

RAJASTHAN

STATE TRAINING POLICY



Training Division
Department of Personnel
Government of Rajasthan
JAIPUR

2008

PREFACE

The Council of Ministers Government of Rajasthan has approved the State Training Policy for Rajasthan. This policy was initially drafted by Harish Chandra Mathur Rajasthan State Institute of Public Administration for the Training Division of the Department of Personnel, Government of Rajasthan Jaipur as a consequence of an announcement in a budget speech in the State Legislative Assembly by Shrimati Vasundhara Raje, the Chief Minister (Finance Minister), Rajasthan. Thereafter the draft policy was subjected to much consultation within Government before finalization.

The State Training Policy reaffirms the State Government's commitment to take steps for the appropriate and optimum development of the human resources available to the Government so that they can serve the people of the State in a better manner.

Since the Press Note on the occasion of the approval of the State Training Policy by the Council of Ministers comprises a brief summary of the policy, it is also being included in this publication.

The policy as approved by the Council of Ministers is being made available to enable all administrative departments in the State Secretariat, all Heads of Departments and CEOs of State Public Sector Bodies, and all governmental training institutes in the State to perform the functions expected from them by the State Training Policy.

Rakesh Hooja
Additional Chief Secretary (Training) &
Director, HCM RIPA, Jaipur

PRESS NOTE ON OCCASION OF APPROVAL OF POLICY BY STATE CABINET

Rajasthan State Training Policy has been approved by Cabinet through circulation.

The policy consciously aims at fostering the development of the human resources available to the State Government so as to raise their competencies.

As per the Vision of the policy, public service training and development is to be geared at assisting government departments at better governance and improved public service delivery by empowering public officials to act as prime catalysts for holistic and equity based transformation of the State.

In pursuit of the above vision the training policy sets the Mission to create an institutional framework for optimum productivity of public servants in organizations, in a team or as individuals in their current as well as future roles.

Following the identification of the major challenges, shortcomings and concerns related to the training function, the State Training Policy has identified the following goals to

- enable all public servants to develop their knowledge, skills and attitudes in ways which would optimize their current roles;
- inculcate values among all public servants that would strengthen their sense of commitment;
- encourage all government departments and agencies to regularly review their training needs and requirements, and to provide ways of meeting these;
- provide opportunities for all employees (officers and staff) to prepare themselves for changing roles, duties and responsibilities;
- increase job satisfaction and facilitate career progression;
- motivate and enable all public servants to contribute positively to the transformation of the society, economy, and polity;
- provide not only regular training, but also distance education capsules to the government employees, to enable them to continuously update their competencies;
- prepare and implement training development plans for each category of government servant;

- prepare and implement personal training development plans for each individual government servant;
- enhance the quality and status of training and trainers;
- designate in each government department a training manager with a small training cell;
- ensure that each state level training institute undertakes strategic planning to improve its quality and output through preparing or reviewing its Vision and Mission Statements, preparation of Vision Documents, of Five Yearly and Annual Action Plans and of training calendars, and ensuring optimal implementation; and
- consider setting up of a Secretariat Training and Management Institute to cater to all those working in the State Secretariat.

The State Training Policy has laid down the respective roles and responsibilities for Department of Training (Training Cell), Department of Personnel, Department of Finance, Department of Planning, for all Administrative or Secretariat Departments, for all Heads of Departments, for all CEOs of State Public Sector Entities, for HCM Rajasthan State Institute of Public Administration (as the apex training institute), and for all other training institutes in the State.

The training policy shall be made use as an authorized guideline for each Government department/agency and each training institute to prepare their 5 year Operational Training Plans and to implement them.

Some of the Core Principals of Training as listed in the State Training Policy are:

- 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 pathing of individual employees to be linked to training.
- Life Long Learning.
- Public Training institutions to become learning organizations .

- Ensuring quality and relevance in all trainings .
- Effective Design and Delivery of all Training Inputs.
- Monitoring and Evaluation of Training including feedback from trainees.

CONTENTS

Preface	i
Press Note on Occasion of Approval of Policy by State Cabinet	ii-iii
STATE TRAINING POLICY	
Preamble	1
Major Challenges	1-2
Vision	2-3
Mission	3
Goals	3-4
Category wise Development Plans	4
Personal Development Plans	4-5
Adding Values through Positive Learning Outcomes	5-6
Competency Based Approach to Training and Education	6-7
Strategic Planning at the Governmental Level	7-8
Strategic Planning for each State level Institute	8
Core Principles for Training in the State	8-11
Roles & Responsibilities:	11-15
<i>1. Department of Training, Government of Rajasthan</i>	
<i>2. Department of Personnel, Government of Rajasthan</i>	
<i>3. Finance and Planning Departments, Government of Rajasthan</i>	
<i>4. All Administrative Departments</i>	
<i>5. Various Heads of Departments and CEOs of State Public Sector Bodies</i>	
<i>6. HCM Rajasthan State Institute of Public Administration</i>	
<i>7. Training Institutes</i>	

Operationalizing the State Training Policy	16
ANNEXURES	
<u>Annexure-I</u>	17-19
Administrative Reforms (Gr. III) Department Order No. F6()AR/3/ 2005/ dated 29 August 2005 (State level Advisory Committee)	
<u>Annexure-II</u>	20-22
Administrative Reforms (Gr. III) Department Order No. F6()AR/3/ 2005/ dated 29 August 2005 (State level Coordination C ommittee)	
<u>Annexure-III</u>	23-24
List of State level Training Institutes in Rajasthan	
<u>Annexure-IV</u>	
Presently agreed Scheme of Training of State Services	25

RAJASTHAN STATE TRAINING POLICY

PREAMBLE

Globalization has resulted in tremendous pressure on governments and the individuals who constitute them. Governmental and government servants need to be able to take benefit of the opportunities being offered by globalization (and by technological developments) as also to take steps to mitigate or to prevent its negative impacts. One of the important means of ensuring faith of the people particularly the weaker sections of the society, in the fairness and capacity of the functioning of state administration in the changing environment, is to have a responsible and responsive work force. However, making the government machinery responsive and responsible largely depends upon the attitudes as well as the knowledge and skills of its employees at various levels. It has long been accepted that training can do much to improve the administrative effectiveness. A conscious policy for the development of the human resources available to the State Government would, therefore, require to be fostered for harvesting technological, economical, political and social change.

Training is a useful tool for performance enhancement of the people. It aims at upgrading knowledge and skills of the personnel. The role of training in improving performance of the Government is most crucial and important. This calls for a sound and conscious training policy in the State especially since the National Training Policy already stands formulated by the Government of India in 1996.

MAJOR CHALLENGES

The main problems and concerns relating to training function 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 for government servants is not available;
- Lack of Effective Systems for training related Strategic Planning and Review;
- There is no induction training for many of the civil servants and lack of a comprehensive scheme of systematic and regular subsequent in -service training after their induction (the situation has been somewhat remedied recently as indicated in Annexure IV);
- Lack of adequate Cadre and training plan for career progression of civil servants; and
- People who matter more in various categories of government service (age group 45 to 60 years) need updating of knowledge and reorientation to face up to the challenges of rapid change and to be able to use newer technologies, procedures, systems, approaches for good governance.

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, needs-based, outcomes-based and competency-based approach to training, directly related to the developmental needs of the public service; and
- Inappropriate nature of the training and education that is provided by internal as well as external providers.

VISION

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

Assisting Government Departments and Agencies to adopt practices geared at better governance and improved service delivery by empowering public officials to act as prime catalysts for holistic and equity based transformation.

This vision is based on the belief that any organization is only as strong as the people who work for it, and in particular on the conviction that training should and must play an integral and strategic part in the processes of building a new

public service ready to deliver what is being expected from it in the contemporary world. While acknowledging the danger of seeing training as the sole solution to all organizational problems, the Government nevertheless recognizes the significant contribution that training can make, as part of a broader strategy for human resources development, to the efficiency, effectiveness, accountability, responsiveness and citizen friendliness of the public service. In particular, training and education, if properly conceived and structured, can:

- a) help to equip all public servants, whether support staff or officers, with the necessary knowledge, skills and competence as well as appropriate attitude and values to carry out their jobs effectively in pursuit of the vision and mission for the public service,
- b) enable public servants to deal effectively and pro-actively with change and the challenges of a dynamic work and external environment;
- c) enable public servants to acquire a new development oriented professionalism and the appropriate attitude, skills and knowledge;
- d) help to address issues of diversity, besides promoting a common organizational culture to support unity at the workplace and the ethos of a single public service;
- e) become a powerful instrument for anticipating, as well as facilitating the introduction of institutional changes within the public service; and
- f) assist public servants in developing a better understanding of the needs of the communities that they are serving, as well as a capacity to respond to these needs.

MISSION

In pursuit of the above vision, the Government sees its mission as:

To create an institutional framework for optimum productivity of public servants in organizations, in a team or as individuals in their current as well as future roles.

GOALS

Through the creation of such a policy framework for training, the Government will seek in particular

- to enable all public servants to develop their knowledge, skills and attitudes in ways which would optimize performance in their current roles;

- to inculcate values among trainees that would strengthen their sense of commitment;
- to encourage them to regularly review their training needs and requirements, and to provide ways of meeting these;
- to provide opportunities for them to prepare themselves for changing roles, duties and responsibilities within and without the public service;
- to increase job satisfaction and facilitating career progression;
- to motivate and enable all public servants to contribute positively to the transformation of the society, economy and polity;
- to provide distance education capsules to the government employees to enable them to continuously update their competency; and
- to prepare category wise development plans.

CATEGORYWISE DEVELOPMENT PLANS

While eventually a personal development plan focusing on the specific personal training needs of each individual public employee should be prepared and implemented, this would need to be preceded by categorization of employees for conducting training needs assessment for each category of employee as a means to the preparation of categorywise development plans. The categorywise development plans would encompass all the attributes of personal development plans being described in the succeeding section.

PERSONAL DEVELOPMENT PLANS

In order to ensure a needs-based approach to training and education, personal development plans will be drawn up for all categories and for all members of the public services. These will be designed to identify the training needs of public servants and measures to fulfill them within the context of the individuals' overall career progression as well as within the context of the organizational objectives and priorities of respective organization and the state.

The introduction of a personal development plan system in all departments will help to ensure that the principle of access and entitlement of all staff to meaningful training and education opportunities becomes a practical reality.

Personal development plan will be based upon category wise employee development plans and will seek to identify in particular: –

- the current competence of staff (which will help to form the basis for an effective skills audit);
- work values of staff (e.g. career progression, helping others, creativity, being skilled and respected in one's work, honesty etc.);
- work and career targets of staff;

- the competence (skills, knowledge and attitudes) that will need to be developed to enable staff to successfully meet their work and career targets;
- an individually tailored programme of staff development, training, education and support designed to enable staff to acquire the relevant competence and meet their work targets and personal and career objectives;
- enhancement of capabilities and status of trainers (faculty, resource persons and experts) by providing them regular and repeated opportunities for training in India and abroad, repeated and sustained training and other benefits like trainers allowance and rent free accommodation which are presently available in Government of India and in many states, allowance to purchase books/journals etc;
- link to be established between training and future postings and promotions;
- opportunities for higher education inputs in career progression;
- cadre and Training Plan in service career of a civil servant; and
- opportunities to extract benefits of experienced people as resource persons in training by re-employing them for some period after retirement.

Personal development plans (PDP) will be drawn up in a negotiated way between the supervisory officer and the individual staff member. They will be regularly reviewed, and will be formally appraised and updated on an annual basis. The Department of Personnel (Training), Government of Rajasthan will provide technical assistance in the form standard checklists and "how to....." Instructions and guidelines etc. to the departments and agencies in developing PDPs.

ADDING VALUES THROUGH POSITIVE LEARNING OUTCOMES

A major shift in the process through which public service training and education programmes are designed and delivered is clearly required. In the past such programmes were essentially supply-driven and input-based. They reflected the views of the various training providers (internal or external) about what should be learned and the ways in which it should be learned i.e. what they thought would be good for the trainees. Public servants either volunteered or were required to attend what were essentially pre-determined training programmes.

In future, training providers will be required to move towards a demand-driven and outcomes-based approach to their work. Such an approach will be designed to promote access to competence and accreditation by recognizing that there are many different routes to obtaining knowledge and skills, and that the choice of best route for an individual will depend on a variety of circumstances, including the experience and learning that have occurred to date (popularly known as entry behaviour).

A key assumption of this approach is that transfer of learning will be more effective when it is trainee-centered in delivery and context.

COMPETENCY-BASED APPROACH TO TRAINING AND EDUCATION

Training Institutes will ensure that learning outcomes are expressed in terms of specific, measurable, achievable and realistic performance goals. A competency-based approach to training and education will therefore be an integral part of the move towards a broader needs-based and outcomes-based approach to public service training and education. Competence can be defined as the application of skills, knowledge and attitudes to the performance of tasks or combination of tasks at appropriate high standards under operational conditions. As such competence does not refer to the unique characteristics of an individual worker, but rather serves as a measure against which individuals may be judged for the purposes of formal or informal evaluation and accreditation.

All public service institutions will define tasks and responsibilities of each employee and set prescribed standard of performance. Physical and financial targets for different categories of personnel will be prescribed clearly at the beginning of a financial year.

All public service institutions will be required to conduct job evaluations or re-evaluations of all posts, with the purpose of ensuring that they are expressed in terms of the essential competence required for effective job performance. This will involve both sector-specific competence and core transversal competence.

In the case of core transversal competence, the definition of competence will encompass a broad range of skills, knowledge and attitudes, including

- ability to carry out effectively the routine tasks of the job;
- ability to transfer skills, knowledge and attitudes to new situations within the same occupational area;
- ability to innovate and cope with non-routine activities; and
- personal effectiveness to deal effectively with co-workers, managers and customers.

The introduction of a competency-based approach will assist the development of an outcomes-led model of training and education in a number of important ways.

These will include forming an effective and measurable basis

- for the objective evaluation of current performance, and the effective assessment of current and future needs;

- for the design and delivery of training programmes and courses, as well as other staff development interventions, targeted at the achievement of specific and meaningful competence;
- for the standardization and accreditation of such programmes and courses; and
- for the subsequent evaluation of the effectiveness of such programmes and courses.

The introduction of a competency-based approach will also form the basis for improvements in the current systems of performance appraisal, recruitment, selection and promotion of personnel.

STRATEGIC PLANNING AT THE GOVERNMENT LEVEL

At the level of individual departments, a number of related elements will be involved in this process:

- In the first place training and education will need to be systematically linked to broader processes of human resources development.
- In the second place plans and programmes for human resources development and training must be strategically linked to broader plans for service delivery, institution building, transformation, and in particular to the budget planning process. This will be an essential step in ensuring that the training plans and programmes identified as a result of the training needs assessment are effectively prioritized, equipped with the appropriate levels of budgetary support, and provided with the necessary commitment and support from top management to ensure their success.
- In the third place the status of training and trainers as well as human resources specialists more generally, will need to be significantly enhanced. The concept of *once a trainer always a trainer* will be honored under which expertise developed as a trainer will be used even after he returns to his/her line department and is placed on regular departmental postings.
- In the fourth place training and education programmes will themselves need to be systematically and strategically planned, monitored and evaluated. The planning and review process should be fully consultative, involving management and staff, and plans for training and education will need to be effectively communicated at all levels within the institution. Steps involved in the planning and review process will include:
 - ❑ Both Individual and organizational training needs assessment;
 - ❑ Consideration of possible solutions (including training and other non-training interventions); and

- To review some of the key implications of this new approach, with respect to such issues as performance appraisal, accreditation, and the relation of training to policies on recruitment, promotion, grading, and remuneration; and to make appropriate recommendations for changes in existing regulations and prescripts governing public service training and education.
- In the fifth place, a unit for training function will have to be created within the departments and agencies and linked with training imparting organizations in the state more effectively.
- In the sixth place, some thrust areas will have to be identified in training institutes and the civil servants and government employees should be trained in those areas to cope up with the challenges facing the Government.
- Greater synergy would be ensured between all the State level training institutions in the government. As a first step towards that a coordination Committee of State Level Training Institutes has been constituted by Government in August 2005 (Copy at Annexure e-II). List of State Level Training Institutions in Rajasthan is at Annexure -III.

STRATEGIC PLANNING FOR EACH STATE LEVEL INSTITUTE

Each State level training institute would based on detailed reviews undertake the following:

- Prepare or redefine its Vision and Mission Statements;
- Design a 10 years Vision Document;
- Formulate 5 Yearly Action Plans for Institute incorporating physical infrastructure needs as well as the development of faculty and preparation of training modules and training material etc.;
- Develop Annual Action Plan and Programme Calendars; and
- Ensure optimal implementation of the Annual and 5 years Action Plans

CORE PRINCIPLES FOR TRAINING IN THE STATE

The formulation, implementation and evaluation of programmes of public service training and education will be carried out in accordance with the following broad principles:

- A. Improving Work Procedure - Using training to help departmental/ organizations improve their work procedures, supervision and monitoring practices etc.
- B. Access and entitlement - all public servants in government and public sector undertakings will be entitled to on-going and meaningful

opportunities for foundation, induction, institutional, refresher and in-service training at the time of entry into service and at suitable intervals in their career. The points at which training requires more focus are at the time of entry, After about 8 years of service, about 15 years of service and most importantly after the public servant has crossed the age of 45 and is moving into senior positions where he/she has greater influence over how the department functions. Even persons nearing retirement should receive training to ensure that they do not become a drag of the system. Every public servant should undergo at least two core trainings to develop generic skills as a public servant. Such trainings should augment basic knowledge about working of government and the expectations from all government servants and these training should be different from, and in addition to, other professional trainings which aim at improving knowledge, skills and attitudes for performance of specific jobs or specific types of jobs. Recently State Level Advisory Committee for Foundational, Institutional and Compulsory In-Service Training of officers of Rajasthan State Services along with a sub-committee on the same subject have been created by State Government and this would facilitate planning of systematic training at various stages in an officer's career. (Copy at Annexure-I)

- C. Training for All - training would be imparted to all rungs of the civil services in the State from the lowest and cutting-edge to the highest levels in policy making (Presently approved scheme of trainings are summarized at Annexure-IV).
- D. Training concerns- training programmes for the civil services would necessarily focus on strengthening of responsiveness, commitment, and accountability towards citizens.
- E. Training Needs Analysis - programmes of training and education will be based on a detailed assessment of the needs of individual organizations or departments and employees, and will be designed in particular to secure an optimal fit between these two sets of needs.
- F. Elevating the status of training and trainers - to ensure that training, education and human resources development more generally play an increasingly strategic and integral part in building a vibrant public service in Rajasthan, the position, role and status of trainers as human resource specialists will need to be significantly redefined and enhanced. For enhancing the status and capacity of trainers (faculty, resource persons and experts) they would be provided special opportunities for regular and repeated training and study tours both within India and abroad, other benefits like a monthly trainers allowance as is available in Government of India, rent free accommodation while working at a training institute, personal allowances to purchase books, journals, CDs etc. and special opportunities for higher education.

- G. A competency-based approach to learning outcome - the new approach to public service training and education will focus on outputs and outcomes rather than inputs, with particular reference to the competence required at different levels to build individual and organizational capacity.
- H. Integration between policy-formulation, strategic planning and transformation - far from being marginalized training and education will be systematically and integrally linked to the broader processes of policy formulation, strategic planning and transformation, particularly in relation to service delivery, institution-building and management, human resources development.
- I. Adequate resourcing - will be vital for the success of the training and education system, and will be ensured in particular by integrating plans and priorities for training and education as a central element in the budget planning process.
- J. Flexibility and decentralization - to ensure that programmes of training and education are designed flexibly to meet the individual and changing needs of particular departments, responsibility will be decentralized as much as possible, within agreed norms and standards.
- K. Career pathing - programmes of training and education will be targeted in particular at facilitating career paths for all staff that promote progression (vertical and lateral) and productivity, and for this reason such programmes will need to be positively related to policies on recruitment, promotion, grading, remuneration and performance appraisal.
- L. Life-long learning - public service training and education will promote life-long learning and develop portable skills and competence.
- M. Learning organizations - training, education and development will be promoted in ways that enable public service training institutions to become learning organizations, capable of continuous development and adaptation through the creative integration of learning with work at all levels.
- N. Quality and cost-effectiveness - will be promoted through the effective utilization of available resources; the avoidance of duplication; the establishment of effective structures and mechanisms for the coordination of training and education at national and provincial levels; the introduction of improved forms of standard setting and accreditation; and the targeting of training and education at activities that add value by developing skills,

- knowledge and attitudes that can be readily transferred to the job. External service providers, their capabilities and their areas of excellence and relevance will be identified so that public servants may take advantage of their excellence.
- O. Equity and empowerment - training and education will be linked to broader plans and programmes for promoting employment and occupational equity.
 - P. Consultation and participation - to ensure broad commitment and support at all levels within the public service plans and programmes for training and education will be formulated, implemented and evaluated with the full participation and involvement of all relevant stakeholders.
 - Q. Information and communication - information about training and education opportunities will be collected and collated, and effectively disseminated at all levels throughout the public service.
 - R. Coordination – coordination of classroom and field as well as on the job training with distance education, e-learning and regular higher education.
 - S. Effective design and delivery - to enhance the relevance, quality and cost-effectiveness of training and education, programmes will be designed and delivered in accordance with guidelines issued by Department of Training, Government of Rajasthan. While issuing such guidelines effective use of IT and other relevant technologies and existing training infrastructure will be taken into account.
 - T. Monitoring and evaluation - in order to ensure that plans and programmes of training and education are carried out throughout the public service in accordance with the above principles, effective mechanisms for on-going monitoring and evaluation of all training related activities will be put into place.

ROLES AND RESPONSIBILITIES

Roles and responsibilities of Government departments/training institutes and heads of departments would be as under:

1. Department of Training (Training Cell), Government of Rajasthan

- 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 and 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 both for sending government servants to the training provides as also for their being called to conduct specific training programmes;
- To prepare guidelines for selecting and calling, by various departments, of personnel from prominent and suitable institutes to come and deliver specific short courses;
- To prepare domain specific resource persons in Public Service;
- To lay down standards for preparation of a training module;
- To lay down norms for honorarium payable to guest faculty at State Level Training Institutes.
- To review the draft Vision Document and the draft Five Yearly Action Plans of each State level Training Institute before they are finalized;
- To lay down minimum standards of infrastructure for each public sector training institute;
- To prepare policies and strategies for training of trainers (ToT) and arrange for common standards for ToT strategies;
- To allocate resources to training organizations for strengthening and upgrading infrastructure, special programmes, creating new training modules, organizing Training of Trainers programmes etc;
- To liaise with all government departments and public sector enterprises on matters related to training, capacity building and governance;
- To follow up training received by officers through HCM RIPA after their training;
- To formulate policy for the State Government as a whole to obtain benefits of experienced persons as resource persons in training by re-employing them after retirement; and
- To work out strategies for enhancement of capabilities of trainers (training faculties) including a system of incentives for persons dealing with training function and those acting as faculty at various State Level Training Institutes;
- To coordinate a committee to screen government servants for sending for training outside Rajasthan, but within India where a course fee is involved.

2. Department of Personnel, Government of Rajasthan

- To set and periodically review standard of competence for each category of post in public service with an emphasis on multi -skilling;
- To design incentives for receiving and imparting training;
- To insert a column in Annual Performance Appraisal Report to compulsorily identify training needs of an individual for his professional and for organizational growth;
- To ensure that Senior Public servants invest time and effort in Human Resource Development; and
- To amend service rules to link training with future postings and promotions and to provide for compulsory trainings as per Annexure -IV and additional training needs.

3. Finance and Planning Departments, Government of Rajasthan

- To earmark budget for training and education for each department as a percentage of personnel costs for that department. It may vary for each category of department (for example category of departments having an extremely large budget could have a lower percentage fixed for training, category of departments where government wants to push new initiatives or feels that the department should give higher priority to training or where training needs analysis so justifies could have a higher percentage fixed for training);
- To place a corpus at the disposal of Department of Training, and to replenish funds in the corpus on an annual basis, for allocating resources to training organizations for strengthening and upgrading common/specific infrastructure, special programmes, creating new training modules, organizing Training of Trainers programmes etc. providing special incentives for enhancing capabilities of all trainers and for taking steps to synergize the efforts of all State Level Training Institutes; and
- To help HCM RIPA and its Centres to obtain technical assistance from foreign agencies to develop the institute further and to, jointly with Department of Training, to help other State Level Training Institutes to access such technical assistance.

4. All Administrative Departments

- 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 catering to the individual training and related capacity building of each specific officer/official in the department;
- To ensure that such strategic plans are prepared within a definite time - frame not exceeding nine months from the date of adoption of this State Training Policy, and that they are based on a detailed assessment of individual and organizational training related needs, and skills audit;
- To ensure that strategic plans for training and education are effectively integrated into broader plans for HR and organizational development, as well as into the budgetary process;
- To ensure that the plans are strategically linked to the achievement of key transformation goals of the department; and
- To review the Mission Statements and 5 yearly Action Plan of state level Training Institute attached to the departments before they are finalized.

5. Various Heads of Departments & CEOs of State Public Sector Body

- To take overall responsibility for operational decision -making, planning and implementation related to the departments training needs;
- To ensure that category wise and personal development plans are prepared and that persons are sponsored for training accordingly;
- To set up appropriate and effective arrangements including use of appropriate computer software for coordination and monitoring of training in their department;
- To designate an officer as "Training Manager" to ensure an integrated approach to training who will be actively involved in various activities leading to organization of training programmes/courses, such as the analysis of training requirements, the design of training programme, the selection of appropriate training institutions and persons to be trained and the evaluation of training;
- Police, Education and Medical and Health departments should gradually further develop their in house training delivery system, while continuing to make use of Apex Training Institution HCM RIPA. All medical and education department personnel should, before they are permitted to assume administrative responsibilities at district level, be compulsorily made to undergo a general administration, rules and office procedures course for district level officers;
- A system of training of Secretariat staff should be developed so that each Secretariat employee goes through repeated training through various training courses. A separate Secretariat Training and Management Institute could be set up for this purpose.

6. HCM Rajasthan State Institute of Public Administration

- To function as the primary training institution in the State and to act as an example for other Training Institutes in the State;
- To work as the State Administrative Training Institute (ATI) for various DoPT, Government of India sponsored programmes;
- To conduct foundation course of all State Services and subordinate services as well as institutional professional courses of RAS, Rajasthan Accounts Service and other State Services which do not have their own specialized training institute for this purpose;
- To arrange for Training of Trainers and Management of Training Courses (DTS, DoT, TNA, MoT, EoT, ELT) 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 provide training advice and material etc. to other training institutes;
- To conduct various departmental examinations on behalf of State Government; and
- To through trainings, workshops, preparation of policy papers etc. directly or by its Centers like Centre for Good Governance, enable government departments to adopt practices and procedures aimed at better governance, better administration and performance and better service delivery.

7. Training Institutes

- To ensure appropriate standard setting, accreditation and quality assurance with respect to training and education within their institute;
- To prepare mission and vision statements, 10 years vision document, 5 yearly action plans and annual action plans and programme calendars for the institute and ensure their implementation in an optimal manner;
- To promote a strategic approach to human resources development within the public service;
- To market and promote the value of training and education throughout the public service;
- To design and recommend appropriate learnerships for the service or services that the institute serves;
- To promote effective partnerships between public and private interests with respect to training and education; and
- To ensure minimum infrastructure facilities for training at the state level training institute.

OPERATONALIZING THE STATE TRAINING POLICY

Once the State Training Policy is approved in principle by the Government, the Department of Training, Government of Rajasthan shall get a department by department, agency by agency 5 year Operationalization al Training Plan prepared in consultation with concerned stakeholders to ensure that the State Training Policy is implemented in an optimal manner.

**Government of Rajasthan
Administrative Reforms (Gr.III) Department**

No.F.6 () AR/3/2005/

Jaipur, Dated 29 August 2005

ORDER

H.E. the Governor is pleased to order that a State Level Advisory Committee for Foundational, Institutional and Compulsory In-Service Training of officers of Rajasthan State Services is hereby constituted with immediate effect. The composition of the Committee will be as under: -

<u>S.No.</u>	<u>Membership</u>	<u>Position</u>
1.	Chief Secretary	<u>Chairman</u>
2.	Chairman Board of Revenue	Member
3.	Director, HCM RIPA and <i>ex-officio</i> Principal Secretary to the Govt. (Training)	Member
4.	Principal Secretary, Finance	Member
5.	Principal Secretary, Administrative Reforms	Member
6.	Principal Secretary, Home	Member
7.	Secretary, Department of Personnel	Member
8.	Secretary, Planning and Manpower	Member
9.	Deputy Secretary (Training) HCM RIPA	Member Secretary

Following functions are entrusted to this Committee: -

1. Determining the goals and objectives of training of officers of Rajasthan State Services in Foundational/ Institutional Courses at the induction level and of compulsory in service trainings at certain stages in the career of the officers of various Rajasthan State Services;
2. Approving duration and curriculum of foundation and institution trainings for officers of all Rajasthan State Services;
3. Summative internal validation of above trainings for Rajasthan State Services; and

4. Prescription of compulsory in-service training courses at appropriate stages in career of officers of Rajasthan State Services and review of such courses.
5. Overall review of training of officers of Rajasthan State Services.

A sub-committee under the chairpersonship of Principal Secretary to the Government (Training) and consisting of following Heads of Departments is also constituted.

<u>S.No.</u>	<u>Membership</u>
1.	Additional Director General of Police (Training), Police Headquarters.
2.	Member, Board of Revenue (Nominated by the Chairman)
3.	Commissioner, Commercial Taxes
4.	Commissioner, Industries
5.	Director, State Insurance & G.P.F.
6.	Director, Treasury & Accounts
7.	Chief Engineer, Public Works Department
8.	Chief Engineer, Public Health Engineering Department
9.	Chief Engineer, Irrigation
10.	Registrar, Cooperative Department
11.	Inspector General of Jails
12.	Director, Health & Family Welfare
13.	Director, Animal Husbandry
14.	Principal Chief Conservator of Forests
15.	Director, Local Self Government Department
16.	Deputy Secretary to the Government (Training) HCM RIPA (Member Secretary)

This sub-committee will review issues related to all functions of the above mentioned Advisory Committee and put up the matters after discussions in the sub-committee before the Advisory Committee for finalizing its views on the matters.

The Committee shall meet at least twice in a year while the Sub-Committee shall meet as often as necessary but shall invariably meet at least a fortnight before a scheduled meeting of the Committee.

Training Division at HCM RIPA will be the Administrative Department (Nodal Department) of the Committee.

By Order,

Sd/-
Deputy Secretary to the Government

No.F.6 () AR/3/2005/

Jaipur, Dated 29 August 2005

Copy forwarded through Nodal Department for information and necessary action to:

- (1) Principal Secretary, H.E. the Governor, Rajasthan, Jaipur.
- (2) Secretary, Honb'le Chief Minister, Rajasthan, Jaipur.
- (3) P.S. to Chief Secretary, Government of Rajasthan, Jaipur.
- (4) All Members (through Nodal Department).
- (5) Deputy Secretary to the Government (Training) HCM RIPA, Jaipur along with spare copies for delivering to all concerned.
- (6) Guard File.

Sd/-
Deputy Secretary to the Government

**Government of Rajasthan
Administrative Reforms (Gr.III) Department**

No.F.6 () AR/3/2005/

Jaipur, Dated 29 August 2005

ORDER

H.E. the Governor is pleased to order that a Coordination Committee of State Level Training Institutes is hereby constituted to review all aspects of training courses and establishing synergy between different training institutes in the State under the chairmanship of the Principal Secretary to the Government (Training) with following members: -

1. Principal Secretary, Finance.
2. Principal Secretary, Rural Development.
3. Principal Secretary, Health and Family Welfare.
4. Principal Secretary, PWD.
5. Principal Secretary, Irrigation.
6. Principal Secretary, Education.
7. Additional Director General of Police (Training)
8. Secretary, Planning and Manpower.
9. Secretary, Department of Personnel
10. Director, HCM Rajasthan State Institute of Public Administration, J.L.N. Marg, Jaipur
11. Director, Rajasthan Police Academy (RPA), Nehru Nagar, Jaipur
12. Chief Engineer & Director, Irrigation Management and Training Institute, Dadabadi Road, Kota -324 009
13. Director, Engineering Staff Training Institute, Jhalana Dungri, Jaipur
14. Director, Indira Gandhi Panchayati Raj Sansthan and Grameen Vikas Sansthan, J.L.N.Marg, Jaipur
15. Director, Forest Training Institute, J.L.N. Marg, Jaipur
16. Director, Entrepreneurship Management Training Institute, Jaipur
17. Director, State Institute of Health & Family Welfare, Jhalana, Jaipur
18. Director, Revenue & Research Training Institute, Ghughara, Ajmer

19. Director, State Institute of Agriculture Management, Durgapura, Jaipur
20. Director, Rajasthan Institute of Cooperative Education & Management (RICEM), Jhalana Doongri, Jaipur.
21. Principal, Animal Husbandry Training Centre, Jamdoli, Jaipur.
22. Secretary, Local Self Government Institute, Tonk Road, Jaipur.
23. Director, M.L.V.Tribal Research and Training Centre, Ashok Nagar, Udaipur
24. Principal, All Purpose Revenue Training Institute, Tonk
25. Director, State Institute of Educational Research and Training, (SIERT), Udaipur
26. Principal, Jail Training Institute, Ajmer
27. Deputy Secretary to the Government (Training) HCM RIPA, Jaipur (Member Secretary).

If any other institutes are assigned training of Government Servants on a regular basis then Directors of such institutes shall also be members.

Following functions are entrusted to this Committee: -

1. Review of the implementation of national level, state level training policies in the State;
2. Coordinating resource sharing both physical and human;
3. Plan out and review existing training courses;
4. Accreditation of internal and external training providers in domain specific training;
5. Preparing domain specific resource persons ;
6. Anticipation of training needs/training needs assessment
7. Laying down standards of training module;
8. Infrastructure audit of training institutes;
9. Determining competency for a post or a category of posts that may be common to more than one training institute;
10. Suggesting plans for human resource development and training for such departments as are employing larger number of persons;
11. Exchange of information about successful efforts made at specific training institutes and lessons for other training institutes; and
12. Any other activities that would further the synergy between various State level training institutes.

The Coordination Committee shall meet at least once in a year and preferable twice a year. The Committee may constitute sub-committees for specific tasks.

Training Division at HCM RIPA will be the Administrative Department (Nodal Department) of the Committee.

By Order,

Sd/-
Deputy Secretary to the Government

**LIST OF STATE LEVEL TRAINING INSTITUTIONS
IN RAJASTHAN**

1. Director & Principal Secretary to the Government (Training) HCM Rajasthan State Institute of Public Administration, Jaipur -302017
2. Director, Rajasthan Police Academy (RPA), Nehru Nagar, Jaipur.
3. Principal, Rajasthan Police Training Centre, Jodhpur.
4. Principal, Rajasthan Motor Driving School, Bikaner
5. Principal, Combined Central Training Institute, Civil Defence and Home Guards, Rajasthan, Jaipur.
6. Director, Revenue & Research Training Institute, Ghughara, Ajmer.
7. Director, Engineering Staff Training Institute, Jhalana Dungri, Jaipur.
8. Principal, State Institute of Agriculture Management, Durgapura, Jaipur.
9. Director, M.L.V.Tribal Research and Training Centre, Ashok Nagar, Udaipur.
10. Director, Rajasthan Institute of Cooperative Education & Management (RICEM), Jhalana Doongri, Jaipur.
11. Principal, All Purpose Revenue Training Institute, Tonk.
12. Chief Engineer & Director, Irrigation Management and Training Institute, Dadabadi Road, Kota-324 009
13. Director, State Institute of Educational Research and Training, (SIERT), Udaipur.
14. Principal, Jail Training Institute, Jaipur Road, Ajmer.
15. Director, Indira Gandhi Panchayati Raj and Grameen Vikas Sansthan, J.L.N.Marg, Jaipur-17.
16. Director, State Institute of Health & Family Welfare, Jhalana, Jaipur.
17. Principal, Rajasthan State Live Stock Management & Training Institute, Agra Road, Jaipur.

18. Director, Forest Training Institute, J.L.N. Marg, Jaipur -17.
19. Secretary, Local Self Government Institute, Tonk Road, Jaipur.
20. Director, Entrepreneurship Management Training Institute, Jhalana Institutional Area, Jaipur.
21. Director, Higher Education Academy for Research and Training (HEART), Dr. Radha Krishnan Shiksha Sankul, JLN Marg, Jaipur.

PRESENTLY AGREED SCHEMES OF TRAINING OF STATE SERVICES

S. No.	Types of Training	Duration
1.	Foundation Course for officers selected by RPSC in common examination for State and Subordinate Services	
	(a) for State Service Officers	15 Weeks
	(b) for Subordinate Service Officers	8 weeks
2.	Condensed foundation course for various technical services	4 to 8 weeks
3.	Induction training for State Service Officers who have undergone foundation course as per 1 (a) above	
	(a) for Rajasthan Administrative Service, Rajasthan Police Service and Rajasthan Accounts Services	52 Weeks (Minimum)
	(b) for all other Services as per 1 (a) above	26 Weeks (Minimum)
	(Note : The induction training would include classroom training, field and district training and attachments)	
4.	Compulsory In-Service Training for Officers of all Technical & Non-Technical State Services	
	(a) Compulsory one week course on Public Policy for all those who have completed 10 years of service	
	(b) Compulsory one week course on Good Governance for all those who have completed course as per 4 (a) above	
5.	Promotion training for those being promoted into a state service	8 Weeks (Minimum)
6.	In addition various non compulsory short courses are available at HCM RIPA and other state level training Institution	
7.	Induction Training for Rajasthan Forest Service involves 2 years Professional Training	