

Personnel Training Policy of Government Employees of the State of Telangana (2015)

1. The need for a training policy :

The MCR HRD Institute and various other training institutes of Govt. Department are conducting a large number of training programmes to Govt. employees. It is a large-scale activity involving thousands of employees and costing crores of rupees. To provide a right direction to the Govt. departments and to define clearly the purpose of the Govt. in training employees, there is a requirement to have a new policy framework so that the training effort in govt. proceeds in the intended direction and achieves the objectives. The Govt. of India issued National Training Policy in 2012. The process of liberalization, the 73rd and 74th amendments to the constitution devolving more powers to local bodies transparency through right to information climate change and extremist activities have brought out new challenges and a demand for new skills among Government employees. The key objective of the training policy of Government of India is to match individuals competencies with the jobs they have to do and bridge competency gaps for current and future roles through training.

The training policy of Government of India is explained under the following headings:

1. Background: explains why a new training has been issued.
2. Competency framework :Matching individuals competencies will the jobs they have to do
3. Training objectives
4. Training target
5. Role of Ministries/Departments
6. Role of Training institutions
7. Trainer Development
8. Foreign Training
9. Funding
10. Training for Urban and Rural Development
11. Implementation and coordination
12. Monitoring and evaluation

Telangana State does not have a training policy. It needs to have a comprehensive training policy of employees similar to that of Government of India.

The policy should guide efforts to build human resources which are fully trained to face all challenges arising out of economic, social, political and technological changes and give best services to the people.

The necessity of Training:

The following is an extract from an article titled “Training as strategy” by Sandeep Soni, Director and CEO of Hero Mindmine, published in The Hindu dated 22.07.2015. “Training, till recently, was a peripheral activity. But it is increasingly taking centre stage as a strategic lever that organisations have. No sensible businessman would expect machines to not undergo maintenance and upgradation for years, and still expect performance and productivity to continue at the same level.

However, many of us don’t offer the same courtesy to our employees. Training and development for employees is akin to maintenances and upgradation. Unfortunately, training budgets are often the first on the chopping block when organisations experience uncertain times.

“What’s worse than training your workers and losing them? Not training them and keeping them.” This quote by Zig Ziglar really hits the nail on the head regarding why many companies shy away from training. However, the costs of not training far outweigh the risk of not training. Not only do good employees leave if not given opportunities for personal growth, it also reduces your competitive edge due to stagnant productivity. Most companies undervalue the impact of training and development can have on productivity and business growth. This is especially relevant for the Indian economy, where 60% of GDP is from the service industry. Which means, human capital is our biggest asset, and the key to growth.

Studies by leading international bodies such as Association for Talent Development (formerly, American Society for Training & Development) and American Marketing Association (AMA) have proved the linkage. Companies that invest more in employee training and train more employees have higher profits, better sales, and higher shareholder return. An AMA study showed that companies that had high investments in training had a return which was 45% higher than the market average on the S&P 500.

The effect of training on profits is backed by solid evidence. However, there is more than meets the eye to what causes such an effect. The way I see it, training has two benefits – the apparent and the inherent.

The apparent benefit is that employees are better skilled. The competency gap is reduced. They are better equipped to do their jobs and require less management.

The inherent benefit is far harder to measure, but the effect is just as profound. As the many psychological experiments have revealed, training makes employees feel valued. This leads to a host of business benefits such as improved morale, new energy in the workplace and it also helps to earn loyalty.”

The argument in favour of training of employees in business organizations equally applies to Govt. employees. The need for training of government employees in the new state of Telangana is a pressing need because government employees have to address various issues arising out of bifurcation and to fulfill the elevated aspirations of people in the new state.

2. Objectives of Training

The purpose of training of a Govt. employee is to equip him / her with skills to do his/ her job correctly and effectively. Training of Government employees should result in the following:

- (a) Upgradation of skills
- (b) Change in the attitude of the employee. He / she should imbibe the spirit that he / she is working in a democratic system that the people are the masters of the Govt. and that he / she has to serve the people to the best of his / her ability.
- (c) Increase efficiency of the public servants so that time and cost of delivery of service to the citizen is reduced.
- (d) Improved convenience and satisfaction to people.
- (e) Development of ethical behavior among the Government servants:

Apart from the objectives mentioned above, the Government servant should be trained to adopt himself to technological and other changes taking place around him and be future ready.

Richard Cowley founder WORKAMMO, H.R. Solutions Company, U.K. in an article published in the Magazine ‘India Today Aspire’ (Dec,2015) recounts three evolving changes in work place and how jobs are getting modified due to technological progress

The three trends in his own words:

“SIMPLE PROCESSES:

Technology enables process simplification, which improves productivity and can drive down customer pricing. With the elimination of non-value added work through the use of technology at the basic level, we will start to evaluate established norms and practices and their lack of value, at a more macro level. For ex: why get in a car, drive to many shops to see and compare prices when you can review online and get delivery in less than one day, often at a much reduced price. This will lead to a drive to take out the middle man and traditional jobs filled by less educated and skilled masses are going to be hit the worst. The onus, then, is upon young entrants of the workforce to take change of their careers, evaluate skills from this newfound perspective and consistently develop them. Employers too, must pitch into meet needs of the present, with those of the future in mind.

INVERTED COMPETENCIES:

Gone are the days when your age and seniority meant a higher level of competencies. Jobs in fields like the law and medicine, where application and experience develop over time, will continue to survive this paradigm. However, functions such as marketing and sales, the knowledge of technology, awareness of social media tools, and new ways of doing business are held with the young. Hence, the inverted competency model, where the young have more to contribute than the experienced. As human resource practitioners, it will be critical that we help our existing leaders, managers and supervisors to be effective in this new paradigm, building conducive structures to enable the young to contribute and lead with authority will be critical for some industries.

GOING BEYOND ENGAGEMENTS, TOWARDS RELATIONSHIPS:

We have a lot of talk about employee engagement these days. I am convinced that the belief that employee engagement is key to retention is misplaced. If the aim of productive workplaces is to enhance employee - employer relationships, we must build bridges to cross existing gaps. In my view, engagement is merely one brick in the bridge, not the bridge itself. Thinking of an employment contract as a long term relationship will ensure that we value the depth required in building one, versus momentary engagement.

Relationships require considerable commitment from both sides to stay open. The other route is to simply accept that transient workforces will become the norm. We are seeing a rise of self-awareness in the workforce. People seem more tuned to

their needs and have well-articulated expectations from their workplace. Some look for an ethical and socially responsible organization, while others may look for professional development. It is imperative to shape work places that take the needs of each one into consideration. The new workplace demands that we focus on the fact that what got us here is not what will get us where we want to be in the future.

Beyond the general, and frankly, superficial needs of the workforce such as a pleasant work environment, food stations and gyms, serious considerations are going to determine whether we are going to be remembered as the generation who worked to hold on to the past or those who created the future. The great news is that companies are recognizing the newer needs of the workforce, with policies that cover effective social responsibility to enabling greater work life balance.

Human resource departments are focused on this need, and the transformation required to close the gaps has already commenced. New entrants to the workforce are increasingly aware and vocal about their demands, and this helps business take note and adapt, too. Assertive collective action will ensure that we evolve at a pace faster than our surrounding environment, building workplaces that inspire individuals and empower businesses”.

3. Who have to be trained :

A. All the Govt. employees in the cadre of Jr. Assistants and above have to be trained. The training may include the following (1) Induction training for all direct recruit employees (2) Refresher courses at periodic intervals (3) Advanced training for promotions (4) Specialized training.

B. Contract employees and outsourced employees have to be trained as they now form a large group in government offices and they perform functions similar to regular government employees.

C. Special training for differently enabled employees: Differently enabled employees have to be given special training to help them to increase their productivity and make them do a variety of jobs so that they do not feel left out.

4. Duration of Training :

The induction training after initial recruitment has to be for a period ranging from three months to one year depending upon the role in a department. Refresher & specialized training may range from five days to fifteen days. Actual duration will be decided while doing TNA of the departments.

The induction training has to be in the 2 parts : 1st part foundational courses for 6 weeks, the second part professional training specific to the department.

5. Intervals at which employees have to be trained :

At least once in every three years of service or as often required for promotion or for a particular role not planned earlier or when major shifts in programmes and policies are being planned.

6. Compulsory Training before an employee is promoted . An employee who is to be promoted to a higher post requires a higher level of competence than that he possesses before his promotion. To equip him / her with the required competence, he needs to undergo training. At the end of training, the employee has to be evaluated and he / she has to pass the test. Only when he / she clears the test the employee has to be promoted. Service Rules of all services may be amended to bring into effect the above policy of the Govt.

7. Training through E-learning module:

Self-learning by joining on-line courses is a fast growing area in the field of education. It can supplement class-room teaching in a very cost effective way. The British Government encourages its civil servants to improve their skills by joining online courses.

Dr MCR HRD Institute will develop various e-learning modules and put them on line. Every Government servant will have to chose a course depending upon his grade& department every year and complete it at his convenient at any place where a computer & internet connection is available. The module will also contain a retention test and the employee will repeat the module on failing it. He will be certified by the system on passing the test, which will be necessary for him to ern his next increment

After the courses are completed by an employee on-line tests will be conducted at central locations employees have to pass these tests to earn their increments.

8. Marks obtained in tests after induction courses to be reckoned for fixing seniority of direct recruits:

Marks obtained after evaluation in training courses in induction training for direct recruits shall be added to their marks obtained in recruitment examination to decide seniority.

9. Role of Departments :

The Head of the Department is the officer responsible for training of employees in his department. The department should list out all persons and the posts they are working in. The deficiency in skills of employee has to be identified and annual training programme has to be prepared based on the identified needs. People who have to be trained in department training institute and in other training institute have to be segregated. Departmental training institutes wherever applicable should be provided with necessary infrastructure and staff. Sufficient funds in the budget of the department have to be provided for training. The HRD section / wing in the department needs to be re-oriented to do human resources development job effectively.

10. Role of the Dr. MCR HRD Institute.

Dr. MCR HRD Institute shall be the nodal training institute of the state. It shall conduct apart from other, in service training courses & induction training programmes for all gazetted officers recruited directly except those cadres for whom specific departmental training institutes are available. It will continue to exercise full administrative control over all District Training Centres. The HRD Institute shall aid and advise all the departments in preparation of their training strategies and plans.

MCR HRDI shall be repository of training knowledge. It should have the collection of cases studies on Administrative issues and hold permanence exhibition of best practices developed by others on good governance in government.

11. Role of Departmental Training Institutes

The departmental training centres shall impart training (whether induction or in service) to their departmental employees. Such training programmes are generally technical in nature. The Departmental training institutes will prepare annual training plans based on the plans prepared by the HOD. The DG, Dr. MCR HRD shall have an over-seeing role over these institutions.

Persons heading the training institutes shall have the necessary aptitude and technical and administrative experience. Departmental training institutes which do not have large number of people to be trained or which do not have required infrastructure shall be merged with Dr. MCR HRD Institute.

Persons heading training institutions and regular faculty members working in the training institute shall not be transferred ordinarily till they complete a minimum period of 3 years of tenure in the institute.

12. Role of District Training Centres :

The District Training Centres shall impart training to the local cadre officers in the category of JAs and SAs . The DTCs will prepare annual training programmes based on the action plans prepared by the HODs for their District level employees. The action plans prepared by the DTCs have to be approved by Dr. MCR HRD Institute to see that the training plans do not go off course. The DTCs shall act as coordinating agencies for district level training Institutes of various departments. The District Training Centre shall be headed by a serving second level gazette officer or by a qualified personnel manager who has the necessary aptitude and administrative experience. Officers or who are posted for such posts shall be paid a deputation allowance of 20% of their pay as an incentive.

13. Regional Training Centres : The Govt. may set up two or three regional training centres to give training to employees who are above the cadre of JA / SA but below gazetted category.

14. Master Trainer / Trainer Development

The following steps are to be taken to develop trainers.

a) Identification of Trainee Population:

Each Ministry/Department has to identify sectors/Sub-sectors and assess the number of government functionaries involved in implementing the programmes/schemes in those sector/Sub sectors.

Ex: Sector: Urban Development

Sub-sector: Public Health and Sanitation

Trainee Population: Municipal workers

b) Identification of subjects:

Once the sector /Sub –sector and the trainee population have been identified, a comprehensive list of subjects on which training is needed may be drawn through conducting a ‘Training Needs Analysis(TNA).

c)Development of Modules:

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

d)Selection of Developers:

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

e)Selection of potential trainers:

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

- I. Role model in the ‘line function’ and open to new ideas
- II. Willing to learn and share knowledge
- III. Possess good communication & inter-personal skills
- IV. Abundant patience with positive and helpful attitude

f) Certification:

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

7. Incentives for trainers

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

14. Funding

2.0% of the allocation on salaries of a department should be set aside for training of employees. The amount should be transferred to the account of Dr. MCR HRD Institute.

15. Task Force

A task force chaired by DG, HRD and consisting of Principal Secretary / Secretary of the department, the HOD and two outside experts (to be nominated by DG,HRDI) will be set up. The task force shall approve the annual training programme of the department. It shall review implementation of the training programme of the department once every six months. The principal Secretary shall review every quarter.

16. Committee to revise training policy: The Govt. may appoint a committee with a few Secretaries and the DG, HRD to revise the training policy once every three years. The committee may take in to account the feedback received from the trainees & evaluate training programmes. For the above purpose the committee may meet as often as required.

17. Innovative practices and changes in administrative procedures :

The Govt. shall encourage employees to suggest innovative practices and changes in administrative procedures which can result in efficiency, cost reduction and public convenience. Successful suggestions will be rewarded. The departments are required to gather such new ideas and send them to Dr. MCR HRD Institute. The new ideas can be discussed during training sessions and disseminated if found practicable and useful. A wing entrusted with the responsibility to promote innovations and changes in administrative procedures shall be established in the HRD Institute.

18. Evaluation of the trained:

There is no point in training thousands of employees if the training does not result in improved performance of employees and objectives of training. Employee performance has to be evaluated to see the impact of training on an employee. The evaluation of a trainee may be done in three stages: (a) At the point of joining a training course (b) After the training course is completed (c) Six months after the completion of the training.