

KERALA STATE TRAINING POLICY

**AS APPROVED BY THE STATE TRAINING COUNCIL
ON NOVEMBER 5, 2002**

WITH THE

**MGP INITIATIVE ON TRAINING
OF CIVIL SERVANTS INCORPORATED**



**INSTITUTE OF MANAGEMENT IN GOVERNMENT
Thiruvananthapuram**

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VISION AND MISSION STATE TRAINING POLICY

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

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

THE KERALA STATE TRAINING POLICY

I THE NEED

Major changes have been taking place, in recent years, in the economic, political, social and technological spheres and in the State-Citizen interface in Kerala, elsewhere in the country and in the world at large. These changes are briefly recapitulated below:

- In the economic sphere, the changes pertain to liberalisation, globalisation and the integration of world economy; cross country movement of capital resources; the need to attract investment, national and international; and the protection of people behind the pale of market forces.
- In the political sphere, the changes relate to the devolution of power to the third tier of governance at the district and sub-district levels, embodied in the 73rd and 74th Amendments to the Constitution of India; association of people and their representatives at the local decision making levels and sharing power with citizens at the grassroots level who were earlier looked upon only as beneficiaries of the government largesse.
- In the social sphere, the changes reflect the aspirations of affirmative action groups, which have been suppressed for centuries and their clamour for a rightful share of political and economic power and opportunities.
- In the technological sphere the changes are the increased importance of Information Technology and its potential for enhancing the quality of service delivery to the people; computerised interactions with client groups like commercial tax payers; and the exciting possibilities of e-governance.
- The State-Citizen interface reflects the rising expectations of the citizens from the State on the one hand and the falling budgetary allocations to meet them on the other and the persistent demand from people, non governmental organisations and pressure groups for transparency, accountability, and Right to Information relating to government transactions.

- The ARC Report of August 2000, in Volume I, Chapter 3, **Capacity Building**, states: “A Training Policy has to be announced by the State” (P.130)

There has also been a paradigm shift in the role of the government from an omnipresent and omniscient entity with a unique governmental solution for every problem affecting the people. There has been an increasing trend to have consultative decision making with the stakeholders and activist action groups.

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

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

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

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

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

III TRAINING OBJECTIVES

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

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

The focus should, all the time, be on responsiveness to the expectations of the citizens and a willingness to appreciate other view points; responsiveness to changing organisational and technological developments; commitment to democratic values and concept of partnership and participative decision making; infusion of scientific temper and accountability to ensure high performance in every professional field and cost effective methods of service delivery.

IV TRAINING COVERAGE

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

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

- The lowest operative level at the cutting edge, where the focus is on functional skill and attitudinal orientation.
- The supervisory/junior management level where the focus is on extracting work from others involving coordination, coaching, 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 levels of the civil service to be intellectually and professionally equipped for policy analysis, strategic planning, lateral thinking and policy formulation.

V TRAINING FRAME WORK

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

All categories of civil servants should receive training, including -

- Induction training at the time of entry into service
- In-service training at suitable intervals during career progression, preferably once in five years subject to the limitations of training capacity and budgetary allocations.
- Promotion-linked training of one month's duration either before or after promotion, within a specific time interval, preferably five years.
- Short- duration exposure seminars as and when any major development takes place like economic liberalisation, to put all the members of the civil service on a common wavelength.
- Re-skilling consequent to redeployment of employees.

Attendance in training programmes should be mandatory with possible linkages with promotion, confirmation, and long term training within the country and training abroad.

In all cases of long term training within the country, specialised training and training abroad, a method should be evolved for the trainees to share the knowledge and insights gained by them during training with the relevant groups on their return, by serving in a training institution, by giving seminars and by bringing out publications. This would ensure a multiplier effect of the expensive training programme.

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

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

The Departments should have a training officer responsible for the updating and monitoring the implementation of this Training Plan, with constant interaction with the Apex Training Institution. He/She should also be responsible for conducting systematic evaluation of the effectiveness of training given to the staff of the Department. Such evaluation should be conducted soon after the programme as well as after a reasonable time lag.

VI TRAINING METHODOLOGY

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

Training programmes should give adequate focus on the welfare areas of the State and the community, with special attention to the role of the People's planning process. They should also reflect on the important aspect of the State's policy for the integrated development of the members of the SC/ST, as well as for the backward communities.

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

The training methods should include:

- ❖ A holistic approach to use all available modern methods of training such as lecture methods, group discussions, project work, audio-visual materials, printed materials, case studies, action learning, brain storming, group-based idea generation 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.

VII COORDINATION AND QUALITY ASSURANCE

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

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

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

Following the practice in other States in India in the case of the ATIs, the Director of the IMG should be re-designated as Director-General. This is also in line with the recommendation of the ARC Report of August 2000. The Chapter on Capacity Building in Volume I, (No.3.4.ii,

Pp.130-131) states as follows: “ For operationalising this policy, an instrumental mechanism is needed. The post of Director-General of Training equivalent to Secretary to government may be created who would also be the ex-officio Director of the Institute of management in Government (IMG). It should be the endeavor of this functionary to co-ordinate the implementation of the training policy”).

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

VIII TRAINING BUDGET

To begin with, a total of 0.5% of the Annual Plan of the State would be set apart for training for Government departments. This would be progressively increased to 2% of the Annual Plan. These funds would be allocated to the departments on the basis of the following factors:

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

Other government-based organizations including PSUs should also earmark 0.5% of their salary expenditure towards training. Funds so allocated for training should not be re-allotted for any other purpose. (According to the ARC Report of August 2000, Volume I, Chapter 3, No.3.4.vi, P.131, at least 2% of the plan budget should be earmarked for Human resource Development.)

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

Training Committee discussed in the next section may determine the inter-se allocation of the funds to the various training institutions.

IX MONITORING AND GUIDANCE

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

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

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

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

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

Whenever necessary, experts in various fields may be invited to the meetings of the Apex training Committee.

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

X OPERATIONAL DETAILS

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

A mechanism has to be created to initiate, maintain and strengthen consultation among the training institutes in Kerala as well as among the ATIs in the country, to facilitate faculty development, more rational utilisation of faculty resources, sharing of course materials, review of

books and monographs etc. with the ultimate objective of quality improvement in the training activities

XI THRUST AREAS

a) Information Technology

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

b) Decentralised Planning and Development

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

c) Governmental Machinery

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

d) Management Topics

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

e) Departmental Topics

Each department is to improve performance through continuous evaluation and innovation of its functioning. Therefore there should be

also training programmes specifically focusing on the innovation needs of individual Departments, including a focus on the understanding and application of innovation mechanism such as Total Quality Management and Quality Circles.

f) Frontier Areas

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

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

The State Government should have a well, defined policy for the recruitment, development and utilisation of the faculty members needed by the training institutions in the State Adequate consideration should be given to the need for proper creative qualifications, competence, aptitude, motivation and experience in all decisions relating to the faculty members and administrative officials. Rather than victimising them for being in the training institutions, the policy should be to treat them as special experts deserving special rewards and developmental assistance.

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

In the case of the non-faculty staff, they should be recruited with great care to ensure that they are the right type of persons needed by the

training institutions. Soon after recruitment, they should be given training on the administration of training institutions, followed by periodic training in various aspects of administrative skills appropriate for those in training institutions.

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

ANNEXURES TO STATE TRAINING POLICY

ANNEXURE I

ARC REPORT VOLUME I (August 2000)

CAPACITY BUILDING (Reproduced from the Original)

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

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

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

Annexure II

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

1. Following the mandate contained in the National Training Policy (Chapter 8, P 55) that Each State should formulate a State Training Policy, IMG prepared a preliminary draft in January 2000.
2. IMG conducted a State level Workshop on Drafting a State Training Policy on May 30, 2001.
3. IMG prepared a revised draft.
4. IMG engaged Shri.K A Chandrasekharan, Rtd, Joint Secretary DoPT to prepare a revised version on the basis of the new draft mentioned under no 3 above.
5. Shri K A Chandrasekharan prepared and submitted a new draft to the Director, IMG
6. The draft prepared by Shri.K A Chandrasekharan was discussed on 27-12-2001 in a meeting of the drafting committee constituted by the P & ARD (G O No.16/2001 dated 29.1.2001)
7. A revised draft was prepared on the basis of the outcome of the meeting held on 27-12-2001.
8. The revised draft was submitted to the New Director of IMG (Shri.Rudhra Gangadharan, and also circulated among the faculty members for comments).
9. Incorporating the comments, the present draft was prepared and submitted to the Government on 4th September 2002.
10. The draft training policy was discussed and approved by the State Training Council in its meeting held on November 5, 2002.
11. The original draft training policy revised by incorporating the recommendation of the State Training Council made in its meeting on 5th November, 2002.
12. The MGP Initiative on Training of Civil Servants incorporates in the draft Training policy on September, 2003.

Annexure III

Modernising Government Programme (MGP)

Initiative

Comprehensive Training Programme for Civil Servants

Annexure – IV

STATE TRAINING COUNCIL

Constituted by Government of Kerala in 1999 (G.O. No. 16971/D2/97 P&ARD dated 22-01-1998) in response to D.O. Letter No. 11015.11/25/97-Training (R) from Joint Secretary (Training), Department of Personnel & Training, Government of India, New Delhi.

Members:

- | | |
|-----------------------------------------------------------------------------------------------|------------|
| 1. Chief Secretary to Government | - Chairman |
| 2. Commissioner & Secretary (Planning) | - Member |
| 3. Commissioner, Agricultural Production | - Member |
| 4. Commissioner & Secretary, Industries | - Member |
| 5. Commissioner & Secretary, Public Works and
Irrigation | - Member |
| 6. Secretary, Health | - Member |
| 7. Secretaries dealing with Panchayats and Municipal
Administration (Local Administration) | - Members |
| 8. Secretary, Rural Development | - Member |
| 9. Commissioner & Secretary, P&ARD | - Member |
| 10. Director, IMG | - Convener |

The State Training Policy envisages that the Principal Secretary, GAD and the Secretary, MGP also should be made Members of the State Training Council.

ANNEXURE V

List of Training Institutions in Kerala

1	Institute of Management in Government Vikas Bhavan PO Thiruvananthapuram	14	Industrial Training Centre Cheruvathur, Kasargode
2	Kerala Institute of Local Administration Mulamkunnathu Kav Thrissur	15	Industrial Training Centre Madayi Kannur
3	State Institute of Rural Development Kottarakkara	16	Industrial Training Centre Harippad
4	Centre For Management Development Thycaud, Thiruvananthapuram	17	Pre-Examination Training Centre Kozhikode
5	Extension Training Centre Mannuthy, Thrissur	18	Pre-Examination Training Centre Trivandrum
6	Extension Training Centre Kottarakkara	19	Pre-Examination Training Centre Ernakulam
7	Extension Training Centre Thalipparamba, Kannur	20	Coaching -cum-Guidance Centre Divisional Employment Office Kozhikode
8	Kerala Institute of labour and Employment Thycaud, Thiruvananthapuram	21	Production-cum-Training Institute Cherthalai
9	Dairy Training Centre Kottayam	22	Production-cum-Training Institute Kalavoor
10	Livestock Management Training Centre Aluva	23	Production-cum-Training Institute Azekode Kannur
11	Livestock Management Training Centre Mundayad Kannur	24	Police Training College Thycaud, Thiruvananthapuram
12	Livestock Management Training Centre Thiruvananthapuram	25	Kerala Forest School Walayar
13	Regional Agricultural Technology Training Centre Kozha, Kottayam	26	Kerala Forest School Arippa, Thiruvananthapuram

27	Kerala Forest Research Institute Peechi, Thrissur
28	L B S Centre for Science and Technology Thiruvananthapuram
29	Academic Staff College, University of Kerala, Thiruvananthapuram
30	Demonstration-cum-Training Centre Nalanchira Thiruvananthapuram
31	Model Welfare Training Centre Chengannur
32	Poultry Training Institute Chengannur
33	Central Training Centre Mannuthy
34	Co-operative Training Centre Kuravankonam, Thiruvanahtapuram
35	State Council of Education Research and Training Poojappura, Thiruvananthaopuram
36	Family Welfare Training Centre Thycaud, Thiruvananthapuram
37	Power Engineers Training and Research Centre Moolamattam, Idukki
38	Institute of Labour Management P T P Nagar, Thiruvananthapuram
39	Police Training Centre Thycaud, Thiruvananthapuram
40	Ditric Institute of Education and Training, Thiruvananthapuram
41	District Instritue of Education and training, Kollam

42	District Instittue of Education and Training, Pathanamthitta
43	District Institute of education and Training, Allapuzha
44	District Institute of Edyucation and Training, Kottayam
45	District Institute of Education and Training, Thrissur
46	District Institute of Education and Training, Malappuram
47	District Institute of Education and Training, Waynad
48	District Institute of Education and Training, Palakkad
49	District Onstitute of Education and Training, Kozhikode
50	District Instittue of Education and Training, Kannur
51	District Institute of Educatrion and training, Kasargod
52	District Institute of Education and Training, Idukki
54	Distirct Institute of Education and Training, Ernakulam

ANNEXURE VI

Operational Guidelines

1. Types of training:

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

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

2. Distinct Roles of Training Institutes

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

3. Guidelines

- (i) In all departments with total strength of over 1000 but below 5000 a compact training cell will be set up by redeploying the existing staff. This training cell will be under the direct control of the Head of the Department / his next level officer who is in charge of Personnel Administration. This cell will assess the training needs, processing of deputation of officers to various institutes, review of programmes, annual updating of curriculum with special reference to the training needs of the department.
- (ii) To make one time assessment of training needs, each major department with strength of 5000 or more will form a committee consisting of three or four officers and evolve the blue print for training in the next five years.
- (iii) The above Committee will also assess the infrastructure and other facilities of the concerned Departmental Institutes. Where no such institute exists, the need for the same will be examined. Wherever possible, existing facilities and institutions will be made use of.
- (iv) Such committees will give their reports in a period of two months to their respective Heads of Departments who in turn with their views submit them to government in their respective Administrative Departments for issue of orders.
- (v) The Training Cells / Committees will then effectively follow up the recommendations of the Committee and Government orders thereon as referred to above. In any case, THE TRAINING NEEDS OF ALL GOVERNMENT DEPARTMENTS MUST BE ASSESSED, FINALISED AND CLEAR ACTION PLAN EVOLVED every three years before March 31st
- (vi) The class 1 officers, except All India Service officers, immediately on promotion will undergo management orientation in the Institute of Management in Government in an overall Management Development Programme and if possible once more during their career in any other specific management areas like Human Resource Development , Financial Management, Project Management etc. They will also undergo training in the all India Training Institute of concerned profession / speciality, if any.
- (vii) In addition to induction training, all class III officers will undergo functional training in the respective departmental institute's at least once in their career. Maximum number of Class II officers will undergo one management course in the Institute of Management in government during their career.

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

4. Training for Public Sector Undertakings

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

5. Selection and deputation of officers for training:

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

6. Delegation of Powers for deputation for training

As stated in No.3 x above

7. Training abroad

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