

COURSE - BROCHURE

MANAGEMENT OF TRAINING

SYNOPSIS

The ultimate aim of training as a process is improvement of job-performance. The success of any training effort is directly related to its job relevance.

THE TRAINING FUNCTION

In order to improve performance through training intervention the client organizations and the training institutions need to act together. The training course, needs to be preceded by Training Need Analysis and followed by improved services. The Training function encompasses all activities aimed at improving the performance with the help of training interventions and includes:-

- i. advising management in formulation of training and development policy;
- ii. preparing training plans and deciding training priorities;
- iii. identification of training needs;
- iv. providing learning opportunities to the employees.

ROLE OF TRAINING MANAGER

The training manager's role in the training function will be to:-

1. Help implement Cadre Training Plan.
2. Organise studies for Identification of Training Needs (ITN).
3. Suggest training strategy.
4. Develop departmental training policy.
5. Organise in-house Training/Seminars.
6. Nominate personnel for training.
7. Identify areas for Distance Learning material/Performance Aids.
8. Getting need based design developed.
9. Getting training material developed.
10. Costing of Training.
11. Liaison with Training Institutions.
12. Organise impact studies.
13. Managing training resources.
14. Organise On the Job Training (OJT).
15. Draft Terms of Reference (TOR) for contracting.
16. Prepare Annual Training Plan.
17. Develop and Maintain Training Information System (TIS).

AIM OF THE COURSE

To train Training Managers for implementation of Training Policy in Ministries / Departments / Organisations.

BENEFITS

The course will help build capabilities to :-

- i. establish training function in the department as envisaged in National Training Policy;
- ii. adopt training function to effectively support governments initiatives and reforms;
- iii. implement training strategy of “Training for All”.

COURSE STRUCTURE

The structure of the course has three phases:-

- | | | |
|-----------|---|--|
| Phase I | - | Distance Learning (Pre-course development) |
| Phase II | - | Workshop |
| Phase III | - | Project Design |

Distance Learning (Phase-I)

This phase will provide the participants an opportunity to study the concept of SAT and issues relevant to the management of training. The Distance Learning material will be made available to the participants after the nominations are finalised and three-weeks before the commencement of the workshop. Participants will be expected to complete the study and exercises before the commencement of the Workshop.

Workshop (Phase-II)

The residential workshop will be run for one week. It will include activities concerned with the application of concepts, practice, issues and problems associated with management of the training function in the department. As the workshop will be run on participative methods requiring individual attention the number of participants in the workshop will be limited to 16, with two course-tutors.

Preparation of a Project (Phase-III)

The Training Manager, on completion of the Workshop, would be required to submit a project within 4 weeks to the Course Coordinator.

ELIGIBILITY

The officers designated to perform the duties of Training-Manager would be from the Ministries / Departments / State Government / Public Sector Undertakings / Agencies. In organisations where training function does not exist, nominations may be made taking into account the officers who would be associated with the training function after their return from the course.

For the Training-Manager the expected level is that of Director, Deputy Secretary, Under Secretary in the Central Secretariat and their equivalents in other offices.

COURSE FEE

There is no course fee. However, as the course is residential, the sponsoring authorities are required to pay Rs.200 per day per participant, for lodging and boarding.

MANAGEMENT OF TRAINING

SYSTEMATIC APPROACH TO TRAINING (SAT)

The purpose of any organization, whether in Public Sector or in Private Sector, is to provide goods and/or services to the customer-both internal and external. While the assessment of the performance of a private sector organization can be determined by factors such as profitability, return on capital, market share etc, the success of the public sector is relatively difficult to determine owing a variety of reasons including absence of competition, existence for social reasons, political factors, lack of yardsticks for performance evaluation etc. However, looking from the other angle the performance can also be adjudged on the basis of how the organization manages its resources, systems, processes and the people. Of these, the human resources, which activate the other resources and systems, play a decisive role on the performance of organizations. Therefore, training and developing people hardly need to be emphasised and here lies the significance of the training function which encompasses all activities and contributions which help people to learn and improve their performance. Needless to say that the training manager who is responsible for training activities in an organization plays a pivotal role in the development of the people in the organization.

People always need to learn in new Knowledge and Skills to be up to date to perform their function in the systematic and effective manner. This is more important when they are working in Organization in these days of technological advancement, the Knowledge and Skills learnt become out of date and obsolete very fast. There is, therefore, a constant need to update knowledge and skills. The Organizations have responsibility to continuously develop their human resources. Unfortunately this does not always happens. They wake up when there is a problem i.e. a performance problem in the organization. These problems affect the business results and the organizations have to investigate into the reasons which are responsible for the problems. The problems might arise because of a variety of reasons. There may be some thing wrong with the structure or culture of the organization, ambiguity relating to the individuals' or groups' efforts vis-a-vis organizational goals, mis-management of processes, lopsided deployment of resources, lack of skilled man-power and so on and so forth. In case the performance problem has arisen due to the lack of appropriate knowledge and skill of the people, there is a need that the people learn appropriate knowledge and skills to perform better. In other words there is a need to train the people because training helps them to learn - quickly and effectively.

While the learning refers to naturally occurring process that may or may not contribute to the person's job performance, training is a planed process which directs learning towards achieving specific outcomes, leading to achieving performance objective. Training has been defined as:

“A planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation, is to develop the abilities of the individual and to satisfy current and future manpower needs of the organisation”.

Systematic Approach to Training refers to this kind of training where the learning is done in a planned and systematic way and is directed to job performance. Training is preferred to a naturally occurring learning process because without training -

- People may never learn how to perform the task properly
- If they do learn, they will do so much more slowly without training
- They are likely to learn a way that is wrong
- Consequences of poor performance results in poor quality, customer complaints, etc.
- Once they learn the task wrongly it is very difficult to ‘unlearn’ and then relearn correctly.

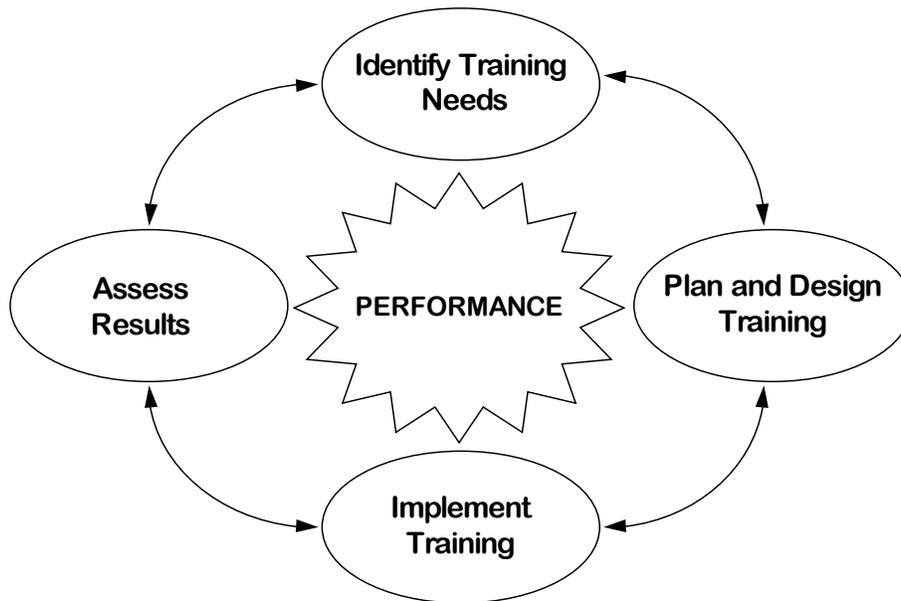
What happens without a Methodical approach to Training? Some of the consequences are:-

- Training is unplanned
- Training is seen as a ‘fire fighting’ activity
- Training is ‘picked up’ by new starters from more experienced workers
- Bad and good habits are passed on without recognition
- A substantial amount of time is wasted
- Dangerous work practices are subconsciously passed on and by definition, seem to be endorsed by the organization
- The effect on quality, efficiency and profitability can be disastrous
- The effect on morale and motivation can be very negative

Systematic Approach and Training Cycle

When there is a need for training intervention, a systematic approach has to be followed and the training must be linked with real performance problem. The Training Cycle or the various stages in training are depicted in the following figure:

Figure



Some people describe this concept through the following acronym:

I	-	Identified Training
N	-	Need
D	-	Design
I	-	Implement
A	-	Assess

Identification of Training Needs

Performance problems are rarely caused simply through a lack of training. When carrying out organizational training needs analysis, it is important to recognize that performance is influenced by three factors:

1. Lack of knowledge or skill. This is an area where training is an essential component.
2. Lack of environmental support. This factor covers the availability of suitable equipment, materials, systems and procedures, necessary for satisfactory performance.
3. Lack of Motivation. People may be well trained and have the necessary environmental support, but may fail due to lack of motivation.

For any performance-related situation, concerning people and their training and development, these three factors, in combination, are of vital importance. Thorough TNA should highlight the significance of each of them, it will be a responsibility of management and, in particular, training management to tackle them.

The first stage of the Systematic Approach to Training is to identify the areas for improvement and the nature of the problems as clearly as possible. The following techniques are used to identify the training needs:

- a) **Organisational Training Needs Analysis** is used to consider such questions as policy, productivity, new technology and cost escalation. Rarely can we deal with these issues in isolation. Producing a broad picture of where problems exist is necessary and the contribution that training can make to overcoming them, with any other action required to solve or reduce performance problems.
- b) **Job Analysis** takes the analytical process a stage further by investigating in more detail the jobs people do. This will provide information, for example, about tasks they perform, areas of responsibilities and relationships with others. Although other disciplines also use job analysis (e.g. job evaluation, and recruitment and selection), when it is used to identify training needs it directs attention to the competences required to do the jobs
- c) **Task Analysis** investigates the procedures, knowledge, skills and attitudes needed to ensure satisfactory performance of a job's key tasks. The products of this analysis provide the basis for training activities.

It may also sometimes be necessary to look beyond the skills required by individuals. John Donne wrote "No man is an Island" and this quotation has particular application to the Training Needs of individuals working as a team or in a defined Department. To enable the team or a Department to work effectively and respond to changes, it is necessary that individuals have the skills to cover the responsibilities of other teams or Department members. This means, that there is often a training need for individual that goes beyond the requirement of his or her defined job. Matrix can be used to identify the training need of group or peoples. A requirement following the identification of training needs is to produce a 'design brief' which takes into account such factors as:

- The number of people who need to be trained.
- The grouping of these people into areas of common training need.
- Their location.
- Their availability for training, taking into account
- The timescale within which training should be implemented.
- The budget or funding support available for both development and implementation.
- The availability of suitable trainers.
- The institutional resources available.

The design brief establishes a professional link between training management and a 'client'

Plan and Design Training

Once we have identified the full extent of the areas for improving performance, and have identified training needs, the stage is set to plan and design an appropriate training. While some training needs can be met with in the existing training provisions, some training needs require special training provision. The design stage is concerned with planning to make the best use of training resources and cover a whole range of training activities. The constraints of Finance, facilities, personnel etc. have to be taken into consideration. It is important that the training professional is absolutely clear what the trainee needs to achieve as a result of completing the training. The design should focus the stated outcomes of the training.

Identifying the Aim

The Aim is a general statement of what the Trainee should achieve as a result of attending the Training Programme. For example.

This Training programme will give the participants a thorough understanding of how to operate the Automatic Telephone Referral System.

Setting the Objectives

The Objectives are a more detailed definition of what the Trainee will be able to do after having completed the Training . For example
Having successfully completed the Training Programme, learners will be able to:

- Describe the capabilities of the system
- Transfer calls
- Hold calls until the recipient can answer
- Divert calls to other staff
- Programme and record messages

Implementing Training

This is the stage where people undertake learning activities. This requires an active participation of the trainees as well as the trainers. Unlike teaching the training is a two-way traffic in which both the learner and the trainer are more or less equal participants. In fact, a trainer is like a facilitator who creates learning opportunities. The success of the implementation depends on certain factors some of which are listed below:

- The trainee recognizes the need for training
- The trainee is sufficiently motivated to learn
- During implementation this motivation is maintained or increased
- The design of learning events is realistic within the context of the organization

- Clearly defined objectives are used to direct learning activities
- The trainers possess sufficient technical and instructional skills
- Personnel in the organization who are associated with the training activities, (management, supervisors and colleagues) support the application and development of newly acquired knowledge, skills and attitudes.

Evaluation (assessment) of Training

Unless Training is fully evaluated, it is impossible to measure the success of the process.

- The Aim of Evaluation is to determine whether Training has been successful
- Ongoing Evaluation enables the Trainer to review progress and take appropriate action
- Evaluation enables the Trainer to continually update and adapt delivery to reflect the changing needs of learners and organizations

It is important that evidence defining the success of the programme is available. This evidence could be provided by seeking answers to the following questions:

1. What functions can the Trainee perform now, that he/she could not perform before the training?
2. Has the Trainee met all of the objectives?
3. How has the training impacted on the Trainee and those working with and around the Trainee?
4. Are there any changes in the Trainee's behaviour and attitude to the job?
5. Where the objectives have not been met in full or, most importantly, the intended outcomes have not been realized, is there provision for further or repeat training?

EXERCISE
ON
SYSTEMATIC APPROACH TO TRAINING

I. Please complete the following Questions:

1. Primary purpose of an Organisation is to provide _____

2. In the absence of the financial criteria assessment of the success of an organisation can be judged by _____

3. People need to be updated in knowledge and skills because _____

4. Systematic approach to training refers to that kind of Learning which _____

5. Identification of training needs is important because _____

II. Bring out one or two basic points of distinctions between:-

1. Performance-problem and Training-Need _____

2. Job-analysis and task-analysis _____

3. Trainer and Training-Manager _____

III. List out 4 consequences of unsystematic training.

1. _____

2. _____

3. _____

4. _____

IV. List out four stages in Training Cycle.

1. _____

2. _____

3. _____

4. _____

V. Please explain in one sentence your perception about the role of a Training Manager.

MINISTRY OF PERSONNEL, PUBLIC GRIEVANCES & PENSIONS
DEPARTMENT OF PERSONNEL & TRAINING
TRAINING DIVISION

MANAGEMENT OF TRAINING COURSE

ANDRAGOGY : A Technology for Adult Learning

ANDRAGOGY: A TECHNOLOGY FOR ADULT LEARNING

Most of us deplore the unnecessary use of jargon, and the term ‘Andragogy’ falls into this category. So why use it? Until fairly recent times ‘training’ was associated with younger people (apprentices, newly appointed recruits, for example), who once trained could develop by gaining experience. The training process used was usually by some form of ‘teaching’, or ‘instruction’ often delivered to relatively for inexperienced ‘trainees’. Now, we refer to these people as ‘learners’, and they are often mature, experienced adults possibly facing major changes in their jobs, or prospects for employment. The concept of andragogy, based on the writings of Malcolm Knowles, is of considerable significance when considering entry behaviour and has relevance to training design.

Most of what is known about learning and the practice of teaching is derived from studies of learning in children and animals. From this emerged the technology of ‘pedagogy’ - a term derived from the Greek stem ‘PAID’ (meaning ‘child’), and ‘AGOGOS’ (meaning ‘learning’). So ‘pedagogy’ means specifically, the art and science of teaching children.

One problem is that the ‘children’ aspect of the definition is often lost, and pedagogy is defined as the art and science of teaching without any attempt to draw a distinction between the child and the adult.

Pedagogy is also biased towards education, and is concerned primarily with the transmission of knowledge. Historically, when major changes in culture and technology were introduced only slowly, what people learn in their youth would remain valid for the rest of their lives. Recent history has changed this concept dramatically. Knowledge gained by the time a person is, say, 20 years of age may be obsolete by the time he or she is 40. This is especially true in the world of work, where knowledge and skills acquired in early adult life may be out of date by middle age. Therefore, as trainers, we are no longer concerned with the pedagogical process of transmitting what is known and done, but more towards a concern for a life-long process of discovering what is not known and coping with the resulting change.

Experienced trainers are well aware of the limitations of traditional teaching methods. Such methods, often requiring a trainer-centered technique, are satisfactory when dealing with children or adolescents, but become less so when the learner is a mature, experienced, adult. Adults are often voluntary learners, willing to participate on the understanding that the learning event proves a rewarding experience and meets the purpose for which it was intended. The practice of adult learning has therefore tended to depart from the traditional pedagogical approach towards the use of more learner-centered techniques.

There is now an emerging theory of learning concerned with the technology of adult learning, and distinguish it from pedagogy it has been given a new name

‘andragogy’. The word, again, is derived from the Greek word “**ANDRA**” (meaning ‘man’). Andragogy is therefore the art and science of helping adults to learn.

SOME GENERAL ASSUMPTIONS

Adults do not learn in the same way as children. This is because:-

1. As people mature, they see themselves less as a dependent personality and more as a self-directing human being.
2. They accumulate a growing reservoir of experience and increasingly relate new learning to that experience, or reject it because it does not fit their experience.
3. Their readiness to learn becomes increasingly oriented towards dealing with real situations they will be involved in, either in their social life or in their work.
4. Their time perspective changes from one of postponed application of learning towards its immediate use. This leads to a shift in learning from concern with the subject to concern with the solution of problems.

Children enter this world in a condition of complete dependency. Their every need must be taken care of by someone else. The first image children get of themselves is that of a dependent personality whose life is managed for them by the adult world.

The self-concept of dependency is encouraged and reinforced by the adult world. In fact, society defines the normal role of children as that of learners; this is their full-time occupation, the source of rewards and self-fulfillment. On the whole, this occupation, whether it is termed that of a pupil, student, or learner, requires a more or less passive role of receiving and storing information chosen by adults.

As children’s self-identity begins to take shape, they begin to see themselves as having the capacity to start making decisions by themselves. This increases as they become more mature and experienced, leading towards greater self-direction.

But something significant happens to the self-concept when they consider themselves as adult. They see their normal role in society no longer as being a full-time learner. They see themselves increasingly as a producer or doer. Their other chief sources of self-fulfillment are now performance as a worker, a parent etc. The adult acquires a new status, in their own eyes and in the eyes of others. He or she becomes essentially self-directing, and able to make decisions and face the consequences. In fact, the point at which a person becomes an adult, psychologically, is that point at which they perceive themselves to be wholly self-directing. At that point they also experience a deep need to be perceived by others as being self-directing.

For this reason, adults have a need to be treated with respect, to make their own decisions, and to be seen and treated as unique individuals. They tend to avoid, resist, and resent, situations in which they are treated like children - being told what to do, and being put in embarrassing situations. Adults tend to resist learning conditions which conflict with their self-concept.

Often there is another factor in the self-concept of adults that affect their role as learners. They may carry from earlier school life the perception that they are, or are not, clever.

This recollection of previous learning experiences may be so strong that it serves as a serious barrier to becoming fully involved in learning activities. Once a trainer puts adult learners into dependent roles, repeating in a sense earlier school-based experiences, he or she is likely to face a rising resistance and resentment to the learning event that has been created.

On the other hand, when adults are first exposed to a learning environment in which they are treated with respect, are involved in mutual enquiry with the trainer and are given responsibility for their own learning, the initial reaction may be one of shock and disorganisation. Adults initially are often not prepared for self-directed learning; they need to go through a process of reorientation to learning as adults - to learn new ways of learning. Once adults make the discovery that they can take responsibility for their own learning, they usually experience a sense of release and exhilaration and participate in learning events with enthusiasm and commitment.

SOME IMPLICATIONS FOR TRAINING

The acceptance of an andragogical approach to training provides the trainer with a need to consider the following:-

- 1) The physical environment should be one in which adults feel at ease, with furnishings that are comfortable and informal.
- 2) The psychological climate should be one which causes adults to feel accepted respected and supported. There should exist a spirit of mutual respect and co-operation between the trainer and the learners, in which there is freedom of expression without fear of ridicule. A person tends to feel more 'adult' in an atmosphere that is friendly and informal.
- 3) The behaviour of the trainer probably influences the character of the learning event more than any other single factor. The trainer conveys in many ways his or her attitude of interest and respect for learners. The trainer who takes time and trouble to get to know the learners individually and calls them by their first names,

is promoting the right sort of atmosphere. Of even more importance is the willingness to listen, respect, and respond to views expressed by learners.

- 4) Because adults are themselves a rich source for learning, greater emphasis can be placed on techniques that make use of their experience. Training methods such as group discussions, case studies, in-tray exercises, and action learning, promote participation in a learner-centred environment.

SOME IMPLICATIONS FOR TRAINING DESIGN

1. DIAGNOSIS OF NEEDS

The adult's concept of self direction is in potential conflict with the more traditional practice of the supervisor, or trainer, telling them what to learn. Of course, adults will learn what others want them to learn if the others power to punish them for not learning is strong enough. But they are more deeply motivated to learn those things which they see the need to learn.

In andragogy, therefore, great emphasis is placed on the involvement of adult learners in a process of self-diagnosis of needs for learning. This process consists of three phases:

- a) The trainer and the learner developing a jointly held view of the abilities and performance to be achieved.
- b) Providing diagnostic experiences in which learners can assess their present ability and performance relative to what has to be achieved.
- c) Helping learners to measure the gaps between where they are and where they (and the supervisor and trainer) would like them to be.

2. THE PLANNING PROCESS

A basic element in the technology of andragogy is the involvement of the learners in the process of planning their own learning, with the trainer acting as counsellor, guide and resource.

The function of planning consists of translating diagnosed needs into specific behavioural objectives; designing and conducting learning events to achieve these objectives; and assessing the extent to which these objectives have been achieved. In andragogy, responsibility for performing this function is shared between learners and the trainer.

3. CONDUCTING THE LEARNING EVENT

In traditional pedagogical practice the function of the 'teacher' is to 'teach'. The 'teacher', or the 'instructor', or the 'direct trainer', is expected to take full responsibility for what happens in the teaching-learning transaction. The learner's role tends to be that of a fairly passive recipient of instruction.

In contrast, andragogical practice treats the learning-teaching transaction as the mutual responsibility of learner and trainer. In fact, the trainer's role is redefined as that of 'procedural counsellor', 'resource person', and 'co-enquirer'; the trainer is more of a catalyst than an instructor, more of a guide than a source of all relevant information. Andragogy assumes that a trainer cannot really 'teach' in the sense of making someone learn. An andragogical learning event is alive with meetings of small groups, sharing responsibility for helping one another to learn.

4. ASSESSMENT OF LEARNING

Probably the crowning difference between traditional instruction and an adult's self-concept is in the process of assessment. Noting can make an adult feel more childlike than being judged by another adult. For this reason, the technology of andragogy suggests a process of frequent, informal, helpful, and non-threatening assessment, in which the trainer helps learners to assess their own progress to the achievement of objectives. The emphasis, once again, is that it is a mutual undertaking.

In fact, what is happening in practice, is that the procedures being used for the diagnosis of learning needs are being employed to help learners measure gains in competence. For example, by comparing performance in solving or coping with a simulated learning experience, learners are encouraged to assess their competence relative to similar work-related situations. Such assessment, with the trainer acting as counsellor, can provide a valuable basis upon which to build further learning.

This shift from formal assessment, towards self-assessment, places a heavy burden on trainers both for design and delivery. They must set an example by being open to feedback regarding their own performance and the design of the learning events. They must be skillful in establishing a supportive climate in which an individual's performance can be looked at objectively, even though the information may be hard for the individual to accept. Self-assessment of this kind requires trainers to create and use a variety of techniques, each permitting learners to comprehend, accept and benefit from the feedback provided.

5. EXPERIENCE

All learners enter a learning event with a different background of experience. The longer they lived, the greater the volume of experience and, possibly, but not necessarily, the wider variety of experiences.

This presents another difference between the entry behaviour expected from a child to that of an experienced adult:

- If you ask children who they are, they are likely to identify themselves in terms of who their parents are, where they live and what school they attend. Their self-identity is largely derived from external sources.
- A somewhat modified response would be obtained from a person in their early twenties; the identification would be concerned with academic attainment, career prospects, outside interests and possibly an employer.
- But to adults, particularly ones in middle age, their experience is themselves.
- They define who they are and establish their self-identity in terms of an accumulation of a unique set of experiences. So, if you ask adults who they are, they are likely to identify themselves in terms of their occupation, where they have worked, travelled, and what their training and experience has equipped them do, and what their achievements have been. Because adults define themselves largely by their experience, they have a deep investment in its value. So when they find themselves in a situation where their experience is not being used, or its worth minimised, it is not just the experience that is being rejected - they feel rejected as a person.

These differences in experience between adolescents and younger and older adults have three consequences in terms of learning:

- a) Some adults have more to contribute to the learning events than others; for most kinds of learning they are themselves a rich source for learning.
- b) Adults - and, again, some more than others - have a rich foundation of experience with which to consider new experiences and their implications in terms of work, for example.
- c) Adults have acquired a large number of fixed habits and patterns of thought, and therefore tend to be less open minded.

SUMMARY OF ANDRAGOGY

Andragogy can be defined as ‘an organised and sustained effort to assist adults to learn in a way that enhances their capability to function as self-directed learners’’. To do this the trainer should:

1. Assist the learners to define their learning needs.
2. Design learning events to suit an individual learner’s entry behaviour.
3. Help the learner to understand how to use learning resources, including the experience of sharing their learning experiences with others.
4. Emphasis experiential and participative training methods.
5. Facilitate problem posing, solving and participative training methods.
6. Progressively decrease the learner’s dependency on the trainer.
7. Assist learners to assume increasing responsibility for planning their own learning.
8. Reinforce the self-concept of the learner to encourage achievement Of objectives.
9. Encourage the use of formative assessment techniques, including Free exchange of feedback.

MOT - DLM WORK BOOK

ANDRAGOGY

1. List out five points of distinction between an adult and a child.

ADULT

CHILD

a)

b)

c)

d)

e)

2. List out four Methods / behaviour of the Trainer that Adults mostly would like or dislike.

Adults like

Adults dislike

a)

b)

c)

d)

3. Adults are 'doers' and 'self-directing' but often resist training, which they consider not relevant to their work experiences. A good trainer will still make good of these adversities to advantage of effective training. List five activities he may do to motivate the adults to learn :-

I)

ii)

iii)

iv)

v)

4. On the basis of your studying the handout on "Andragogy" list five most important implications each of this concept on -

(a) Design of training

(i)

(ii)

(iii)

(iv)

(v)

(b) Implementation of training

(i)

(ii)

(iii)

(iv)

(v)

(c) Evaluation of training

(i)

(ii)

(iii)

(iv)

(v)

5. How does the detailed assessment of entry behaviour and constant feedback help in adult learning process? Please briefly write within the space provided.

IMMEDIATE

No.11014/17/93-Trg
Government of India
Ministry of Personnel, Public Grievances and Pension
Department of Personnel & Training
New Delhi

Training Division
Block 11, 2nd Floor,
CGO Complex,
Lodi Road
New Delhi- 110 003
Dated: April 15, 1996

OFFICE MEMORANDUM

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

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

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

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

Sd/-
(R.Ramani)

Joint Secretary to the Govt. of India

All Central Ministries/Departments.

Annexure to OM No. 11014/17/93-Trg . Dated 15.4.1996

NATIONAL TRAINING POLICY: OPERATIONAL GUIDELINES

PREAMBLE

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

Training Objectives:

2. Training in Government shall strive to achieve the following objectives:
 - a) Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations;
 - b) Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done; and
 - c) Bringing about right attitudinal orientation.

Training concerns:

3. Social and political ambience is subject to constant change. The Government machinery would have to be continuously attuned to the changing needs. Training programmes for the Civil Services would, therefore, focus on:
 - a) Responsiveness : to the challenging democratic needs and expectations of the citizens and organizational and technological developments.
 - b) Commitment: to democratic values and concept of partnership and participative decision making.
 - c) Awareness: of technological, economic and social developments.
 - d) Infusion of scientific temper.
 - e) Accountability : to ensure high performance in every professional field and cost effective methods of delivery.

Training for all:

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

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

- a) The lowest level of functionaries, that is operatives at the cutting edge, who are mostly members of the Group D services and the lower stages of Group C services;
- b) The supervisory levels and the middle management/administrative level; (they are mostly members of the Group B services, but also shade off into higher stages of Group C at one end and the lower stages of Group A at the other); and
- c) Group A services and All India Services comprising the administration/management level.

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

Framework for training

5.1 All categories of civil servants shall receive:

- a) induction training at time of entry into service: and
- b) in-service training at suitable intervals in their career.

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

5.3 For organized higher Civil Services, career span-specific training programmes in each progressive decade of service shall be imparted to provide scope for competence building.

5.4 In order to improve the effectiveness of personnel at different levels and different sectors, area specific short-term skill up gradation/sensitization programmes shall invariably be formulated by Ministries and Departments and specifically targeted to personnel holding specific jobs.

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

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

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

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

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

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

Policy Formulation and Coordination

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

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

Nodal Authority

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

Training Infrastructure

8.1 All Cadre Controlling Authorities shall endeavour to develop suitable infrastructure for induction and in-service training at the cutting edge and middle levels. Use of distance learning methods and in situ training shall be encouraged. Increasing use

shall be made of Non-government Organisations for training of civil servants at lower levels.

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

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

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

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

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

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

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

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

Overseas Training

9.1 Overseas Training shall be entirely need-based and shall predominantly aim at drawing lessons from successful cross-country experiences. Only institutions which are reservoirs of knowledge and data-base on relevant experience shall be used.

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

In-house expertise

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

10.2 Documentation of specific initiatives of Government and analysis of policies would be permitted by encouraging civil servants to take up such assignments

Funding

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

MANAGEMENT OF TRAINING – DISTANCE LEARNING MODULE

EXERCISE ON NATIONAL TRAINING POLICY (NTP)

(Please answer in the context of NTP)

1. Which of the following are “Training concerns”? Please tick yes or no

- | | | |
|----|-------------------------------|----------|
| a) | Responsiveness | Yes / No |
| b) | Commitment | Yes / No |
| c) | Foreign Training | Yes / No |
| d) | Training Manager | Yes / No |
| e) | Awareness | Yes / No |
| f) | Infusion of Scientific Temper | Yes / No |
| g) | Strategic Planning | Yes / No |
| h) | Accountability | Yes / No |

2. Fill in the gaps in the following sentences:

- a) National Training Council will be headed by _____.
- b) National Training Council will be assisted by _____.
- c) Cadre Training plans are to be drawn by _____.
- d) Training _____ will be the Nodal Authority in every organisation. He / She will
- (i) _____.
- (ii) _____.
- (iii) _____.

3. Match the following:

- | | |
|--------------------------|--|
| a) Cutting edge level | (a) Strategic Planning |
| b) Higher Civil Services | (b) Functional Skills |
| c) Direct Recruits Level | (c) Professional Knowledge and outlook |
| d) Direct Recruits Level | (d) Short term skill upgradation programme |
| e) Specific job holders | (e) Induction training |

4. Please list three main training objectives:

(i)

(ii)

(iii)