2.5.2 However, it would be the responsibility of the respective Central Government Department, to which the officers have been posted, to orient them to the specific nature of the work of that department. Similar orientation training is required for employees who join the department on transfer from another department in Government of India itself for quick familiarization with the new work. This training may also be imparted to employees upon transfer within the Ministry/Department also. The training would be of short duration and in-house.

Example: Officers posted in the Ministry of Power need to become familiar with the terms like MW, MU, peak load & base load, energy conservation & energy efficiency, etc. as also the purpose and funding of schemes like RGGVY, R-APDRP, etc.

2.6 Long Term Training: This training is to facilitate officers, especially younger ones, to upgrade their knowledge and skills in the sector having relevance to their current or future assignments, by acquiring higher qualifications, either in India or abroad, thus enabling them to contribute for higher performance in government. The duration of the programme would generally be more than 6 months.

Example: Post Graduate Programme in Public Policy and Management (PGPPPM) at IIM Bangalore, MDI Gurgaon, Public Policy Programmes abroad etc.

2.7 Workshops/Seminars/Conferences: Middle or Senior level officers may be given opportunities to attend National and International Workshops/Seminars/Conferences etc. These congregations invite academicians, practitioners and national/international experts on various contemporary subjects and issues, and therefore, participants in such events will be enriched with relevant knowledge, latest thinking and technological developments, National/international policies, best practices, cost effective and sustainable approaches etc. in their respective sectors. Further, they could share their own experience and knowledge in such forums for the benefit of others by way of presenting publishable papers. The participant-officers may be encouraged to institutionalize their learning through presentations and reports to the concerned Ministry/Department.
3.0 In any Ministry/Department, generally, the following two categories of employees may be working:

(i) Employees who work in the Ministry/department during most of their career. **Example:** Indian Telecom Service, Technical Services of Railways, Central Engineering Service etc.

(ii) Employees who work for a fixed period in a post in that Ministry/Department and who may be subsequently posted to another Ministry/Department. **Example:** IAS and CSS.

3.1 In the case of employees belonging to both categories, the respective Parent Ministries/Departments (Cadre Controlling Authorities) will develop and implement comprehensive Cadre Training Plans (CTPs) for their respective employees by incorporating suitable training interventions indicated at 2.0 to 2.7.

**Example:** DoPT in case of IAS and CSS, MHA in case of IPS, MEA for IFS, Railways in case of IRAS etc.

3.2 However, for the **Category- (ii)** employees, the Ministry/Department, to which these officers are posted from time to time, will have to put in place training plan to build “Department-specific-Competencies” required to discharge the specific functions of that Ministry/Department as a part of its Annual Training Plan (ATP).
Guidelines for Development of Domain/Sector-Specific Trainers

4.0 The Department of Personnel and Training (DoPT) has been administering a ‘Trainer Development Programme (TDP)’ since the 1990s to develop a Cadre of Trainers in Training Techniques such as-

(i) Training Needs Analysis (TNA),
(ii) Design of Training (DoT)
(iii) Direct Trainer Skills (DTS)
(iv) Evaluation of Training (EoT)

(More details are available at http://persmin.nic.in/ctraining/index.asp.)

4.1 The fundamental concept of TDP is “Once a Trainer, always a Trainer” i.e. once an officer has been developed as a Trainer, his/her services are utilized for imparting training throughout the career irrespective of the place/organization in which he/she may be working. This ensures optimum utilization of developed resources.

4.2 While recognizing the paucity of Domain/Sector-specific trainers in the government, the NTP 2012 envisaged the convergence of expertise available with the DoPT in “Training Techniques” with the “Subject Matter Expertise” available with the Ministries/Departments and Organizations to develop Domain/Sector-specific trainers. Therefore, the Ministries/Departments will have to take ownership of developing these trainers.

4.3 Further, the adoption of ‘Competency Framework’ by the Ministries/Departments will bring out the ‘Competency gaps’ of employees leading to increased demand for training large number of government functionaries in a wide range of subjects/areas. Moreover, successful implementation of various flagship programmes and providing quality service delivery is possible if only the concerned grassroots level functionaries are provided a holistic view and imbued with requisite competencies. To achieve the above objectives, each Ministry/Department would have to enhance its Training Capacity by way of developing adequate number of Domain/Sector-specific Trainers.
5.0 Indicative process for developing Domain/Sector-specific Trainers

(I) Identification of Trainee Population:

Each Ministry/Department has to identify Sectors/Sub-sectors and assess the number of government functionaries involved in implementing the Programmes/Schemes in those Sectors/Sub sectors.

Example: Sector: Urban Development  
Sub-sector: Public Health & Sanitation  
Trainee Population: Municipal workers

(II) Identification of subjects:

Once the Sectors/Sub-sectors and the Trainee Population have been identified, a comprehensive list of Subjects on which training is needed may be drawn through conducting a "Training Needs Analysis (TNA)". (DoPT sponsors TNA Courses across the country through out the year).

(III) Development of Modules:

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

(IV) Selection of Developers:

A 2-member team comprising a Subject Matter Expert (SME) and a Practitioner, working in the Ministry/Department or connected Training Institution/Organization, may be entrusted with the responsibility of developing each Module. In order to develop effective Modules, in addition to command over the subject, the developers of the Module should also have knowledge of "Process and Techniques of developing the Module". Therefore, it is recommended that the members of the said-team should undergo DTS & DoT Courses sponsored by the DoPT. The Module developed by the team should be validated and pilot run before roll out. The team will also have to shoulder the responsibility of 'Training the Trainers (ToT)' as well as developing the 'Material' for use by the Trainers such as Power Point Presentations, Process Sheet, hand-outs, Flip charts etc. The team should also refine the Module and other training material periodically based on the latest developments in the subject.
The members of the team that has developed the Module may be certified as "Master Resource Persons (MRP)" and Trainers developed by them may be certified as "Resource Persons" in that particular Module.

(V) Selection of potential trainers:

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

(i) Role model in the 'line function' and open to new ideas

(ii) Willing to learn and share knowledge

(iii) Possess good communication & inter-personal skills

(iv) Abundant patience with positive and helpful attitude

(VI) Certification:

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

(VII) Incentives for trainers:

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

6.1 Every government training Institute should aspire to develop itself as a Centre of Excellence. For any training institution to be called Centre for Excellence, it should have/be doing the following:-

(i) Create and sustain ideal ambience which is conducive for learning, sharing and reflection,

(ii) attract, develop and retain quality faculty members whose conduct is also demonstrative of the ethics and values of highest standards,

(iii) develop quality training material and constantly refine it,

(iv) have excellent infrastructure facilities such as fully equipped class-rooms, latest training equipments, library, hostel, sports, medical facilities etc.,

(v) subscribe to relevant and reputed e-libraries with access to participants,

(vi) have a robust self-introspective system to assess the strengths and weaknesses of both the faculty and institution so as to improve the training quality and standards,

(vii) encourage the faculty to undertake relevant research so as to incorporate the outcomes into the training activities as well as to publish papers in reputed national/international journals,

(viii) reach a leadership position to be able to have eminent Guest Speakers on its panel,

(ix) should achieve a position at par with the best national/international institutes in that area and also attract civil servants from across the globe,

(x) acquire the capacity to provide ‘Policy inputs’ to government in its domain,
(x) should conduct workshops/seminars/conferences on relevant issues,

(xi) should develop the capacity to supplement their current programmes with distance and e-learning programmes and

(xii) network with other national/international training and academic institutes for sharing of knowledge, best practices, innovations, faculty and other training resources.