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GOVERNMENT OF ARUNACHAL PRADESH

ARUNACHAL PRADESH
STATE TRAINING POLICY-2015

Department of Administrative Reforms
Civil Secretariat, Block No:4 ,4th Floor
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THE ARUNACHAL PRADESH TRAINING POLICY

Training “the process of developing skills, habit, knowledge and aptitude in employees for the purpose of increasing the effectiveness of employees in their present Government position as well as preparing employees for future Government positions”: William G Torpey

1. MISSION:-

To create an institutional frame work for enhancement of performance of Public Servants. The endeavour of the Government is to impart need based training to employees so as to develop right attitude, acquire necessary skills for enhanced performance strengthen their responsiveness, commitment, awareness and accountability towards citizens, imbibe consciousness of duty, competence and self motivation to take up challenges in their work and a drive to adopt innovative approaches for excellent service delivery and promotion of public welfare.

2. VISION:-

To assist Government Departments and agencies to adopt practices geared at better governance and improved service delivery by empowering public officials to act as prime catalyst for holistic and equity based transformation.

3. COMPETENCY FRAME WORK:-

There is rapid changes taking place in the economic, political, social & technological front as such training and capacity building is essential for all Government Servants in order to improve performance and outcome. The expectations and aspiration of the people from the Government have also increased tremendously. Therefore, a responsive and responsible work force is necessary to cope up with the rapid environmental changes. However, making the Government machinery responsive and responsible largely depends upon the knowledge, attitude and skills of its employees of various levels. Training is the effective and tested tools for performance enhancement as well as up-gradation of knowledge and skills of the personnel, to improve the administrative effectiveness. A conscious policy decision for development of human resource available to the Government is

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required to be fostered for meeting the challenges of development skill.

Capacity building of Government servant is also justified that human resource is most expensive and precious resources in an organisation because the growth of an organisation fully depends on human resource. The State invests its chunk resources on its employees by way of pay and perks and other related expenses. Thus, there is very need to increase the return on its investment. Improving capacity of Government Servants and making useful human resource can alone achieve this. With this end in view, a training policy has to be kept in place by the Government .The training policy should be a comprehensive policy aimed at capacity building of each category of staff and its whole operational mode projected in tune with National Training policy of Government of India.

4. MAJOR CHALLENGES:-

The main problems and concern relating to training functions are as follows:-

- Low priority accorded to training & education and the low level and uneven nature of provision for training.
- Lack of coordination and communication.
- Lack of proper training institution with required facility.
- Lack of availability of good faculty.
- Overly prescriptive, supply driven nature of training.
- Resource crunch.
- Lack of effective systems of acceleration and quality assurance.
- Poor linkage between higher educational institution and Training.
- No intensive induction training for Civil servants and lack of comprehensive scheme of systematic and regular subsequent in service training after their induction.
- No system/practices exist for identification of training needs.

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Accordingly the core problems that this policy seeks to address comprise the following:-

- Fragmented and uncoordinated approach to training across the public service, resulting in problems of resources and accountability for ensuring that public servants are empowered and developed to take on the challenges they face.
- Lack of strategic, need based, out-come based and competency based approach to training, directly related to the developmental needs of public service, and
- Inappropriate nature of the training that is provided by internal as well as external providers.

5. TRAINING OBJECTIVES:-

The basic objective of the training is to establish a match between man and job. The objective of the training will be developing a professional, impartial and efficient civil service that is responsive to the need of the citizen. 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. However, while setting objectives, only employee's growth should not be taken as an end. Recognizing employee's growth a means to organizational growth, training objectives should be integrated accordingly. The objective of training can be listed as follows:-

- To impart induction to new employees the basic knowledge and skill required for efficient performance of the particular task. Socialization process through induction training also helps new employees know more about himself, his hopes, aspiration and inclination.
- To help the employees function more effectively in their present position by updating them the latest concepts, information, techniques and developing skill they would require in their particular fields of activity.

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- To prepare second line of personnel so that they could occupy higher positions with more responsibilities as and when these are required in future.
- To develop competency among the employees in newer areas which have been granting importance during the period.

6. TRAINING GOALS:-

- To enable all public servants to develop their knowledge, skills and attitudes in ways that would optimize performance in their current roles.
- To inculcate values amongst trainees that would strengthen their sense of commitments.
- To encourage them to regularly review their training need and requirements and to provide ways and means of meeting these needs and requirements.
- To increase job satisfaction and facilitate career progression.
- To provide opportunities to them for self preparation for changing roles, duties and responsibilities.
- Attitudinal change, motivation and leadership to be given priority.
- To prepare category wise training development plan.

7. TRAINING COVERAGE:-

Training would be imparted to all rungs of Government employees starting from the lowest and cutting edge to the highest in policy making. For this purpose of appropriate training designs, it may be convenient to divide the Government work force into four levels, each with specific training needs:

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- 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, counseling 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 level of the civil service to be intellectually and professionally equipped for policy analysis, strategic planning, lateral thinking and policy formulation.

8. TRAINING FRAME WORK:-

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.
- Mandatory promotion linked training programme with suitable duration before promotion.
- 1-2 days exposure seminars/workshop/symposium on current events or matters of basic importance, in order to put all members of the civil service on a common wavelength, inculcate reading habits for updating information and provide a platform for opening up by individual staff which can in turn help the Government to identify hidden potential.
- Re-skilling of employees if needed.

Attendance and passing of the training programme should be mandatory with possible linkages to promotion, confirmation and long term training within country and training abroad.

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In all cases of long training within the country, specialized training and training abroad, a method should be evolved for the trainees to share the knowledge and insights gained by bringing out publications. This would ensure a multiplier effect of the training programme.

A module on ethics and values in civil service and value based administration can be part of every training programme.

9. TRAINING NEED ANALYSIS:-

It is very important that based on 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 Policy making by apex officers, controlling officers, the supervisory officers and the operational staff. Having analyzed the Government's goal and objectives and in-depth exercise ought to be made of the job that exists for achieving the organizational objective and the task that each job entails. The exercise should inevitably focus on the organizational structure, its personnel, technical, managerial and all others and assess if the structure and the personnel are functionally in harmony with the organization's objectives or if there is a mismatch. Similarly, the service delivery process that the organisation employs i.e. administrative, managerial, technical, legal and so on has to be analyzed. The analysis has to be comprehensive on the following points that yield a complete picture of the strong points that are harmonious with the objective of the organisation and the weak one need to be addressed through training intervention or non training factors.

- I. Sub-optimal performance of organisation in Government.
- II. The ever widening gap between planning, Implementation and completion project.
- III. Technological change necessitating acquisition of new knowledge, ability and skill.
- IV. Increasing qualitative demand for managers and workmen.

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- V. Increasing uncertainties and complexities in the total environment necessitating flexible and adaptive response from organisation.
- VI. To meet challenges posted by the global competition.
- VII. Need for both individuals and organisation to grow at rapid pace.
- VIII. To harness the human potentials and give expression to their creative urges.
- IX. To enable employees to move from one job to another.
- X. To bridge the gap between what employee has in terms of knowledge and skill what his/her job actually demand.

An in-depth job analysis which would usher mapping factors that helps or retards performance of individual functionaries or group needs to be carried out in order to identify training needs. The Training Needs Analysis (TNA) can be conducted by ATI for any or all departments/public authority.

Based on the identified needs resulting out of the TNA conducted and the SWOT (Strength, Weakness, Opportunities and Threats) analysis, training can be planned /designed to suit each Department /Organisation as per the identified need bases training has to be prepared or could be replicated from tested modules of ATIs of other States or Training Centers or modules of DoPT.

The Department should have a training officer responsible for updating and monitoring the implementation of this training policy, with constant interaction with Arunachal Pradesh Administrative Training Institute, Naharlagun. He/she should also be responsible for conducting systematic evaluation of effectiveness of training given to the staff of the department. Such evaluation should be conducted soon after the programme as well as after a reasonable time log. A separate record of all functionaries with basic information of post held, nature of duty, educational qualification etc is to be maintained. A record of trained and untrained staff is also to be maintained.

10. TRAINING METHODOLOGY:-

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- Training may be imparted at Training Institutions, in situ at the work place in specific Departments/Offices on a decentralized basis at organisation Headquarter, Districts, Sub Divisions etc.
- Training material to be regularly updated, bettered through feed backs etc.
- Evaluation /feedback from the participant is mandatory for each training programme/resource person/session/Training material used.

The Training methods should include:-

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

11. COORDINATION AND QUALITY ASSURANCE:-

ATI will coordinate with GOI/National Training Centers/ DoPT/LBSNNA etc for capacity building of generic issues which are taken up as national programme/projects for capacity building and training and documentation of best practices and case studies.

At the secondary level ATI will coordinate with other Training Institutes of the State Govt. by way of assessing training needs through Training needs assessment and SWOT analysis ,providing reading materials if necessary, assessing quality of training, developing Master Trainers, documentations and quality assurance through survey of training conducted by the training institutes and referral service.

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12. SELECTION OF TRAINEES:-

Training should be taken as a process and nomination should be done in a scientific manner taking into account the level of knowledge (entry behaviour), need for training, objective of training and most importantly enhancing performance.

Objectives and need of the training should be the underlying principle while selecting trainees. The authority concerned should ensure fair chance to all functionaries under his control and ensure release for training from the Department to enable the employee deputed to attend the entire training course deputed for without any interruption and at the end of each training course a release order from the training has to be submitted by the deputed employees to endorse his full attendance at the training programme deputed for. An employee deputed for training is treated as on duty and in the event of unavoidable circumstances he/she is not able to attend the training and is granted leave by the Department on such training schedule for training, the Training Institute should be informed if nomination has been sent and fresh deputation/nomination has to be done by the Department immediately with information to the Training Institute well in time. Leave applied for any incumbents from the Training Institute should be first approved/ endorsed by their Department first. Strong action should be taken against the erring employees who are found absent themselves from the training. On receipt of information from the Training Institute, the Head of Office shall take necessary action against the absentee immediately as per the rule.

13. ROLE OF DEPARTMENTS/HEAD OF OFFICES:-

Each Department/Head of Office shall adopt a systematic Approach to Training and shall:

- I. Designate an officer as "Training Officer" who will be the Nodal Person for implementation of the training function in that Department/Office. He will be involved in various training programmes /courses, such as analysis of training need, the design of training programme, the selection of appropriate
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training institutions and persons to be trained and execution of the training;

- II. Create Training Cell with HR and Capacity Building Personnel to assist the training officer. Departments /Organisation where total strength of staff of 500 and above may set up a compact training cell by redeploying from the existing strength. The Cell will assess the training need and take initiative to depute officers and staff to various Institutes, review of training programmes, annual updating of curriculum with special treatment to the training need of the department;
- III. Classify all posts with proper job description and competencies required in consultation with the Department of Administrative Reforms;
- IV. Develop cadre Training plans(CTPs),based on the competencies required and training for ensuring that all cadres under the Department/Head of office or its attached subordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;
- V. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rule/issuing administrative instructions;
- VI. Make the immediate supervisor responsible and accountable for the training of the staff working under him. He refers the names of the staff to the training cell for deputing them for appropriate training;
- VII. Prepare an annual training plan for all the cadres under its control;
 - (a) To ensure that a Departmental Training Policy and Education Strategy is formulated in consultation with stakeholders and implemented with partnership with providers.

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- (b) To translate such strategies into 5 years training plans for each category of staff.
- (c) To ensure that such strategic plan are prepared within a definite time frame not exceeding 6 months from the date of adoption of the State Training Policy.
- (d) To ensure that strategic plans for training and education are effectively integrated into broader plans for Human Resource and Organizational Development as well as into budgetary process.
- (e) To ensure that the plans are strategically linked to the achievement of key transformation goals of the Departments;
- (f) To review mission statements and 5 yearly Action Plan of State Level Training Institute attached to the Departments before they are finalized.

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

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

- (a) The Finance Department of the Government of Arunachal would earmark for each department some percentage of the total budget for that department. It may vary for each category of department (for example categories of departments having an extremely large budget could have a lower percentage fixed for training, Category of Departments where Government wants to push new initiatives or feels that the Departments should give higher priority to training or where training need analysis so justifies could have a higher percentage fixed for training) provisions to all departments to meet the training requirements).
 - (b) All Departments/Head of Office shall set aside / earmark at least 2.5 percent of its salary budget for training need.
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- (c) Incorporate a separate section in Annual Report of the Department/Offices on training and capacity building activities under taken during the year.
- XI. All Department/Offices should send Annual Training Plan and implementation report to the Training Division of the Department of Administrative Reforms.
- XII. All department should give orientation training to the new entrant properly.
- XIII. Organise 'On the job' and in house training as may be required.
- XIV. All executive officers like Medical, Education, and Engineering should, before they are permitted to assume administrative responsibilities at District/Directorate level are compulsorily made to undergo a general administration, rules and office procedure course for District Level Officers and Directorate Level Officers.
- XV. A system of Secretariat staff should be developed so that each Secretariat staff should be developed so that each Secretariat employees goes through repeated training through various training courses.
- XVI. Arunachal Pradesh Administrative Training Institute.
- To function as the Primary Training Institution in the State and to act as an example for other Training Institution in the State.
 - To work as the State Administrative Training Institute (ATI) for various DoPT, Government of India sponsored courses.
 - To conduct foundation course as well as professional courses to the Secretariat Services and State Civil Service Officers.
 - To conduct foundation courses and other subordinate services which do not have their own Training Institutes for this purposes.
 - Provide technical assistance and advice in preparation of annual training plan for the Departments/Offices and in outsourcing training (if so required).
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- To arrange for Training of Trainers and Management of Training course like Direct Training Skill (DTS), Design of Training (DOP), Training Needs Analysis (TNA), Management of Training (MOT), Evaluation of Training (EOT), Entry Level Training Institutes and faculty in various State Level Training Institutes and enable preparation of common training modules.
- To provide training advice and material etc to other training Institutes.
- Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;
- Provide advisory and/consultancy services (as applicable).
- Through training, workshops, preparation of policy papers etc. enable Government Department to adopt best practices and procedures and performances and better service delivery.
- Network with other Institutions to share learning resources, experience and expertise.
- Maintain database of trained manpower for future reference.
- To ensure minimum infrastructure facilities, staff and finance to perform their function.

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XVII. OTHER TRAINING INSTITUTE OF THE STATE:-

- To ensure appropriate standard setting, accreditation and quality assurance with respect to training and education within their institute.
- To prepare mission and vision statements, 10 years vision document, 5 yearly Action Plans and Annual Action Plans and Programme Calendar for Institute and ensure their implementation in an optimal manner.
- To promote the strategic approach to human resources development within the public service.
- To market and promote the value of training and education throughout the public service.
- To design and recommend appropriate courses for the service or service that the Institute serves.
- To promote effective partnership between public and private interests with respect to training and education; and
- To ensure minimum infrastructure facilities for training at the State Level Training Institutes.

ROLE OF THE TRAINING INSTITUTES:-

- Keep track of latest National/International trends in training and development and replicate/assimilate them in State context.
 - Constantly hone and upgrade the skills of trainers/faculty members in the new and emerging training techniques and methodologies and assess/review their performance as trainers/faculty.
 - Constantly review and modify curricula, content and training methodologies to take account of training feedback and the needs of the client.
 - Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individual's performance; and
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- Conduct evaluation studies to assess the impact of training programmes conducted by it on organizational performance.

ROLE OF TRAINING DIVISION:-

- I. Monitoring the implementation of the State Training Policy.
- II. Maintain database of training and development activities undertaken by various Department/offices.
- III. Issue advisory from time to time so that training programmes are conducted based on systematic approach to Training and build capacity of the Departments and Training Institution.
- IV. Ensure that Training Officers are appointed in all Government Departments/Offices, build their capacity and work in close coordination with them.
- V. Undertake Benchmarking /evaluation study of training Institution under the control of various departments.
- VI. Strengthening and empowering State Training Institutions.

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. Government to take steps to ensure induction training to all rungs of Government functionaries including MTS so as to enable them to perform as expected from them qualitatively and efficiently in order to maintain the organization's strength and satisfaction of the public.
 - (ii) Functional training relates to the specific functional area of the Department or organizations concerned. This involves
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up-gradation of skills, updating knowledge, toning up of systems and procedures with reference to case studies, case laws, audit reports and reports of the legislative Committees, evaluation studies, report of various Committees and Commission at the State level and all India level, inter-state comparison, International development and standards in the profession concerned.

- (iii) Managerial Training involves management orientation, optimizing given resource, with a result oriented approach adopting all modern management practices including concepts and method of Total Quality Management (TQM).

Mandatory Training in Secretariat cadre:-

The Secretariat employees undergo the following mandatory training programmes:-

- (a) **FOUNDATION COURSE FOR ASSISTANTS (PROBATIONERS):-** Direct Recruitment Assistants of 24 weeks duration.
- (b) **LEVEL A TRAINING PROGRAMME:-** 4 weeks duration are Upper Division Clerks who have rendered 5 years of approved service in the grade.
- (c) **LEVEL B TRAINING PROGRAMME:-** The target for this training programme of five weeks duration are Assistants who have rendered 3 years of approved service in the grade. Successful completion of training at this level will be essential before one is considered for promotion to the grade of Section Officer.
- (d) **LEVEL-C TRAINING PROGRAMME-** The target for this training programme of two week duration for Section Officers who have completed 2 years service.
- (e) **LEVEL D TRAINING PROGRAMME:-** The target for this training programme of 5 weeks duration are Section Officers who have rendered 5 years of approved service in the grade.
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Participation and successful completion of training at this level would be a pre-condition for consideration of the officer for promotion to the next grade.

- (f) **LEVEL E TRAINING PROGRAMME:-** The target for this training programme of 6 weeks would be Under Secretaries who have put in 5 years of approved service in the grade. Participation in and successful completion of training at this level would be a pre-condition for consideration of the officer for promotion in the grade of Deputy Secretary.
- (g) **LEVEL F TRAINING PROGRAMME:-** The target for this training programme of 3 weeks would be Deputy Secretaries who have put in 5 years of approved service in the grade. Participation in and successful completion of training at this level would be a pre-condition for consideration of the officer for promotion in the grade of Joint Secretary.

APCS:-

- (a) **Foundation Training:-** After selection through APPSC/induction into the cadre they will undergo 6 months foundation course in State ATI or any other Institute to be coordinated by the ATI.
- (b) **Mid career Training:-** They should undergo mandatory level training and successfully complete for considering promotion in next higher grades.
- (c) **Refresher:-** All APCS Officer will undergo midcareer refresher course after completion of every 5 years.

To ensure overall Human Resource Development in each Department, the trainers in various Departmental Training Institutes and Officers posted in Training Cell will have to pattern themselves as trainers to effect steady improvement in their respective Department. Group A, B Officers will disseminate knowledge to Group-C and Multi Tasking Staff (MTS) in all departments.

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Group C will be trained in their respective Departmental Training Institutes where they exist; in other cases they will be trained at ATI.

Heads of Government Departments are empowered to nominate their programmes organized at ATI or any other Training Institute designated within the State for imparting training by the appropriate authority.

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