

GUIDELINES FOR 'INTENSIVE TRAINING PROGRAMME'

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GUIDELINES FOR **'INTENSIVE TRAINING PROGRAMME'**

INTRODUCTION

BACKGROUND

The National Training Policy (NTP) stipulates that the 'Training would be imparted to all rungs of the civil services starting from the lowest and cutting-edge to the highest in policy making'. In its vision for 'Training for All' NTP also acknowledges that the incidence of training is significantly low at the front-line levels of the civil service. It further adds that concerted efforts have to be made to equip these functionaries to be more responsive to citizens.

In the above context, efforts were made by the Department of Personnel and Training DoPT (Training Division) to sensitize the cutting edge level officials through Intensive district level training programmes during X Plan Period through externally aided projects. Based on the success of these projects, a Plan Scheme of "Intensive Training Programme-Training for All" was launched during the XI Plan Period.

RATIONALE

The quality of service rendered to the citizens especially to the weaker and marginalized sections of the society is primarily dependent on the knowledge, skill and attitude of the frontline personnel and the performance of an organization is generally determined by the citizens by the quality of the personnel at these delivery points. These personnel are the citizen-interface of the Government and the citizens interact with these personnel as customer either regularly or at the time of need. As such, the orientation and motivation of these personnel is of critical importance for percolation of gains of economic growth. While incentives do help in keeping the motivation levels high, the attitudinal orientation and knowledge levels required for effective service delivery, can be managed only through appropriately designed training interventions.

OBJECTIVE

The basic objective of the Intensive Training Programme (ITP) is to undertake saturation training of frontline personnel manning the public service delivery chain, in identified sectors, in specific geographical area. The success of the Programme depends on the change that can be brought about in the competency and orientation of the personnel at the delivery point.

SIGNIFICANT DIFFERENCE WITH OTHER SIMILAR PROGRAMMES

The unique feature of the ITP is that it covers the entire public service delivery chain of the identified sector to bring about change in values and culture of an organization as a whole. Since all personnel undergo the same training programme, the organizational vision and values are shared and cherished by all. This results in ushering in a citizen-centric governance regime by strengthening the supply side of public service delivery chain by empowering all the grass-root level personnel in the chain in terms of the attitudinal orientation and knowledge level in all the Districts of the country.

TYPES OF PROJECTS THAT CAN BE UNDERTAKEN

APPROACHES

The approaches in the implementation process of ITP have been derived out of the successful implementation of the externally aided projects undertaken with the same objectives. The robust replicable models for large-scale training of frontline personnel developed during those projects can be adopted with suitable customization to cover all the Districts in the country. Depending upon the situational requirement any of the following can be adopted. These approaches though are only illustrative and not exhaustive. The State ATIs in consultation with the concerned line departments can take up new approaches/models to implement the projects under the programme.

- **Decentralized, Non-residential Approach**

The training site (mostly a school building) is selected for a catchment of 8-10 villages from where the select cadre (public servants) and stakeholders (including members of the user group, panchayat members, etc) are invited to attend non residential training programme. Taking training close to the trainees assures better attendance. Training in the local milieu and convergence through having all stakeholders for a particular sector in a village receiving training together makes it highly effective.

- **Centralized, Residential Approach**

Under centralized residential approach training is delivered at a central location in the selected district which has adequate facility for night stay. The trainers are gathered at a particular place and, therefore, the training is more rigorous. Further residential training ensures that the trainees could interact with themselves and peer learning takes place in a better way.

- **Transfer of Technology to select line Departments Approach**

Under the third approach i.e. transfer of technology to line departments, the ATI acts like a consultant. ATI's create a pool of trainers drawn from the district line departments, design training in consultation with the line department and specialized domain experts and do hand holding for a few actual training sessions. After this, the ATI retains an advisory role, and the line department in the district is left to handle the actual roll out of the training independently.

GEOGRAPHICAL AREAS

The geographical area is selected in terms of District or the whole State. Under this Programme, training activities can be undertaken in at least five Sectors like Health, school education, revenue, etc. in one District or in one Sector across the State. It should be kept in view that the overall goal of the Government is to cover all Districts in the country. The selection of the District will depend on the priorities of the State Government. The selection of District will also be based on the consultation with the line Departments. The factors that can be kept in view while selecting the District are: the proportion of Tribal/SC/ST/BPL/OBC population, sex ratio, the level of development, mortality rate, probability for drought/disaster, urban/rural poverty availability of infrastructure for conducting training, etc.

SECTORS

While selecting sectors, the following factors may be taken into the account:-

- The sector (s) should relate to administering the pro-poor welfare policies
- The employees involved in these sector(s) should have a significant interface with the citizens
- The sector(s) should have sizeable population of trainees
- Inter-linkages amongst various sectors should be kept in mind such as Water & Sanitation, Rural Development and Health may be taken to have an integrated view of the development.

PROJECT EXECUTION

- **Projection of Training Requirement**

The State ATIs are expected to submit the Approach Paper with Work/Action Plan formulated in consultation with the select line Department for implementing the project. The approach paper would mention the geographical area selected, the criterion for selection, the sector (s) selected, the criterion for selection, the total employee population in the selected sector in the selected area, the number of employees involved in public service delivery sectors, the levels of officers involved, the target number of trainees, the number of trainers to be trained under Training of Trainers (ToT), the pattern of training design – whether residential or non-residential,

the training methodologies to be used, the tentative program schedule, the actual venue and dates of actual training roll out. Time-lines for all these activities are also to be indicated. The approach paper should also give the cost of the training programme giving the cost in terms of cost per trainee, the expenditure on account of ToT programme, the preparation of the training material, the board and lodging, travelling etc. It should also indicate the activities proposed to be outsourced.

- **Partnership with State Training Institutes**

The Department of Personnel & Training implements this Programme through the State ATIs which in turn collaborate with the State line Departments to execute specific projects under the Programme. The State ATIs would nominate a Nodal Officer who would act as Project Director in the State and liaise with the Training Division and State Line Departments.

- **Identification of the Training Needs**

The training activities are to be undertaken strictly according to the Systematic Approach to Training (SAT) model of DoP&T. Training Need Analysis (TNA) is to be undertaken before embarking upon other stages of training cycle. TNA should include stakeholder analysis to assess the expectations of the client groups to identify the gaps in the KSA (knowledge, skills and attitude) levels of the service delivery functionaries.

- **Designing of Training Modules**

On the basis of identified training needs and the approaches as mentioned above, suitable training modules may be designed. During this process inputs may be taken from the intensive district training modules already available under earlier externally aided projects. Details of such modules are available at <http://cbpr.yashada.org>. DoPT may also facilitate services of Master Trainers and exchange of resources from other institutions, if desired.

- **Delivery of the Programme - Ownership by the Line Department**

In order to fulfil the national objective of 'Training for All' i.e. covering all the districts and all the sectors, it is imperative that the concerned line departments take the ownership of projects under the ITP.

The line Department will collaborate in assessment of training needs, and would provide creditable line managers with proven track records to be developed as potential trainers. They would also provide the domain specific information, in the form of reports, rules, manuals, Acts, Resolutions, etc. to help ATIs in preparing training material. They would ensure that the nominated officers participate in the training sessions diligently. They would also help the ATIs in summative and normative assessment of the training roll out. The line Department will also keep track of the pool of trainers so developed to be banked upon in future as resource

persons. In the long run, the role of the ATIs should be only to facilitate the training process and act as a consultant to the concerned line Departments.

FUNDING

Funds would be released by the DoPT to the concerned State ATI on receiving the project proposal which would be contingent upon the deliverables as under and furnishing of utilization certificates :-

- (i) Completion of TNA
- (ii) Design and Development of the Training Module
- (iii) Roll out of Actual Training
- (iv) Documentation and Evaluation Study etc.

MONITORING

- **Training Division – National Level**

All the State ATIs are required to furnish progress of the training projects on quarterly basis in the prescribed formats to the Training Division.

The implementation of the training would also be reviewed by the officers from the Training Division by visiting the ATIs and the training venues.

The progress of the training projects would also be reviewed during the regional conferences of the ATIs to be organized for this purpose by the Training Division where the Nodal Officers would be expected to make presentations on the status of the projects.

- **Department Level**

The State Line-Departments as owners of the training programme will oversee the implementation of the project to ascertain whether the ITP is fulfilling its objective of qualitative improvement in the knowledge, skill and behavior of its employees and whether this is leading to improvement in overall organizational efficiency and improved public service delivery.

- **ATI Level**

At the ATI, the progress of the ITP would be monitored at two levels:-

Steering Committee: To be headed by the Director General of the Institute with Principal Secretary of the line Department as Co-Chair. Its basic role would be to

facilitate the smooth implementation of the programme and provides the required technical guidance and coordination.

Core Committee: The team is responsible for the actual implementation of the ITP. It would be headed by the Project Nodal Officer and has representation from the faculty, accounts and administration of the concerned institute. The Core Committee would be responsible for sending the quarterly periodic report to the Training Division.

- **District Level**

At the District level the monitoring committee comprising among others the District Nodal Officer nominated by the District Collector and the Nodal Officer appointed for this purpose by the ATI would monitor the actual roll out of the training. This Committee would keep the Core Committee fully informed of the progress.

DOCUMENTATION

- **TNA Process**

The exercise of conducting TNA should be meticulously documented by the ATIs.

- **Design and Development of Module**

The process of developing the design of the training module, including the selection of training methodologies, assessment formats should be undertaken in association with the line Department and the process documentation should be undertaken along side.

- **Delivery of Training**

The process sheets used during the training sessions, the exercises, case studies, and the training material used, the flip charts, power point presentations and visuals developed, and the feedback received should also be kept and documented.

- **National Documentation Centre**

The entire process of implementation of the training project: formation of Steering/Core Committee, conducting the TNA, developing the design of the training, training material, the visuals so developed, the evaluation format, impact assessment etc. should be furnished in the desired format to the national documentation/facilitation centre proposed to be developed by the DoP&T
