

I. EXECUTIVE SUMMARY – HARYANA STATE TRAINING POLICY

I. INTRODUCTION:

Human Resource Development, specifically Capacity Building, is an extremely important process for improving the performance and competencies of the Human Capital of an Organization, a State and a Country. Capacity Building for excellence and acquisition of requisite skills, knowledge and attitude is absolutely essential for the growth and development of an Organization. This is more so in the context of efficient and effective public service delivery by Civil Servants in the a rapidly changing socio-economic and political scenario.

II. NEED FOR STATE TRAINING POLICY:

Several Training Institutes have been imparting training along broad parameters, considered to be desirable by the Government of Haryana. In the context of the noteworthy growth made by Haryana in the spheres of Agriculture, Industry and Infrastructural development, it has become of critical importance to have a conscious policy for the development of Human Capital within the State. The framing of a Specific Training Policy is essential in order to maintain the momentum of socio-economic development as well as to enable the service delivery mechanism in the State to charter a successful course towards Good Governance.

The State Training Policy is designed to spell out the formal declaration of the Govt. of Haryana regarding it's commitment to Capacity Building. It incorporates the broad objectives, strategy, content and modalities of the Capacity Building Process within the State.

III. RATIONALE AND OBJECTIVES:

With the overall objectives of performance-improvement and raising the productivity, Capacity Building in the State of Haryana is targeted to meet the

specific needs of the State, building upon the operational guidelines laid down for State Training Policies (STPs) by the National Training Policy (NTP) 1996.

The Haryana State Training Policy aims at developing and integrating qualities of responsiveness, commitment, awareness, effectiveness, accountability and an integrated scientific approach, tempered with sensitivity, amongst Civil Servants.

IV. MAJOR CHALLENGES AND CONCERNS:

The Policy document finds unique solutions to address Haryana's Training Needs, within the ambit of the National Training Policy, keeping in view the major challenges and training concerns prevalent in the State. Training has to be organized in a more holistic and coordinated manner, encompassing all levels of civil servants, elected representatives and other stakeholders.

The major challenges that need to be addressed include prevalent attitudes pertaining to training and education; coordination and communication; poor linkages; lack of effective systems of accreditation and quality assurance, laissez faire cadre and training plan for career progression; as well as funding and financial concerns. It is also essential to ensure that Training is need based and focused. Training Design and Content need to be developed specifically to meet both organizational and individual goals.

V. CORE PRINCIPLES OF TRAINING IN HARYANA:

The Policy document addresses the core principle areas of training, which include "Training for all" the categories on the basis of training need analysis. It also include policy formulation, strategy planning, flexibility of training and implementation of need-based training programmes, besides ensuring quality and relevance. The policy focuses on competency development approach to learning outcomes through Evaluation and Feedback. The Policy also addresses the prominent issues of monitoring and follow up.

VI. FRAMEWORK FOR TRAINING – STRUCTURAL AND OPERATIONAL:

The Policy document envisages a framework for training all categories of civil Service including: Induction training and In-service training at suitable intervals in their career. Attendance of capacity building programmes shall be linked to career progression. The preparatory exercise for measuring of individual and organizational performance will include Analysis of its goals and objective; Training Need Analysis; and Job Analysis.

From a structural point of view, the policy highlights a pedagogy of training in terms of a set of perspectives relevant to different levels of Administrative hierarchy; such as : a) Policy Planning Perspective, b) Administrative Perspective, c) Executive Perspective, d) Supportive Administrative Perspective and e) Cutting edge Perspective

These perspectives are relevant for the operational framework of the training in Haryana.

VII. TRAINING STRATEGY:

The strategy formulated in the Training Policy; is all encompassing and details the strategy Haryana will adopt in the following areas:

- Training Approach and Modalities
- Scope
- Periodicity of Training
- Pre-training tasks : Training Need Analysis
- Methodology
- Institutional framework
- Mode of Capacity Building of specific cadres in the State:
 - IAS
 - HCS
 - In Service Training
 - Retreat
 - Mentoring
- Evaluation
- Trainee Development : ToT
- Funding and Finance

- Research Projects
- Coordination and Capacity Building

VIII. OPERATIONALISING THE STATE TRAINING POLICY : ROLE AND RESPONSIBILITIES:

The Policy document lays down a process map for operationalising the state Training Policy. The role and responsibilities of all the stake holders like State Training Council, HIPA, and other Training Institutes, All Administrative Departments of Haryana Government have been defined in the document, for effective implementation.

While State level Advisory Council provides direction to the Policy implementation process, the roles of all stakeholder is clearly laid down. The council will ensure liaison with all major stakeholders and strategically linking training policy to goals and processes.

Every department has a role to play responsible to ensure that category wise training development plans are prepared for Capacity Building of their respective officers/officials. For effective implementation a “Nodal Officer”/“Training Manager” would be identified who will be responsible for the training requirements of the organization.

IX. TRAINING AN ON GOING PROCESS:

The Haryana State Training Policy recognizes that Capacity building of Human capital is an ongoing process. In an ever-changing globalized world, a water tight approach would be counter productive. The Training Policy allows space for development and mid-course corrective measures to be undertaken in attaining the overall objective of capacity building of civil servants aimed at good governance in the State of Haryana.

II. PREAMBLE

The Government of Haryana has a very significant role to play in the development process. A conscious policy for the development of human resource would enable the Government to meet the challenges of development – social, economic and political.

The progress achieved by Haryana in the spheres of agricultural production, industrial growth and infrastructural development since its inception in 1967 has been noteworthy. In order to maintain this momentum as well as to meet the challenges posed by the processes of globalization, liberalization and privatization, it is of critical importance that the administrative machinery of the State Government works at a high efficiency level.

Towards this end it is vital that the level of productivity per civil servant is enhanced. Productivity enhancement in the public domain is only possible through systematic training and a dynamic policy of personnel development.

Training is one of the effective and tested tools for performance enhancement, would adopt a three pronged approach aimed at upgradation of Knowledge and Skills of the personnel as well as on inculcating the right Attitude. Organizational motivation and morale, as reflected in the attitudes and administrative culture, are rendered relevant and sharply focused through effective training programmes. Sensitivity to emerging political and social concerns, modernity in thinking and re-orientation of administrative systems would require specifically focused training programmes to enable their diffusion throughout the administrative structure.

III. RATIONALE AND NEED

1. RATIONALE:

The objective and goals of the Haryana State Training Policy are in unison with the National Training Policy 1996. The operational guidelines laid down for State Training Policies, therein, form the basis of the Haryana State Training Policy.

The Haryana State Training Policy has adopted NTP's focus on: Responsiveness, Commitment, Awareness and Accountability:

- Training for all, linked to career progress
- Adequate Training infrastructure;
- Trainer Development
- Concurrent monitoring, review and improvement
- 1.5% of salary budgets to be earmarked for Training.

Keeping in view Haryana's specific needs, the State Training Policy finds it's own solutions to address Haryana's requirements of Capacity Building.

2. NEED FOR A STATE TRAINING POLICY:

- Educational levels at entry are often inadequate for expected performance, and need to be upgraded
- With rapidly changing times, knowledge and skill levels become outdated and need constant up gradation for efficiency and effectiveness.
- The socio-economic environment throws up demands of attitudinal change in line with the expectations of the Public.
- Individual Career Development and Organizational Development need to be better balanced.
- There need to seek alternatives for cutting edge personnel like in-situ training and Distance Learning need to be developed.
- Budgetary support to training, needs to be standardized.
- Existing training centers need to be upgraded.
- Effective Training of the Trainers needs to be focused.

IV. OBJECTIVE OF TRAINING

The Objectives of the Haryana Training Policy can best be described in terms of Capacity Building and enhancement of Human Capital through an integrated framework of Knowledge, Skill and Attitude.

Capacity Building in Government of Haryana shall strive to achieve the following objectives:

- Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations;
- Promoting better understanding of professional requirements as well as sensitization towards the socio-economic and political environment in which work is done; and
- Bringing about right attitudinal orientation

V. MAJOR CHALLENGES

The main problems and concerns that pose a challenge to Capacity Building in Haryana are as follows:

- Low priority accorded to training and education, and the low level and uneven nature of provision for training;
- Lack of funding and effective management of training budgets;
- Lack of coordination and communication;
- Number and quality of trainers;
- Barriers to access and entitlement;
- Overly prescriptive, supply-driven and outdated nature of training and education;
- Lack of effective systems of accreditation and quality assurance;
- Poor linkages between higher education institutions and training;
- Training through distance education end in situ for government servants is not available;
- Lack of Effective Systems for capacity building in the field of Strategic Planning and Review;
- There is no induction training for many cadres of civil servants.
- Lack of a comprehensive scheme of systematic and regular in-service training after their induction.
- Lack of adequate Cadre and training plan for career progression of civil servants; and

- Inadequate redressal of the Training needs of those who matter more in various categories of government service (age group 45 to 60 years). This constitutes the need of updating their knowledge and reorientation to face the challenges of rapid change; as well as the ability to use newer technologies, procedures and systems.

Accordingly the core problems that this policy seeks to address comprise three related elements:

- Fragmented and uncoordinated approach to training and education across the public service, resulting in problems of resources and accountability for ensuring that public servants are empowered and developed to take on the challenges they face;
- Lack of a strategic, need-based, outcome-based and competency-based approach to capacity building; and
- Uncoordinated or inadequate nature of the training and education that is available for organizational and personal growth.

VI. TRAINING CONCERNS

The social and political scenario is subject to constant change. Government machinery would have to be continuously attuned to changing needs. Training programmes for the Civil Services would, therefore, focus on:

- Commitment
- Democratic Orientation
- Rule of Law
- Responsiveness
- Awareness
- Infusion of Scientific temper
- Ethical Orientation and Values
- Accountability
- Functional Capability

VII. CORE PRINCIPLES OF TRAINING IN HARYANA

- Fostering Improving of Work Procedures
- Training for All – Access and Entitlement to suitable training for all Government servants.
- Careful determination by each Government agency of training objectives.
- Training Needs Analysis to determine the training to be provided
- Elevating the Status of Training and of Trainers
- A Competency Development based approach to learning outcomes.
- Integration of policy formulation, strategic planning and implementation with relevant training.
- Flexibility of training
- Career path of individual employees to be linked to capacity building
- Public Training Institutions to become learning organizations
- Ensuring quality and relevance.
- Effective Design and Delivery of Training Inputs.
- Monitoring and Evaluation of Training including feedback from trainees.
- Enhanced Quality of Training and Trainers.
- Provision of distance education capsules to government employees, to enable them to continuously update their competencies;
- Prepare and implement training development plans.

VIII. TARGET: TRAINING FOR ALL

The training policy seeks to target all Civil Servants working within Haryana. For Appropriate Training Design, the following groups have been identified:

- Class I and II Officers – with need based focus on
 - Area specific skill enhancement
 - Knowledge upgradation identified by the client
 - Organization
 - Sensitization programmes and programmes
 - focused towards development of soft skills.
- Class III and IV officers divided into 2 sub groups:
 - Those officers having a direct interface with the public in terms of delivering a service.
 - Those officials dealing with general administrative matters and functional tasks.
- Officers posted in Associations (e.g. Haryana Prathmic Shiksha Pariyojana Parishad, Swarn Jayanti Shehri Rozgar & State Urban Development Agency & Bharatiya Gramin Mahila Sangh), Boards and Corporations promoted by the State.
- Elected representatives especially belonging to Panchayati Raj Institutions (PRIs) and institutions of Municipal Governance.
- Representatives of Non-Governmental Organizations working in Haryana and largely supported by funds emanating from civil society.
- Young Entrepreneurs with a view to strengthening the spirit of enterprise in Haryana and reducing dependence on governmental employment.

IX. TYPES OF TRAINING

The broad typology adopted in the Training Policy is as under:

- Induction training at the time of joining service

- Promotional training provided at critical points in an employee's career when he moves from one level of administration to a higher level.

- In-Service Capacity Building, involving enhancement of knowledge and skill up-gradation at various levels of the administration

- Refresher training provided to civil servants at different points of their service career with a view to upgrading knowledge and skills in consonance with latest developments in the relevant fields.

- Distance learning with I.T. interface as an integral part of continuing education.

X. VISION

Public service training and development will be founded on the following Vision Statement:

“We seek to develop, strengthen and upgrade qualities of professionalism, responsiveness, integrity and courage amongst Civil Servants, in our endeavour to promote excellence and good governance in the State of Haryana; through research and training aimed at enhancement of skills, knowledge and attitudinal change.”

XI. FRAMEWORK FOR TRAINING- STRUCTURAL AND OPERATIONAL

- All categories of Civil Servants shall receive:
 - Induction training at time of entry into service; and
 - In-service training at suitable intervals in their career.
- Attendance of a training programme shall be prescribed as a mandatory exercise with linkages with career progression.
- In order to improve the effectiveness of personnel at different levels and different sectors, area specific short-term skill up gradation/sensitization programmes shall invariably be formulated by Departments and specifically targeted to personnel holding specific jobs.
- The in-service training programme for Group 'C' & 'D' expected at the time of movement to a higher Group may be provided at Divisional Training Institutes in (Rohtak, Panchkula and Hissar) in situ or through distance learning methods.
- Training programmes will be specifically designed to meet the requirements of the target group by the concerned Organization in consultation with the institutions/consultants/experts.
- Every Organization shall conduct preparatory exercises like:
 - analysis of its goals and objectives,
 - training needs analysis,
 - job analysis,

Such an exercise will enable development of appropriate criteria for measuring individual and organizational performance, an essential pre-requisite for the launching of an effective training programme.
- Possession of the right attitude plays a pivotal role in improving the performance levels of individuals, training programmes aimed at creating self awareness as well as team building within the

Organization shall be given utmost importance by every organization.

I. STRUCTURAL FRAMEWORK :

From a structural viewpoint, the pedagogy of training can be explained in terms of a set of perspectives relevant to different functional levels of the administrative hierarchy. *The different perspectives relevant to corresponding levels of administration, are given below:-*

- Policy planning perspective
- Administrative perspective
- Executive perspective
- Supportive administration perspective
- Cutting edge perspective

1. The Policy Planning Perspective refers to developing capabilities in Civil Servants for analysing the shortcomings of present policies and programmes, examining the salient features of alternate policies and programmes being implemented in other Indian States as well as other developing countries and assisting the political executive to adopt a new policy and revise or design a suitable programme for implementing the said policy. This perspective is relevant for officers at the level of Director of a Directorate, Joint Secretary, Secretary and Principal Secretary at the State level.

2. The Administrative Perspective refers to developing competencies of Civil Servants for *assisting the Secretary of a Department to develop policy alternatives, design new programmes, prepare detailed administrative guidelines and secure financial grants/loans on the one hand, and effectively administer these programmes in the field through an appropriate management information system (MIS) and regular monitoring on the other hand.* This perspective is relevant for Directors, Deputy Commissioners and Additional/Joint Director level officers at the directorate, sub-regional and district levels. At the Secretariat level, this perspective is relevant for Deputy Secretary level officers.

3. ***The Executive Perspective*** refers to developing capacities for effectively executing government programmes in the field through reports and returns, tours and inspections and appropriate mid-course adjustments to ensure timely execution within the stipulated budget. This perspective is relevant for Joint Directors and Deputy Directors whether at the directorate, sub-regional or district levels. At the Secretariat level, this perspective is relevant for Under Secretary level officers.
4. ***The Supportive Administration Perspective*** refers to providing administrative support at the secretariat, directorate, sub-regional or district levels in the form of timely generation of reports and their analysis; keeping in touch with the reactions of potential beneficiaries and the general public regarding the implementation of government programmes; identifying bottlenecks and finding remedies; and suggesting mid-course adjustments to administrative officers for effectively implementing government programmes within the stipulated financial and time frameworks. This perspective is relevant to Deputy Director, Assistant Director, Functional Manager and Superintendent level officers at the Directorate and District levels. At the Secretariat level, the comparable level of officers will be Desk officer, Superintendent and Deputy Superintendent.
5. ***The Cutting Edge Perspective*** refers to the district, sub divisional, block, city or village levels where potential beneficiaries and members of the public come face-to-face with the Government. This is the level where competencies like client friendly orientation, courteousness, quick response-time and helpfulness are of vital importance. This perspective is relevant to Assistants, Clerks, inspectors, public relation officers and allied officers at the aforementioned levels.

II. OPERATIONAL FRAME WORK:

With a view to operationalising the training policy of Haryana, it will be appropriate to divide its delivery into two groups; and gear up to operationalise the training appropriately. Each Training Institute in Haryana will devise an appropriate operational framework.

In the case of Haryana Institute of Public Administration for instance, the following operational framework shall be in place:

- The first group relates to the policy planning, administrative and executive perspectives. Training with reference to these perspectives will be organised by the Haryana Institute of Public Administration at its campus in Gurgaon.
- The second group pertains to the supportive administration and cutting edge perspectives. This training will be organised in conjunction with the three divisional centres:
 - A Divisional Training Centre at Panchkula for Civil Servants of the appropriate level working at Chandigarh and in the districts of Panchkula, Ambala, Yamunanagar, Kurukshetra, Kaithal and Kamal.
 - The Secretarial Management School at Gurgaon providing training to appropriate levels officers posted in the districts of Gurgaon, Faridabad, Rewari and Mahendergarh.
 - A Divisional Training Centre at Hissar providing training to appropriate level officers in the districts of Hissar, Fatehabad, Sirsa and Jind.
 - A Divisional Training Centre at Rohtak providing training to appropriate level officers in the districts of Rohtak, Bhiwani, Sonapat and Panipat.

XII. TRAINING STRATEGY

Capacity Building of Civil Servants in Haryana aims at promoting excellence and good governance by way of developing and strengthening qualities of professionalism, responsiveness, integrity and courage. The Training Strategy will ensure that the decision making process and public service delivery system has elements of efficiency, effectiveness, transparency and sensitivity, is based on rule of law and takes into account the needs and aspirations of all.

Capacity building in the State of Haryana, will interalia, involve skill up-gradation, enhancement of knowledge and attitudinal change focused towards this end :

APPROACH AND MODALITIES:

1. Haryana Training Policy shall be an authorized guideline for every Government Department, Agency, Organization and Training Institute within the State of Haryana.
2. Training for all cadres is to be designed and implemented in a comprehensive manner with a permanent blue print; to ensure standardization of training content and design.
3. Capacity Building within the State of Haryana will be holistic and shall comprise of :
 - skill up-gradation
 - knowledge enhancement
 - attitudinal change
 - problem solving techniques
 - practical solution seeking
 - learning from best practices.

4. Training would be carried out at all levels for Government Departments, Boards, Corporations, other Govt. Bodies and Organisations:

- Institutional Induction Training at Entry Level.
- Capacity Building on promotion to a higher rank.
- Short Term In-Service training for Class I and II Officers at a periodicity of minimum five and maximum seven years, in areas opted by the officers.
- There will be a one month foundation course/orientation programme for freshly recruited Judicial Officers alongwith all the All India Services Officers of Haryana cadre (including IAS, IPS, IFS) at entry level; specifically designed to promote esprit de corps and co-ordination amongst them.

5. Capacity Building will not be restricted to Executives of Haryana Government but will also encompass :

- All stakeholders in all Departments
- Members of Judicial Services
- Members of Elected representatives
- Members of NGO/Civil Society
- Offsite interface modules (2-3 days) encompassing all Govt. Departments and Institutions for formal and informal interactions, better understandings, closer coordination and developing esprit de corps for :
 - Political Executives and Civil Servants,
 - Judiciary and the Executive
 - Police and the Civil Administration.

6. **SCOPE OF CAPACITY BUILDING:**

Training will aim at capacity building not just for skill, upgradation, knowledge enhancement and management but will place equal emphasis on

attitudinal change, inculcating right values, working ethos, positive thinking and problem solving. Special emphasis will be laid on fostering working relationships, negotiation strategy and in doctorination of a “Service” oriented attitude amongst civil servants. Mentoring as a specific tool will be used effectively for a more holistic attitudinal change.

7. **PRE TRAINING ACTIVITY : TRAINING NEED ANALYSIS:**

It is of vital importance that training inputs are designed to suit the specialised training needs of employees of various Departments as well as Associations, Boards and Corporations promoted by the State Government, and other stake holders. For this purpose, substantive Training Needs Analysis (TNA) will be conducted prior to preparation and planning of course design, curriculum and course content.

As needs, priorities and objectives of governance will change with the passage of time, it will be necessary to carry-out subsequent TNAs at suitable intervals; before executing any capacity building programme.

8. **TRAINING METHODOLOGY:**

It is a matter of critical significance that the training methodology represents a subtle synthesis between a sound theoretical framework and insights gained from practical experience. Moreover, it is essential that the training programme is carried-out in as interactive a mode as possible, since many trainees are likely to have considerable administrative experience.

Keeping in view this broad framework it will be desirable to use the following training methods:

- Case Studies
- Presentation of Individual Assignments
- Group Presentation of Syndicate Reports
- Role Play
- Panel Discussions
- Sensitivity Analysis

- In basket exercises
- Experience-Sharing Presentations
- Simulation Exercises
- Mentoring Inputs

The training methodology will include sharing information, knowledge, case studies, exchange programmes.

9. **STRUCTURAL CHANGES IN INSTITUTIONAL FRAMEWORK :**

The following structural changes will be brought about with regard to the Institutional framework of Capacity Building Process within Haryana.

1. State Training Advisory Council

With a view to coordinating the academic and research activities of all training institutions related to Public Administration which are supported by grants from the State Government, it will be advisable to set-up a Training Advisory Council of Haryana under the Chairmanship of the Chief Secretary. There are a number of Training Institutions promoted by the State Government like the State Council of Educational Research & Training at Gurgaon, The Haryana Institute of Rural Development at Nilokheri, The Madhuban Police Training College, The Chaudhary Devi Lal Police Training Centre at Bhondsi, The Revenue Training School at Ambala and the Acquaculture Research & Training Institute at Hisar to mention a few.

- There will be a State Training Council (STC) headed by the Chief Secretary, which shall act as a strategic body, to provide overall direction.
- The role of the State Training Council in the form of an Expert Body, providing direction to capacity building within the State of Haryana encompasses the following functional roles:
 - Strategy and Direction
 - Planning
 - Coordination and Arbitration

- Monitoring
 - Recommending follow up remedial mid-course corrections.
 - Overlooking the implementation of the Training Policy in Haryana.
- The State Training Council shall meet at least once in six months, and shall comprise of :
 - Chief Secretary as Chairman
 - FCR-cum-Chairperson, Revenue Training Institute (RTI)
 - FCF-cum-Chairman, Accounts Training Institute
 - Home Secretary
 - Secretary, Training
 - Secretary, Coordination
 - Secretary, Education
 - Secretary, Technical Education
 - Secretary, Industry
 - Secretary, Health,

2. A 'Think Tank' comprising of senior Administrators (retired and in-service) Academicians and other Experts including NGO's shall assist the State Training Council in steering and providing direction to capacity building activities in the State.

3. Nodal State Training Institute
- The State Administrative Training Institute – Haryana Institute of Public Administration – shall function as the Nodal Agency for implementation of the Training Policy under the overall guidance of the State Training Council.
 - The Director General/Director, HIPA will hold the additional charge of Secretary, Training and Additional Director, HIPA will act as ex-officio Joint Secretary, Training.

10. STRATEGIC PLANNING FOR EACH STATE LEVEL INSTITUTE:

Each State level Training Institute would undertake a Strategic Planning Exercise; and undertake the following tasks:

- Prepare or redefine its Vision and Mission Statements;
- Formulate 5 Yearly Action Plans for the Institute incorporating:

- physical infrastructure needs,
- development of faculty
- preparation of training modules
- Preparation of training material etc;
- Develop Annual Action Plan and Programme Calendars.

11. **CAPACITY BUILDING OF INDIAN ADMINISTRATIVE SERVICE OFFICERS:**

Capacity Building of IAS probationers at the State ATI and district level, prior to Phase-II training at LBSNAA, will focus on Haryana Specific problems, issues and laws; and those areas of importance that do not form a part of the syllabus of Phase I & II of their training at LBSNAA, Mussoorie,

- The District training of IAS Probationers in Haryana shall have the following components :
 - Initial capacity building at HIPA, Gurgaon (seven weeks)
 - Attachment with Office of DC and other district level offices
 - Revenue Training at the RTI, Ambala (two months)
 - Training at the Police Training College, Madhuban (one week).
 - One week wrap up session for filling capability gaps at the end of the District Training (HIPA, Gurgaon).
- The syllabus to be covered at HIPA is at Annexure-I.
- The District Training Modules are at Annexure-II

12. **CAPACITY BUILDING OF HARYANA CIVIL SERVICE OFFICERS:**

- Haryana State Civil Service Officers will be trained on the same pattern as the IAS Officers' training at Lal Bahadur Shastri National Academy of Administration, Mussoorie.
- Haryana Institute of Public Administration shall be the Nodal Institute for this training.
- The training of HCS officers will be conducted in six phases :
 - Initial foundation course at HIPA, Gurgaon. The detailed syllabus is at Annexure-III
 - District attachment

- Training at Revenue Training Institute (RTI), Ambala.
 - Village Visit with - One week Immersion Study in a village.
 - Three weeks Attachment with various organizations as per Annexure-IV
 - One week attachment with Police Training College, Madhuban
 - Examination as per training syllabus given at Annexure-V and final wrap up session
- HCS officers would also undergo In-service capacity building for knowledge and skill up-gradation at intermittent periods of 5-8 years. JS (PS) shall maintain the roster of all HCS and nominate the officers for training.

13. **IN-SERVICE TRAINING:**

Capacity Building of an officer, by way of compulsory in-service training and short-term course (optional) undertaken by her, will be linked to the career progression of the officer.

- In the case of compulsory in-service training, career progression would be linked to clearing an examination or writing a project at the end of each course.
- Creation of requisite skill tests at every level in the career graph of an officer will be mandated through short-term training courses developed in consultation with the Head of Office to be conducted prior to promotion of the officer.
- Promotion from Sub-ordinate services to Civil service will be possible only after attending a training module followed by an examination in this regard. (Annexure-5).
- The Departmental Examinations conducted in the State shall be held under the aegis of the State Training Council.
- The performance of an officer in the Departmental Examination will be linked to his/her progression in the Department.
- Any Officer who attains above 80% marks in the Departmental Examination shall be granted two additional increments.

The Head of each Department, Board, Corporation and Organization shall prepare an Annual Training Programme for all cadres within the department for which it may consult the Nodal Training Institute, i.e. HIPA. This programme will be put up to the State Training Council in the first quarter of every financial year.

14. RETREAT AND MENTORING:

- A retreat will be organized for retired civil servants of the All India Service who retired after serving Haryana (IAS, IPS or in IFS Services) with the objective of learning from their expertise, co-opting their services as resource persons, and ascertaining their core-competencies.
- The retreat will aim at soft marketing and leveraging off the rich experience that retired officers have as a group : to conduct a brain storming session with regard to contemporary matters, preparation of case studies and involvement of senior officers as mentors and facilitators in capacity building of their juniors.
- A retreat for serving senior officers of All India Services (including IAS, IPS, IFS) who have put in 25 years of service in Haryana will be held with the objective of sharing best practices, developing esprit de corps and discussing issues of importance to Haryana.
- This retreat will serve as a Collective Learning Experience from their respective experiences and expertise in an informal offsite environment.

15. EVALUATION:

It is of critical importance that Trainee Evaluation is built into the design of the training methodology. Organizational of an evaluative quiz at the end of the training course comprising of multiple choice questions will be adopted for short term courses of upto two weeks duration.

Further, in the case of courses having duration of one month or more there should be a written examination at the end of the course. It will be useful to evaluate the performance of trainees in long duration courses through individual assignments, syndicate reports, group discussions and other appropriate methods.

The performance rating of trainees are to be duly communicated to Heads of Departments/Organisations concerned, with suitable instructions that these should be kept in view while writing the ACRs of the concerned officers

The process of evaluation will be based upon the following elements:

- Evaluation is both an important component of training and a tool for evaluating the knowledge gained by the trainees as well as an indicator to evaluate the content and methodology of the Training imparted.
- Evaluation shall be an integral part of any Programme that is of a duration of more than two weeks.
- The Evaluation methodology will be both formal and informal to assess knowledge, attitudes and the ability to translate skills acquired through training into practice.
- Evaluation will be internal in most cases. The services of external consultancy will also be co-opted for some assessments, as and when needed.
- Evaluation will be a concurrent and periodic exercise.
- All feedback and evaluation reports so obtained will be deliberated and duly incorporated into redesigning the Course Content, so as to develop further training programmes.
- Evaluation will also act as an instrument for further follow up and will be undertaken to assess the relevance of a training module: its content and methodology.

16. TRAINER'S DEVELOPMENT:

It is of critical significance for trainers, both Academicians and Administrators to continuously expand their knowledge, practical experience and communication skills. The Training of Trainers will be a special component of each Institute. Excellence in training requires continual development of trainers through Training of Trainer Programmes, and motivation for Research and Publication.

17. BASIC PRODUCTIVITY NORMS:

It is essential to emphasize that the Faculty of a Training Institute should consist of a combination of well-qualified academicians and experienced administrators. Experienced Administrators must give lectures as well as serve as Course Directors. Every Institute shall devise basic productivity norms for Administration and Members of the Faculty.

18. CAPACITY BUILDING AND NETWORKING:

In house Faculty capability will be enhanced through networking and liaising with leading Institutes and Organizations, in the field of capacity building.

Networking with other Institutes across the country and abroad will be an important component of the Training policy. State Training Institutes will make all efforts to enter into partnership and working relations with similar training institute of other States, reputed universities and other expert organizations specializing in different areas of competence with the aim of building core competency, sharing best practices and resourcing state of the art professional, competence available in any given field.

19. GUEST FACULTY DATA-BANK:

The In house capabilities of an Institute will be enhanced by way of incorporating the expertise of client Faculty. Leading Institutions in and near

Haryana include the Management Development Institute (MDI) at Gurgaon; the National Institute of Financial Management(NIFM) at Faridabad; the National Labour Institute (NLI) at Noida; and the National Institute of Public Finance and Policy (NIPFP), National Institute of Urban Affairs(NIUA), Indian Institute of Public Administration (IIPA), Indian Institute of Technology(IIT), National Institute of Health and Family Welfare(NIHFW), National Institute of Public Cooperation and Child Development(NIPCCD), National Institute of Foreign Trade(NIFT), National Institute of Educational Planning and Administration(NIEPA), National Council of Educational Research and Training (NCERT), Institute of Applied & Manpower Planning (IAMR) at New Delhi. Furthermore, the presence of five premier Universities: University of Delhi, Jawahar Lal Nehru University, Indira Gandhi Open University, Jama Milia University and Indraprastha University at Delhi also secure as a rich source for Guest Faculty. A data bank comprising of eminent academicians, research scholars, experienced administrators, representatives of leading Chambers of Commerce (viz. CII, FICCI, PHD and ASSOCHAM), representatives of UN bodies (viz. UNDP, UNICEF, ILO, WHO, WFP etc.), representatives of prominent NGOs, and leading professionals will be prepared by all the Training Institutes in Haryana, and shared amongst them.

20. RESEARCH PROJECTS:

Research and training are two sides of the same coin. It is of vital significance that faculty members, both administrative and academic, spend a reasonable proportion of their total time in a year on research project alongside their training or administrative commitments. Whereas the preparation of case studies, is only one method of research, there are several other instrumentalities of research which will be undertaken by the Training Institutes in Haryana such as :

- Development of Citizen Charters for different departments;
- Simplification of Govt. procedures and amalgamation of multiple forms;

- Review of existing laws with a View to improving their implementation;
- Impact assessment of Govt. programmes through beneficiary surveys;
- Public Sector Management Studies; and
- Review of Govt. Policies and programmes

21. FINANCIAL SUSTAINABILITY:

Availability of adequate resources, especially fund allocation is paramount for the success of any training programme. Presently, a very low premium is attached to capacity building exercises and consequently the fund allocation is quite meager.

- All government agencies should allocate adequate funds for Human Resource Development on the lines of the National Training Policy which provides 1.5% of the salary head to be earmarked for training purposes. The same pattern shall be followed in the State of Haryana.
- Training Institutes will raise additional resources by way of:
 - Course fee, Professional charges for evaluation
 - Fee towards consultancy services,
 - Research and development activities,
 - Royalty on reports and publications,
- Grants from Govt. will continue to constitute a major share in ensuring financial sustainability, and development of Capacity Building Institutes in Haryana.

XIII. OPERATIONALISING THE STATE TRAINING POLICY: ROLES AND RESPONSIBILITIES

Roles and responsibilities of Government Departments/Training Institutes and heads of departments, for effective implementation of the Training Policy will be as under:

1. STATE TRAINING COUNCIL:

- To take overall responsibility for the effective formulation, implementation, monitoring and review of State Training Policy;
- To create required institutional framework;
- To translate the broad policy framework into specific and achievable policy objectives, norms and standards, performance measures and time-frames'
- To ensure that these processes are based on effective consultation 'liaison with all major stakeholders;
- To ensure that the training policy is strategically' linked to key transformation goals and processes;
- To ensure that the policy is effectively coordinated;
- To anticipate training needs of future;
- To review existing courses of Internal Training providers to bring them in line with the Policy;
- To accredit internal and external training providers in domain specific training and education.
- To review the draft Vision Document and the draft Five Yearly Plans of each State level Training Institute before they are finalized;
- To allocate resources to training organizations for strengthening and upgrading infrastructure, special programmes, creating training modules, organizing Training of Trainers programmes etc;

2. STATE TRAINING COUNCIL – WITH ASSISTANCE OF NODAL TRAINING AGENCY: HIPA:

- To prepare policies and strategies for training of trainers (ToT) and arrange for common standards for ToT strategies;
- To liaise with all government departments and public sector enterprises on matters related to training, capacity building and governance;
- To track and follow up training received by officers through after their training;
- To work out strategies for enhancement of capabilities of Trainers of various State Training Institutes.

3. ALL ADMINISTRATIVE DEPARTMENTS OF HARYANA GOVERNMENT:

- To ensure that a departmental training and education strategy is formulated in consultation with stakeholders and implanted in partnership with providers;
- To translate such strategies into 5-year training plans for each category of public officials;
- To ensure that based on category wise training development plans for employees, the concerned Heads of Departments initiate exercises to develop personal development plans for capacity building of each specific officer/official in the department;
- To ensure that such strategic plans are prepared within a definite timeframe, not exceeding nine months from the date of adoption of this State Training Policy, and that they are based on a detailed assessment of organizational goals and individual and organizational training related needs based on skill audit and capability mapping;
- To ensure that strategic plans for training and education are effectively integrated into broader plans for HR and

organizational development and have budgetary support.

- To ensure that category wise and personal development plans are prepared and that persons are sponsored for training accordingly;
- To identify a Nodal Officer and designate the officer as "Training Manager" to ensure an integrated approach to training.
- The Training Manager so identified will be responsible for training requirements and design of training programmer in consultation with the Training Institution selected the persons to be trained and the evaluation of training;

4. HIPA – NODAL TRAINING INSTITUTE:

Haryana Institute of Public Administration as the State Nodal Training Organization: will have the

- To function as the primary training institution in the State;
- To work as the State Administrative Training Institute (ATI) and liaise with Ministry of Personnel and Training, Government of India;
- To conduct foundation course of all State Services and subordinate -services as well as Institutional professional courses of Haryana Accounts Service and other State Services which do not have their own specialized training institute;
- To arrange for Training of Trainers and Management of Training Courses (DTS, DoT, TNA, MoT) for faculty in various State Level Training Institutes and enable preparation of common training modules;
- To liaise with all government departments and public sector enterprises regarding training and capacity building matters;
- To conduct detailed Training Need Analysis and Capability Gap Identification Exercises.
- To provide training advice and material to develop course design and content to other Training institutes, on request.
- To devise professionally designed Training Modules;
- To conduct State level Seminars on Issues and areas of special

interest to Haryana;

- To suggest Policy Initiatives towards good governance
- To conduct Research and Programme outcome Evaluation Studies.
- To enable Government Departments to adopt Best Practices and procedures aimed at better governance, better administration and better service -delivery.