Controlling Authorities after analyzing the needs of the officers and to build their next-level competencies. The duration of the programme varies between 4 to 8 weeks and may have domestic and foreign components. The 'Pay/Service Rules' pertaining to grant of grades, scales and increments of the respective services, may have to be amended so as to link them to completion of the respective phases of the mandatory programme.

Example: Mandatory Mid-Career Training Programmes for IAS, IPS, IRS, CSS etc.

2.3 Short Term Thematic training: This training is to be made available to employees preferably once in two years with an objective to build their Professional Competencies in relevant themes such as Project Management, E-governance etc., and also to inculcate desirable Personal attributes by exposing them to courses on Leadership Development, Stress management, Ethics and Values in Public Governance etc. The duration of each such training would be generally 1 to 2 weeks

and to be conducted with the help of Centres of Excellence in those areas, either within India or abroad.

2.4 Customized Training: This is an intensive programme to be conducted in a Centre of excellence and specifically designed for officers working in a particular domain/sector with the objective of providing deeper knowledge, latest developments and understanding of the smart practices in that sector; and also to facilitate experiential learning and sharing amongst the officers working in the same sector.

2.4.1 Every Ministry/Department has some specialized functions. The employees handling such functions require customized training in relevant areas to enable them to contribute for better performance of the department. The duration of these programmes would depend on the specific training needs and they could be either in India or abroad.

Example: (i) Employees working in Ministry of Water Resources in the sector of 'Water Harvesting and Management', (ii) Employees working in the Ministry of Environment and Forest in 'Carbon Trading', (iii) Employees working in the Ministry of Commerce in Intellectual Property Rights etc.

2.5 Orientation Training: This training is to be provided to employees, who have been posted to a new Ministry/Department, with the objective of familiarizing them with the goals and overall functioning of the concerned Ministry/Department. The training would familiarize the employees with various terms used in the Ministry/Department, different organizations under it, their role, purpose, funding etc., and also with matters pertaining to formulation, implementation, monitoring and review of important schemes implemented by the Ministry/Department.

2.5.1 Officers from All India Services (AIS) and Group 'A' Services will be moving to 'Central Staffing Scheme' of Government of India on deputation from State governments/respective departments on a tenure basis. Consequently, they need to be provided orientation to the functioning of the 'Central Secretariat' and also to the nature of work in the 'Specific department' to which they are posted. The existing 'Orientation Programme' being conducted by DoP&T for such officers to the functioning of Central Secretariat will, therefore, needs to be continued and strengthened.

2.5.2 However, it would be the responsibility of the respective Central Government Department, to which the officers have been posted, to orient them to the specific nature of the work of that department. Similar orientation training is required for employees who join the department on transfer from another department in Government of India itself for quick familiarization with the new work. This training may also be imparted to employees upon transfer within the Ministry/Department also. The training would be of short duration and in-house.

Example: Officers posted in the Ministry of Power need to become familiar with the terms like MW, MU, peak load & base load, energy conservation & energy efficiency, etc. as also the purpose and funding of schemes like RGGVY, R-APDRP, etc.

2.6 Long Term Training: This training is to facilitate officers, especially younger ones, to upgrade their knowledge and skills in the sector having relevance to their current or future assignments, by acquiring higher qualifications, either in India or abroad, thus enabling them to contribute for higher performance in government. The duration of the programme would generally be more than 6 months.

Example: Post Graduate Programme in Public Policy and Management (PGPPM) at IIM Bangalore, MDI Gurgaon, Public Policy Programmes abroad etc.

2.7 Workshops/Seminars/Conferences: Middle or Senior level officers may be given opportunities to attend National and International Workshops/Seminars/Conferences etc. These congregations invite academicians, practitioners and national/international experts on various contemporary subjects and issues, and, therefore, participants in such events will be enriched with relevant knowledge, latest thinking and technological developments, National/international policies, best practices, cost effective and sustainable approaches etc. in their respective sectors. Further, they could share their own experience and knowledge in such forums for the benefit of others by way of presenting publishable papers. The participant-officers may be encouraged to institutionalize their learning through presentations and reports to the concerned Ministry/Department.

3.0 In any Ministry/Department, generally, the following two categories of employees may be working:

- (i) Employees who work in the Ministry/department during most of their career. **Example:** Indian Telecom Service, Technical Services of Railways, Central Engineering Service etc.
- (ii) Employees who work for a fixed period in a post in that Ministry/Department and who may be subsequently posted to another Ministry/Department. **Example:** IAS and CSS.

3.1 In the case of employees belonging to **both categories**, the respective Parent Ministries/Departments (Cadre Controlling Authorities) will develop and implement comprehensive Cadre Training Plans (**CTPs**) for their respective employees by incorporating suitable training interventions indicated at 2.0 to 2.7.

Example: DoPT in case of IAS and CSS, MHA in case of IPS, MEA for IFS, Railways in case of IRAS etc.

3.2 However, for the **Category- (ii)** employees, the Ministry/Department, to which these officers are posted from time to time, will have to put in place training plan to build "Department-specific-Competencies" required to discharge the specific functions of that Ministry/Department as a part of its Annual Training Plan (**ATP**).

Guidelines for Development of Domain/Sector-Specific Trainers

4.0 The Department of Personnel and Training (DoPT) has been administering a 'Trainer Development Programme (TDP)' since the 1990s to develop a Cadre of Trainers in Training Techniques such as-

- (i) Training Needs Analysis (TNA),
- (ii) Design of Training (DoT)
- (iii) Direct Trainer Skills (DTS)
- (iv) Evaluation of Training (EoT)

(More details are available at <http://persmin.nic.in/otraining/Index.asp>.)

4.1 The fundamental concept of TDP is "Once a Trainer, always a Trainer", i.e. once an officer has been developed as a Trainer, his/her services are utilized for imparting training throughout the career irrespective of the place/organization in which he/she may be working. This ensures optimum utilization of developed resources.

4.2 While recognizing the paucity of Domain/Sector-specific trainers in the government, the NTP 2012 envisaged the convergence of expertise available with the DoPT in "Training Techniques" with the "Subject Matter Expertise" available with the Ministries/Departments and Organizations to develop Domain/Sector-specific trainers. Therefore, the Ministries/Departments will have to take ownership of developing these trainers.

4.3 Further, the adoption of 'Competency Framework' by the Ministries/Departments will bring out the 'Competency gaps' of employees leading to increased demand for training large number of government functionaries in a wide range of subjects/areas. Moreover, successful implementation of various flagship programmes and providing quality service delivery is possible if only the concerned grassroots level functionaries are provided a holistic view and imbued with requisite competencies. To achieve the above objectives, each Ministry/Department would have to enhance its Training Capacity by way of developing adequate number of Domain/Sector-specific Trainers.

5.0 Indicative process for developing Domain/Sector-specific Trainers

(I) Identification of Trainee Population:

Each Ministry/Department has to identify Sectors/Sub-sectors and assess the number of government functionaries involved in implementing the Programmes/Schemes in those Sectors/Sub sectors.

Example: Sector: Urban Development
Sub-sector: Public Health & Sanitation
Trainee Population: Municipal workers

(II) Identification of subjects:

Once the Sectors/Sub-sectors and the Trainee Population have been identified, a comprehensive list of **Subjects** on which training is needed may be drawn through conducting a "Training Needs Analysis (TNA)". (DoPT sponsors TNA Courses across the country through out the year).

(III) Development of Modules:

Once the subjects have been identified, high quality modules which are scientific but easily understandable, with logical flow of information and without compromising on the contents of the subject matter will have to be developed.

(IV) Selection of Developers:

A 2-member team comprising a Subject Matter Expert (SME) and a Practitioner, working in the Ministry/Department or connected Training Institution/ Organization, may be entrusted with the responsibility of developing each Module. In order to develop effective Modules, in addition to command over the subject, the developers of the Module should also have knowledge of "Process and Techniques of developing the Module". Therefore, it is recommended that the members of the said-team should undergo DTS & DoT Courses sponsored by the DoPT. The Module developed by the team should be validated and pilot run before roll out. The team will also have to shoulder the responsibility of 'Training the Trainers (ToT)' as well as developing the 'Material' for use by the Trainers such as Power Point Presentations, Process Sheet, hand-outs, Flip charts etc. The team should also refine the Module and other training material periodically based on the latest developments in the subject.

The members of the team that has developed the Module may be certified as "Master Resource Persons (MRP)" and Trainers developed by them may be certified as "Resource Persons" in that particular Module.

(V) Selection of potential trainers:

Potential trainers may be selected from line departments/organizations having following qualities:-

- (i) Role model in the 'line function' and open to new ideas
- (ii) Willing to learn and share knowledge
- (iii) Possess good communication & inter-personal skills
- (iv) Abundant patience with positive and helpful attitude

(VI) Certification:

The 'Potential Trainer', after having undergone (i) training in the content of the select Module by the MRP (ii) the DTS Course of DoPT to upgrade instructional skills and (iii) after satisfactorily delivering the Module before the Panel constituted by the Ministry/Department, will be certified as a "Resource Person" in that particular Module. While such certification will be valid for 2 years, renewal of certification may be linked to conduct of certain minimum number of trainings in that module every year and also on upgrading his/her knowledge in that subject periodically.

(VII) Incentives for trainers:

Apart from treating the time spent by MRPs and RPs on imparting training as 'On-duty', they may be given appropriate honorarium for developing modules and imparting training. At the same time, they may be given opportunities to undergo courses in upgrading their knowledge and polishing their training skills at Centres of Excellence, including developing themselves as "DoPT-certified-Trainers" in various Training Techniques. The details of MRPs and RPs may be placed in the website of the Ministry/Department.

6.0 Guidelines for Developing Government Training Institutions into 'Centres of Excellence'

6.1 Every government training Institute should aspire to develop itself as a Centre of Excellence. For any training institution to be called Centre for Excellence, it should have/be doing the following:-

- (i) Create and sustain ideal ambience which is conducive for learning, sharing and reflection,
- (ii) attract, develop and retain quality faculty members whose conduct is also demonstrative of the ethics and values of highest standards,
- (iii) develop quality training material and constantly refine it,
- (iv) have excellent infrastructure facilities such as fully equipped class-rooms, latest training equipments, library, hostel, sports, medical facilities etc.,
- (v) subscribe to relevant and reputed e-libraries with access to participants,
- (vi) have a robust self-introspective system to assess the strengths and weaknesses of both the faculty and institution so as to improve the training quality and standards,
- (vii) encourage the faculty to undertake relevant research so as to incorporate the outcomes into the training activities as well as to publish papers in reputed national/international journals,
- (viii) reach a leadership position to be able to have eminent Guest Speakers on its panel,
- (ix) should achieve a position at par with the best national/international institutes in that area and also attract civil servants from across the globe,
- (x) acquire the capacity to provide 'Policy inputs' to government in its domain,

- (xi) should conduct workshops/seminars/conferences on relevant issues,
- (xii) should develop the capacity to supplement their current programmes with distance and e-learning programmes and
- (xiii) network with other national/international training and academic institutes for sharing of knowledge, best practices, innovations, faculty and other training resources.