



ABSTRACT

Training – Tamil Nadu State Training Policy, 2022 – Orders – Issued.

Human Resources Management (Trg.III) Department

G.O.(Ms.)No.113

Dated 18.10.2022

சுபகிருது, ஜப்பசி 1
திருவள்ளூர் ஆண்டு 2053

Read:

G.O.(Ms.)No.239, Personnel and Administrative Reforms (Trg.III)
Department, dated 17.07.1995.

ORDER:

Training and development are two inter twined components in Human Resources Management. Structured training programmes are an integral part of Management. As human resources are the most important form of all resources, improvement of their performance can be re-affirmed through training. A well articulated Training Policy encompassing various training courses imparted by the training institutes in the State would help maximise the productivity of manpower.

2. In the Government Order read above, orders were issued evolving a Comprehensive Training Policy to develop the employees of the Government in a systematic way. As decades have lapsed, the training needs of employees had to be reassessed and addressed.

3. The Employees are the key players to deliver the Government schemes / services to the General Public and the understanding of schemes / services would make them to execute the work efficiently. Imparting of relevant training on time is vital in emergence of clarity of role of an employee in an organization. The training modules and methodology are to incorporate the current requirement of employees and their suitability to the current work atmosphere and Technology. It is also necessary to cover each and every employee in the organisation.

4. In view of the dynamic changes over in all aspects of governance over a period, the Government decided to revisit the existing Training Policy with the inputs / suggestion from various Administrative Departments and Head of Departments and these inputs were examined in detail.

P.T.O.

5. The Government after careful consideration, approve the 'Tamil Nadu State Training Policy, 2022' with operational guidelines on various aspects of training annexed to this order for the betterment of services rendered by officials of Department of Secretariat, Government Departments, District Collectorates, Public Sector Undertakings, Boards and Corporations.

6. The Secretaries to Government, Department of Secretariat, Heads of Department, District Collectors, Heads of Public Sector Undertakings, Boards and Corporations to monitor the implementation of the Training Policy duly incorporating the guidelines in their training plans in their respective organisation.

(BY ORDER OF THE GOVERNOR)

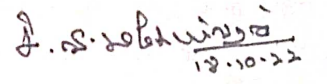
**V. IRAI ANBU
CHIEF SECRETARY TO GOVERNMENT**

To
All Secretaries to Government,
Departments of Secretariat, Chennai-600 009.(w.e.)
The Heads of Department / Corporations / Boards /
Public Sector Undertakings.(w.e.)
All the District Collectors.(w.e.)

Copy to

The Office of the Hon'ble Chief Minister, Chennai-600 009.(w.e.)
The Personal Assistant to Hon'ble Minister (Finance and HRM),
Chennai-600 009.(w.e.)
The Private Secretary to Chief Secretary to Government, Chennai-600 009.(w.e.)
The Private Secretary to Additional Chief Secretary to Government,
Finance Department, Chennai-600 009.(w.e.)
The Senior Principal Private Secretary to Secretary to Government,
Human Resources Management Department, Chennai-600 009.(w.e.)
The Human Resources Management (AR-II) Department,
Chennai-600 009.(w.e.) (3 copies)
SF/SC

//FORWARDED BY ORDER//


18.10.22
SECTION OFFICER

ANNEXURE

[G.O.(Ms.)No.113, Human Resources Management (Trg.III) Department, dated 18.10.2022]

(Operational Guidelines)

TAMIL NADU STATE TRAINING POLICY, 2022

அருமை உடைத்தென்று அசாவாமை வேண்டும்
பெருமை முயற்சி தரும். (611)

Say not 'T is hard' in weak desponding how
For strenuous effort gives prevailing power

Efforts taken in the right direction with the right perspective will pay rich dividends. As Thirukkural enunciates successive efforts can lead to success.

'Success is the sum of small efforts repeated day in and day out' and for the governance in a state to be successful in discharging its duties, the little efforts count a lot. Over time, what may first appear as small efforts will multiply and end up being significant because it is the little things that make a big difference. The cumulative impact of the efforts will lead to exponential growth.

Building capabilities is a top strategic priority as it is clearly found to augment the efforts made. The simple act of paying attention to people has a great bearing on productivity. The impact of Training and Employee Learning on the performance of the Government is immeasurably high as it truly brings down the resistance to change in the minds of the employees and empowers them to grow – as we all know change is inevitable and growth is optional. A sense of belongingness and inclusivity may be achieved by training and developmental activities across the numerous strata of the workforce spread over a period ranging from their entry into the workforce till their retirement.

Many private firms invest a huge sum in training and is a continuous process for the employees to get further elevation.

Background

Government jobs are highly sought after as they come with a handsome package and secure employment. Yet, an intrinsic factor that is bound to hold the human resources together in a Government job is that, it offers them the scope to touch people's lives and ameliorate their conditions. Such is the significance of the role, each individual tends to play in the service of the State.

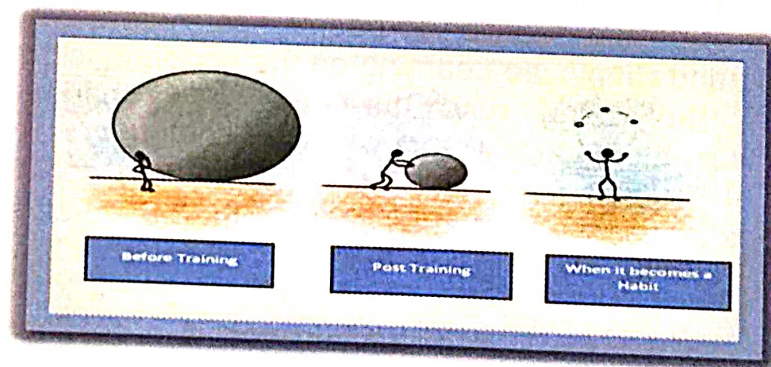
With human capital being one of the key resources, methodical and systematic updating of skills and knowledge at regular intervals will be crucial for the employees to stay on top of

all the advancements taking place in the respective areas and it also plays a vital role in achieving better productivity, efficiency and sustainability.

In the year 1996, the Government of India had issued a National Training Policy, through a set of operational guidelines for the development of the human resources. Since then, several major changes in the country in terms of rapid growth, devolution of funds and functions to the Panchayats and Municipalities, enhanced transparency through the enactment of the Right to Information Act and Globalisation have come forth. However, Climate Change and threats to internal security have come upon to hinder the growth rate.

These factors have heightened the challenges presented before the Civil services as they have to meet the increasing expectations and needs of the citizens and have to continuously keep upgrading their knowledge and skills and developing their attitudes as well as habits (KASH - the four factors of learning (viz) Knowledge, Attitude, Skills and Habits). An investment in knowledge pays the best interest. By acquiring knowledge, the intelligence and wisdom are improved. The problem is not the problem; the problem is your attitude about the problem. Attitude is the awareness of the influence your state of mind has on our performance. Repetition is the mother of skill and skills are the ability to perform tasks and to perform a skilled task, one must possess the required knowledge. Repetition per se cannot improve performance unless it is done the right way.

Motivation is what gets you started; habit is what gets you going. Habits are tiny individual choices and behaviours we act out and repeatedly do with little or no effort. These four factors directly affect the performance of the individual as well as an organisation. It is said that any act performed continuously over a period of time with consciousness will become a habit and is difficult to break.



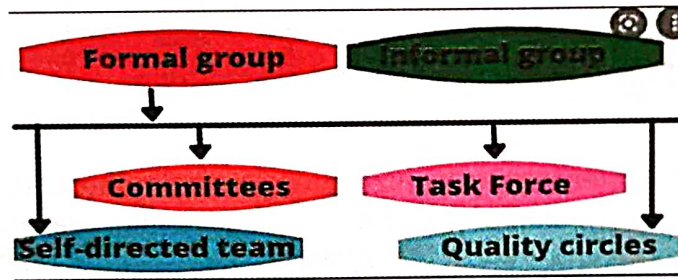
Concept of Learning

In the process of forging, one strike does not make a blacksmith. They have to undergo a continuous process of preparation and lessons so as to perfect their art. This goes to say that habitual efforts help develop an individuals' knowledge and skill in their respective field and brings about a perseverant attitude in their lives. The concept of learning is the only constant in this ever changing world where even the kingpin always has something to absorb from the other. This calls for the existence of a learning organisation in all walks of life.

Learning Organization

A group of people working together collectively to enhance their capacities (KASH) to create results they really care about is what Peter Senge calls a Learning Organisation. In a Learning organisation there is unending learning as we never "arrive." The more you learn, the more acutely aware you become of your ignorance in tandem with "அறிதோறு அறியாமை கண்டற்றால்" the prolific words of Thiruvalluvar. Thus Training becomes an inseparable aspect of any organisation that aspires to succeed.

Watkins and Marsick believe that human resource developers who are systematically increasing the learning capacity of the organisation are creating a learning organisation. Knowledge gained at the individual level is reinforced at the group level working and further sharpened at the organisational level functioning. Such learning systems can be implemented in the line departments / boards of the State Government such as Highways, Public Works Department, Water Resources, Fire Services, Rural Development and Panchayat Raj, Municipal Administration and Water Supply, Pollution Control Board, Tamil Nadu Water Supply and Drainage Board etc. A task force may be set up in each of these departments so as to bring a group of people together to ensure that the learning gets disseminated. Alongside, Quality Circles may also be set up in these departments who continue to meet on a regular basis for learning absorption and problem resolution.



Human Resource professionals have to help create a nurturing culture and structure that facilitate individual, team and organizational learning on a continuous basis. In this world of dynamicity, learning is a critical competitive advantage; the responsibility for learning should be shared by all line managers and not just left to the Human Resource practitioners. Fundamental changes are required in the thinking process to become a learning organization. Therefore organization-wise learning policies need to be integrated with functional strategy.

Peter Senge suggests five ways to become a learning organization –

- i) Systems thinking – involves the study of all the patterns of the system instead of a snapshot, getting a holistic and deeper view of the big picture
- ii) Development of 'personal mastery' – to classify and deepen the personal vision continually
- iii) Constantly questioning and testing deeply ingrained 'mental models' about the organization and competition

- iv) Developing a 'shared vision' by unearthing shared picture of the future that foster genuine commitments rather than compliance.
- v) Team learning through dialogue.

Learning Organizations should pay heed to the following parameters so as to successfully achieve their goals -

- a) Learning from their past history
- b) Learning from the best practice of others
- c) Systematically solving problems
- d) Experimenting with new approaches for getting things done
- e) Transferring what is learned quickly and accurately throughout the organization



Bearing in mind the need for learning organizations which emphasizes on developing the human resources to brace any challenges that may come their way, the Government of India issued the National Training Policy, 2012, which inter alia, recommended the States to formulate a Training Policy on similar lines. The Tamil Nadu State Training Policy, 2022, has been formulated to fulfil the need for a comprehensive and well-articulated training framework for the conduct of training at the state level.

Learning and Training

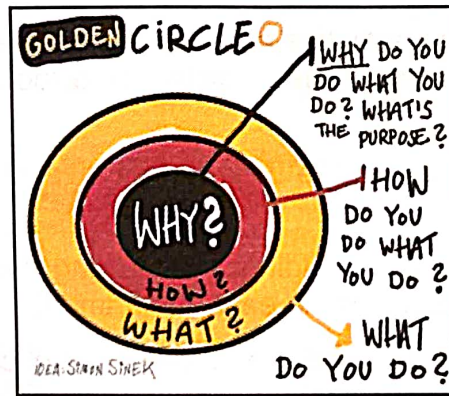
Training and Development have come to be viewed as a continuous activity rather than a standalone function sought in case a need arises. The ultimate aim of the training and development process has boiled down to the creation of the learning organisation, constant review of its successes and mistakes as well as adapting its activities suitably. It also aims to create and sustain a culture of accountability and service excellence.

The survival and success of the Government increasingly depends on its ability to ensure that it is 'smart' at all levels and not only at the top. Training is just one of the many ways to organise and implement learning processes but it may not always be the most effective one. Thus, Human Resource Development encompasses the broad set of activities that improve the performance of the individual and teams by helping them learn. As a result, the focus of concern has shifted from what the trainer does to what the learner requires.

A big shift in thinking from a focus on “delivering training (input)” to learning at work (process) and its impact on performance (output) has to be acknowledged and accepted. Increasing provision of e-learning modules and other resources via computer-access, with greater reliance on-the-job coaching have brought in a shift in learning interventions. However, it may be noted that technical training is still important and being given due importance.

Why Training?

For the alignment of the interests of the government and its stakeholders, especially the public, there need to be clear and open channels of communication between the government and the employees as these are the ones who provide the services and are in contact with the Public. An employee needs a sense of purpose and belonging which is provided by answering the question of why they do their job. This helps in providing quality services which keeps the nation satisfied and up & running, Training provides clarity in the minds of the employees by utilising the concept of ‘the Golden Circle’ by Simon Sinek that starts with WHY at the very centre, followed by HOW and then WHAT at the edge of the circle. This promotes the idea of thinking from the inside out rather than out of the box.



Training Vision

In alignment with the vision of the Tamil Nadu State of becoming India's most prosperous and progressive State, the vision of the training policy is to elevate the human resources to meet the expectation of the society and to attain excellence by developing and inspiring the intrinsic potential, for a proactive, facilitative and responsive service delivery.

Training Mission

“மகத்தான மனித வளம் அதன் மூலம் மக்கள் நலம்”

“Benevolence to people through magnificent manpower”

The State aims at achieving the vision through building a magnificent workforce by empowering them with continuous and pertinent training and developmental activities periodically, through which spreading goodness to the people becomes native to the service delivery mechanism.

Training Objectives

Through the State Training Policy, the Government shall aim at the following:

1. Make continuous learning the fundamental objective for all Government employees as each day sees the passing of a new Act, policy change or a judicial pronouncement.
2. Ensure value addition through Human Resources Development policies and strategy.
3. Make performance improvement an essential requirement in every sphere of work.
4. Develop a specialised, fair-minded and productive civil service at all levels to enable it to be sincere, committed, transparent, accountable, change and result oriented working towards growth and empowerment of the citizens.
5. Equip all the functionaries of the Government with the requisite knowledge, preferred skills, desired attitudinal changes and facilitate creation of necessary habits to enhance performance at individual as well as organisational levels with good governance being the catchphrase.
6. Engage in competency mapping activities at the Departmental level and identify the gaps in the competency levels and to use training as a tool to bridge the gaps for their current and future roles.
7. Engage in Training Need Analysis at the Department level so as to ensure that the right training is given to the right person.
8. Infuse the responsibility of capacity building and training into all the departments, such that it becomes an integral activity in each department.
9. Create an enabling environment for continuous learning and capacity building.
10. Integrate Information and Communication Technology and leverage other technological developments to increase the number of beneficiaries through the training and also to enhance the effectiveness of the training.
11. Constantly monitor the impact of the training and do regular course-corrections to make it efficient at every level of staff.
12. Conjoin the career progression of the employees to the capacity building activities.
13. Matching the aspirations of the employees with the expected outcomes of the organisation.
14. Leveraging Humanities Research in the Training institutions thereby helping plough back its findings towards the departmental development.

There is an evident shift in the minds of humans all across the globe from materialistic ownership to unquantifiable and abstract ideas and concepts. The valued assets are mostly intangible and they include services (particularly innovative services), level of integration into the organisation, human resource capability, level of success in collaboration and partnership with targeted stakeholders and how responsive and proactive the staff and the services are to the needs of the service users.

According to Peter F. Drucker, "the most valuable asset of a 20th century organisation was its production unit. The most valuable asset of the 21st century institution will be its knowledge workers and their productivity". A well-prepared and motivated workforce is possibly the most important in achieving this end.

During the process of hiring, the focus was on skills. In the recent times, attributes like strategic thinking, flexibility, adaptability and commitment to lifelong learning are gaining more importance. There is a growing trend now to "hire for attributes and then train for the skills". A majority of the staff in the force need to be equipped with these attributes and the Human Resources Development is responsible to make each individual employee to become a lifelong learner thus implying that training remains to be the backbone of the machinery of the Government.

Human Resource Management – a historical background

Human Resource Management has gone through various name changes throughout history mainly due to the change in social and economic activities.

The history of personnel management begins around the 19th century with job titles of 'labour manager' or 'employment manager' in manufacturing and other industries to handle absence, recruitment, dismissal, queries over bonuses and so on.

During the 1930s, when the economy started to pick up, the newer sectors saw value in improving employee benefits as a way of recruiting, retaining and motivating workers. The Second World War had combined employment management and welfare work under the broad term "personnel management".

During the 70s, specialism started to improve, with reward and resourcing being addressed as a special issue. By the 80s, a fascinating term - Human Resource Management - arrived from the USA which seemed to suggest that employees were an asset or resource – like machines - but at the same time, Human Resource Management also appeared to emphasise employee commitment and motivation.

Today, Human Resources Development is a profession that encompasses a number of specialist disciplines, including diversity, reward (compensation, benefits, pensions) resourcing, employee relations, organisational development and design and learning and development. A shift from Rules-based to Roles-based Human Resource Management is evident. It helps enable the staff to make things happen and helps them in the following ways –

1. Be aware of the technological, environmental, economic, political, social, legal, administrative developments happening across the State and the country.
2. Acquire and sharpen skills required to perform on their present and expected future roles.
3. Gain the necessary capabilities as individuals – discover and exploit inner potentials.

4. Create and sustain a culture where team-work, supervisor-subordinate relationship and inter-personal relationship in all forms are strong and contribute to the professional well-being and to the pride of the employees.

Human Resources Development (HRD) Philosophy

The core of any Human Resources Development philosophy is to help shape the workplace culture and increase employees productivity and engagement levels. Such philosophy can be accomplished through components such as,

1. Induction of strong human values, ethics and virtues
2. Building learning and motivating environment
3. Equipping employees with the latest in technological and managerial techniques and tools
4. Scale up the employees to multitask
5. Attitudinal change process
6. Optimum utilisation of human resources
7. Public service orientation

Such beliefs are incorporated into the Policy for a holistic development of employees as it is the Public employees who have to make things happen in a State or country. A Framework for Roles, Activities and Competencies including skills (FRACs) may be developed with the help of the Human Resources Development philosophy.

Human Resource Auditing

Employees should take cognisance of the fact that the best minute they spend is the one they invest in people. It is an irony that in bureaucratic organisations, training is viewed as a benefit or perquisite and not as an investment. Whenever austerity measures are introduced, the first victim is the training section. Cost cutting often leads to corporate anorexia. The cost-benefit analysis, which is worked out with a liberal outlook for other projects, is generally found missing with regard to staff development programmes. No systematic effort is being made to study the impact of development programmes. The cost effectiveness of development programmes is based on immeasurable elements like motivation, innovation etc., and can be assessed only by comparing the controlled and treated performances. Although companies are increasing allocations into teaching soft skills and the latest sales methodologies, there is less focus on critical evaluation of teaching programmes and strategic planning of employees learning. At most, training is used as a quick-fix solution for problems too intricate to solve with just a seminar. Thus arises a dire need for continuous Human Resource Audit in organisations.

Need for Training

Training may be defined as a planned programme designed to improve performance and to bring about measurable changes in knowledge, skills, attitudes and social behaviours of employees for doing a particular job. Mere degrees and certificates do not fully aid in

carrying on the profession as what is theoretically learnt may not always be the reality of the situation. Knowledge gives theoretical outline; Skill gives on-the-job experience; Attitude indicates willingness to work with vigour and Social behaviour refers to cohesiveness in working as a team.

Unpolished human resources can only make a limited contribution in realising the organisational objectives. Training can augment their potential and make them an invaluable asset to the organisation. Properly designed and executed training programmes can bring about a desirable change in knowledge, skill and attitude in the human capital of an organisation. It helps in removing grey areas and helps reinforce known yet important facts. The polished resources that arise out of such training do not have to be policed, which is a vital advantage of such a process.

Training also becomes mandatory for realization of skills possessed and to actualize their latent potential. Training typically brings upon radiance to a rock, makes poetry out of plain paper, builds citadels from mere bricks and transforms a toy into a sculpture.

Two couplets that find mention in the 60th chapter of the Thirukural

பரியது கூர்ங்கோட்டது ஆயினும் யானை
வெருஉம் புலிதாக்க குறின். (599)

Wherein Thiruvalluvar describes an elephant that is behemoth and having sharp extended ivory tusks, fearing a tiger and

சிதைவிடத்து ஒல்கார் உரவோர் புதையம்பிற்
பட்டுப்பா டீன்றுங் களிறு. (597)

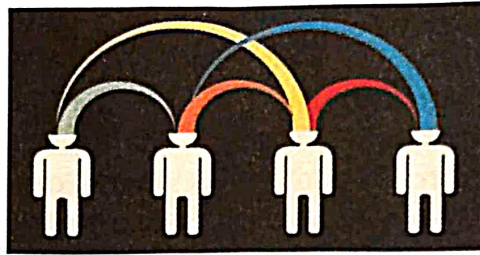
where Thiruvalluvar characterizes an elephant in the battle field as one that forges ahead to victory despite the many arrows that try preventing it.

It can be discerned that the great poet uses the elephant as a metaphor for both the lack of incentive and encouragement as well as the presence of it. There is a fine line that distinguishes the two elephants of the forest and that of the battle field. The elephant in the forest is one that has never received any training while the one on the battle field is trained well in warfare. Therefore, Training can result in encouragement and motivation says Thiruvalluvar.

Importance of Training

Training and development programmes remove performance deficiencies in employees. This is particularly true when the deficiency is caused not by a lack of aptitude and motivation but by a lack of ability in the concerned individual. It is also true when supervisors and peers are supportive of the desired behaviour. Informal learning is experiential learning. Most learning does not take place in formal training programmes. One learns more from co-workers, the work environment and by simply being aware of their surroundings.

Training programmes help an individual in enhancing competence, commitment, creativity and contribution to the organisation. Competence is acquired when one



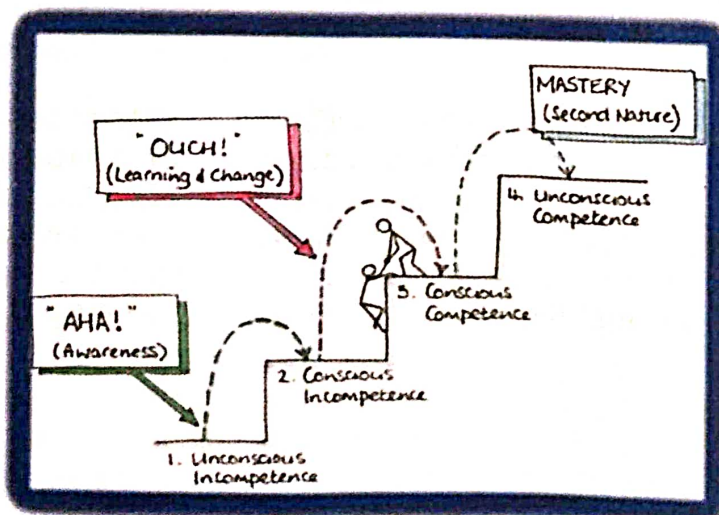
gets thoroughly familiar with the job and understands all of its intricacies. Commitment is gained when one receives due acknowledgement and recognition for their competence. Real motivation occurs not in financial incentives alone. It is the outcome of autonomy, recognition and mastery. Creativity, just one mere step ahead of compliance, strives to exceed expectations by getting innovative.

Learning and emulating

Man is a product of circumstances. Nurture plays a vital role in shaping an individual than what nature contributes. Therefore, the best practices in one place could be easily learnt by the others and adopted according to their requirements. Training programmes provide an opportunity for the trainees to exchange their experiences and that becomes the substratum for the others to try them in their eco-system. The lunch hours and time available after sessions are also useful due to such sharing of ideas, experiments and experiences.

Customising Training Strategies

The four stages of competence (Also known as the four stages of learning) is a model based on the premise that before a learning experience begins, learners are unaware of what or how much they know (unconscious incompetence), and as they learn, they move through different psychological status until they reach a stage of unconscious competence. Training is the most effective way to help an individual shift from a state of unconscious incompetence, through the stages of conscious incompetence and conscious competence to unconscious competence.



The model helps trainers understand the emotional state of their learners. For example, a learner unconscious of incompetencies is less likely to engage in the solution. A learner in conscious incompetence may just need additional practice rather than training. The main purpose of training programmes is to shift people from an 'unconscious incompetence' stage to the stage of 'unconscious competence'.

There are three kinds of learners –

1. Visual Learner
2. Auditory Learner
3. Kinaesthetic Learner

Learning is effected by watching, reading and writing among visual learners for whom the written word is important. Among auditory learners, hearing and conversing have the greatest impact with the spoken word bearing significance. Objects, actions and feelings become the core learning ground for kinaesthetic learners for whom movements, gestures and touch are more engaging. Bearing these aspects in mind, it is imperative that training programmes reach out to them through their preferred medium.

Trainers and Resource Persons

Master Trainers are instrumental in meeting the twin challenge of continuous improvement and demands of change. There is an ever-emerging challenge of capacity-building of trainers. Thus, it is necessary to recognize the crucial role of the Master Trainer from being a provider to enabler, facilitator and change-agent where learner is in the focus. Through these training programmes, a cadre of Certified Master Trainers (domain & training delivery skills) shall be developed to cater to the skilling ecosystem.

Training approach and modalities

1. The training modality shall leverage the top-down approach by training the senior official first and progressively training the officers of lower ranks. This ensures that the high ranked officials are also held accountable in the effective implementation of the policy.
2. The training institutes engaged shall develop a curriculum suitable for each level of officer and the trainers engaged shall be experienced and certified in delivering different pedagogical methods.
3. Chance for identifying non-profits or other private sectors in delivering training sessions which are outside the scope of training institutes like mental health, stress management etc., shall be explored.
4. Regular course corrections shall be ensured through feedback and assessment of the training outcomes.
5. Earmarking funds for training in every department / organization.

Appropriate Training

In most of the training programmes, as far as the requirement of skills is concerned, the stature or the academic qualifications of the resource person do not matter. What a technocrat might find challenging in imparting, a foreman might be able to do it with greater ease. So it is vital to find the right person for the right job. Hence, the kind of personnel required to impart training is equally important in making the programme a success.

Scope of Training

Training would be imparted to Government employees starting from the highest level in policy making to the employees at the lowest and cutting-edge. For the purpose of appropriate training design, the Public servants shall be divided into five levels:

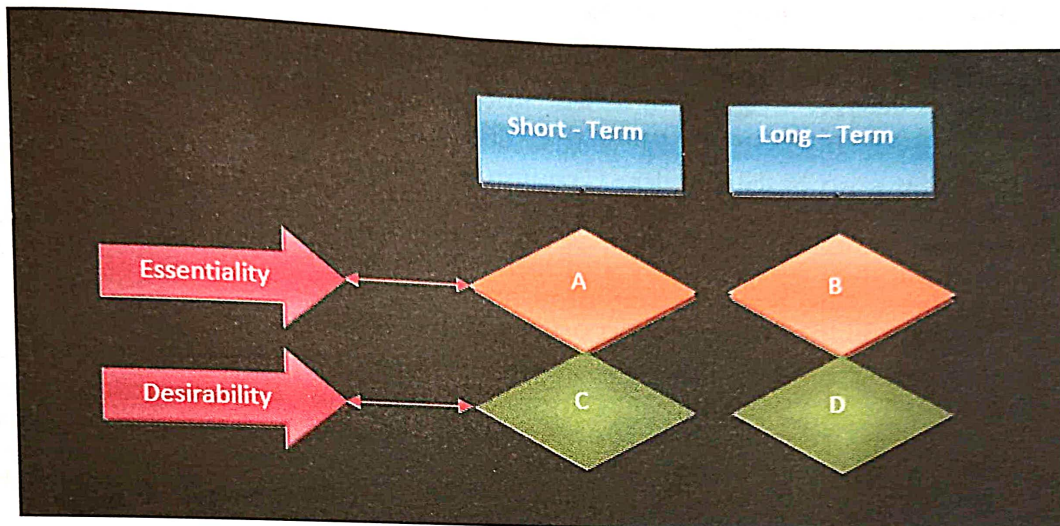
1. The lowest operating level at the cutting-edge, who are mostly members of the Group-C and Group-B
2. The junior management level of Group-B Non-Gazetted and Gazetted viz. Head Assistants / Assistants and equivalent Grades
3. The supervisory level of Group-B entry grade viz. Superintendent and its equivalent Post
4. The middle management level of Class '1' Gazetted viz. Under Secretary / Deputy Director / Deputy Secretary / Joint Director
5. The top management level viz. Additional Secretary / Director / Joint Secretary and above

Training Need Analysis

1. Training is a transforming process that requires some input that in turn produces output in the form of Knowledge, Skills and Attitudes (KSAs). In order to bring about changes in attitudes and thereby behaviour as well as to upscale the technical skills, a Training Needs Assessment (TNA) becomes imperative.
 - a. Identifying and analysing the training needs means to analyse the department, job, employees requirement, who needs training and what do they need to learn.
 - b. The next step is to develop a 'performance measure' on the basis of which the actual performance would be evaluated.
 - c. Systematically identify developmental needs of employees.
 - d. Enhance relevance and acceptance of training programmes.
2. Training Needs Assessment shall be conducted in a systematic manner, once every year by the Training Cell of each department, with or without the assistance from external professionals. Training needs shall be classified as

"Essential" and "Desirable" along two-time frames (for immediate job performance) and long-term (for future job performance over the next 5 years).

- The identified needs would be prioritized as under and would be addressed accordingly:



Training characteristics

The training shall aim to develop an individual through holistic approach by:

1. Focusing on functional skill development and attitudinal orientation including office etiquettes;
2. Enhancing professional knowledge and skills especially in Information and Communication Technology infrastructure;
3. Enriching commitment towards work and job satisfaction by following the rules and procedures and upholding ethics and values;
4. Improving their supervisory and personal management skill sets involving coordination, coaching, counselling skills, interpersonal relations and a role of model function;
5. Acquiring professional excellence, leadership, deep perception of inter-relatedness of issues and project management;
6. Revamping policy analysis, strategic planning, lateral thinking, policy formulation and project monitoring and project management.

Methodology

1. Upon identification of training needs, developing objectives of training, identifying the learning steps, sequencing and structuring the contents are required. The various stages of a learning exercise such as

ice-breakers, energisers, simulation, encouraging learning through openness and finally bringing closure to the training should be incorporated into the content structure.

2. Once the contents are structured, a "Session Plan" and "Process Sheet" (design templates) must be drawn up so as to ensure uniformity and standardisation of the training across the cross-section of the employees. Such a Process Sheet aids in allowing for minimal variation in the content that gets delivered through various sets of people and also lends the Training viable for evaluation on uniform metrics.
3. The next step is to develop 'Training Roadmap' and this phase requires listing the activities in the training programme that will assist the participants to learn, selecting the delivery method, examining the training material, validating information to be imparted and to make sure it accomplishes all the goals and objectives. The training institutes shall be responsible for creating appropriate pedagogical tools depending on the target group.
4. An "Event Calendar" based on the various programmes shall be prepared, specifically a "Training Calendar" containing Programme Title, Learning Objectives, Target Participants, Broad Course Contents, Duration/Dates, Batch Size, Venue, Programme Co-ordinator etc., will be issued by March 31st of the preceding year and placed on the Institute's Website. This shall also be electronically communicated to heads of all departments.
5. Training may be imparted at the Administrative Training Institute or at the work places or decentralized basis at District, Sub-Divisional levels through conventional, distance or e-learning.
6. A minimum of seven days "need based" training to all employees of a department shall be endeavoured.
7. Government employees to be exposed to working of private sector and to be taken out for field visits to such enterprises.
8. Such training programmes and its subsequent evaluation shall be linked to the employee's career advancement. Trainings shall become imperative and successful completion of the same shall determine the upward growth of the employee in the department.
9. Nomination of staff to training in areas which are relevant to their current / future responsibilities (and tasks) or specifically related to the identified personal "developmental" needs must be ensured.
10. Equal opportunities to all staff irrespective of cadre and gender needs to be encouraged.
11. Priority will be given to the training of front-line-staff, including training on Soft Skills to improve customer orientation as well as quality of service delivery to the Citizens.
12. No Government servant should be nominated for training after attaining the age of 58 years.

13. It shall be obligatory for the Controlling Authorities to relieve the selected employees for training on full time basis.
14. Information and Communication Technology training shall be compulsory for every Civil Servant to pick up the working knowledge around Information and Communication Technology advancements and implement them at various departments.
15. Resource persons shall be identified and empanelled based on their educational background, experience in the core area, total years of experience, types of programmes delivered, organisations served, level of participants trained, training equipment (audio – visual) used, familiarity with specific training methodologies, details of publications (if any) and the list shall be reviewed every alternate year.
16. All available modern methods of training like lecture, group discussions, project work, audio visual materials, printed materials, case studies/ learning by doing, brain storming etc., shall be leveraged.
17. Exposure to major development issues or new techniques through short duration courses and seminars can be conducted time to time.

Types and Timeline of training

1. Government employees shall receive a holistic training including technical training, administrative training, in-service training and foreign trainings to understand the best practices around the world.
2. All categories of Civil Servants will be provided with training to equip them with the competencies for their current or future jobs.
 - a. Induction training at the time of entry into service.
 - b. Foundation training and after promotion training at the time of movement of personnel from the existing Group to the next higher Group in case of Promotion.
 - c. In-Service training through appropriately designed modules based on the aforesaid training characteristics at suitable intervals in the course of their career, at least once in ten years, which should be linked to their promotion / eligibility to avail Modified Assured Career Progression Scheme through amendment in their respective Service Rules / Modified Assured Career Progression Scheme where such linkage is not there.
 - d. After transfer, training for personnel who have been transferred and nature of work has been changed.
3. The days or number of hours of training shall be decided in line with the national training policy, curriculum design and based on training need analysis.

Monitoring & Evaluation

1. Monitoring and Evaluation of the Training needs to be continuous prior to the event, during the event and also feedback on the effectiveness of delivering quality programmes must be elicited.
2. Measuring the change in job behaviour of the employees based on the learning from the programme (Impact Assessment) needs to be carried out.
3. Measurement indicators will be derived from the pre-defined programmes objectives and shall be defined for each category of officers and each department separately. Example of some of the indicators:
 - a. Post wise / Category wise total number of employees attended training in a financial year.
 - b. Number of employees trained/retrained during the last one year.
 - c. Tentative number of employees, the department intends to send for training in the next year.
 - d. Number of Trainings received by each employee since the date of induction in service.
 - e. Number of Specific employees who have not received any training till date.
 - f. Work/assignments handled by each employee without training on the subject.
4. Such an Impact Assessment study shall be carried out after completion of a specified period as decided by the Training Cell of each department.
5. Also, all participants of a training programme will be mandated to submit a written report on "lessons learnt" to the Training Cell through their reporting officer, within a week of returning from the programme.
6. In addition to the report, staff shall be required to share salient features of their learning with their colleagues, by way of a short duration presentation.

Role of Departments

Each Department shall adopt a Systematic Approach to Training and shall:

1. Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Department;
2. Create a Training Cell with Human Resource and Capacity Building Professionals to assist the Training Manager;
3. Classify all posts with a clear job description and competencies required;
4. Develop Cadre Training Plans (CTPs), based on the competencies required and training needs, for ensuring that all cadres under the Department or its attached/sub-ordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;

5. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;
6. Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;
7. Make the immediate supervisor responsible and accountable for the training of the staff working under him;
8. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
9. Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Department;
10. Prepare an annual training plan for all cadres under its control;
11. 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;
12. Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;
13. Incorporate a separate section in the Department's Policy Note on training and capacity building activities undertaken during the year;
14. Provide induction training to new entrants and prepare and upload the induction material on the website of the Department for easy accessibility;
15. Organize 'On the Job' and 'In-house' training as may be required.

Role of Training Institutions

Government training institutions lie at the heart of the training system. They are the repositories of the expertise distilled from the real world. The quality and manner of their functioning has a direct impact on what their trainees imbue and take with them. They will continue to be the mainstay for training of civil servants. Given their role, it becomes imperative for them to become leaders in the process of enabling learning and change. They should

1. Have the requisite staff, infrastructure and finances to perform their functions;
2. Move to becoming models of excellence in the quality of the training they impart and as learning organisations through a process of self-assessment and bench-marking;
3. Provide technical assistance and advice in preparation of annual training plans for the Department and in outsourcing training (if so required);
4. Play a key role in assisting the Departments in the process of shifting to a competency based-framework for training (as applicable);

5. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients; Supplement their current programmes with distance - and e-Learning courses;
6. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization (as applicable);
7. Provide advisory and/or consultancy services (as applicable); Network with other institutions to share learning resources, experience and expertise;
8. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
9. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for 'Training of Trainers';
10. Maintain database of trained manpower for future reference;
11. Give special focus on behavioural / attitudinal training.

The success of a training policy is in evincing greatness (be it technical or otherwise) in each and every employee of the State. Such greatness is measured by their enhanced performance on their jobs, which is what the great poet, Thiruvalluvar left us with:

பெருமைக்கும் ஏனைச் சிறுமைக்கும் தத்தம்
கருமமே கட்டளைக் கல். (505)

Ocean is the mightiest and largest of all the waters on the earth, for it lies low and is always ready to receive. Public employees will soar high and shine like diamonds as long as they lie low and are always ready to receive.



V. IRAI ANBU
CHIEF SECRETARY