



Functional Manual for Training Managers

2016





FUNCTIONAL MANUAL FOR TRAINING MANAGERS



2016

डॉ० जितेन्द्र सिंह

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परमाणु ऊर्जा विभाग तथा अंतरिक्ष विभाग,
भारत सरकार



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MESSAGE

In order to accomplish Government's mission to provide citizen centric governance and commitment of "maximum governance, minimum government", a well-trained and well-informed bureaucracy is one of the quintessential resources.

There is a need to upgrade the skills and capabilities of officials from both Central as well as State Governments for ensuring effective and efficient public service delivery. The National Training Policy 2012 has all the tools and framework to achieve the vision of trained bureaucracy.

I am convinced that the Functional Manual to operationalize the National Training Policy, 2012 would go a long way in creating efficient and well-trained bureaucracy. The Functional Manual will also help in continuously updating the skills and capacities of the Departments/ Ministries who have embarked on providing citizen services and aid in improving the governance.

1/4/30.5.16

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GOVERNMENT OF INDIA
DEPARTMENT OF PERSONNEL & TRAINING
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Message

The Government is keen in providing citizen centric governance. The image of the government and their organization depends on the quality of services rendered to the citizens. Citizen centric governance is not just a matter of creating the right legal, political and institutional frameworks but it is also about actively building the capacity of employees to deliver the services efficiently and effectively to all the citizens and in particular to the poorest amongst poor.

2. National Training Policy (NTP) 2012 sets out operational guideline for the development of human resources and the Government. The overarching training framework enunciated in the NTP 2012 would bring to light the competency gaps of employees that need to be bridged through a range of 'training interventions' to enhance their performance. In order to achieve this, it is imperative to prepare a comprehensive functional manual for training manager to bring in an attitudinal change from colonial governance to citizen centric governance.

3. We are launching the manual today. The manual provides guidelines for the implementation of the NTP and will serve as a point of reference for the training managers for carrying out training functions to effectively support the government programmes. I am sure, this manual will ensure efficient and effective capacity building programme, which will be instrumental in achieving the vision of citizen centric governance. The efforts of UNDP, Centre for Good Governance (CGG), Hyderabad and Joint Secretary (Training) & members of the Training division in preparation of this manual is praiseworthy.

28 May 2016


Sanjay Kothari



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MESSAGE

The effective implementation of National Training Policy would be a right step in the desired direction to achieve the vision of Hon'ble Prime Minister of transforming the civil service by following a strategic human resource management system. This Functional Manual would guide the departments in developing the competencies in civil servants to be a vital resource, which are valued and motivated to achieve the mission and objectives of various Ministries/Departments. I would like to express my sincere gratitude to Hon'ble Minister of State (PP) and Secretary (P) for guiding and supporting this initiative towards strengthening the capacity of functionaries concerned and to UNDP in partnering in this effort.

The objective of preparation of Functional Manual is to operationalize the recommendations of the National Training Policy 2012 and subsequent guidelines. The manual is prepared as a tool intended to support designated Training Managers designated in all central government ministries/departments, for compliance with the guidelines of National Training Policy.

For developing a need-based manual, a workshop is being organized with all the Training Managers to involve them in process and taking their inputs to ensure ownership. The Functional Manual details out end-to-end training process – right from training needs assessment to training impact assessment. This will ensure that the complete training cycle is taken care of and *bits-and-pieces* approach is not followed for training management. It is envisioned that the Training Managers will follow the process flow defined for training management to ensure effective understanding of the interdependencies of the sub-processes and follow a logical sequence of training process.

I hope that this manual will be of immense use to various Ministries/Departments of Government of India.

(P.K Das)

07 June 2016



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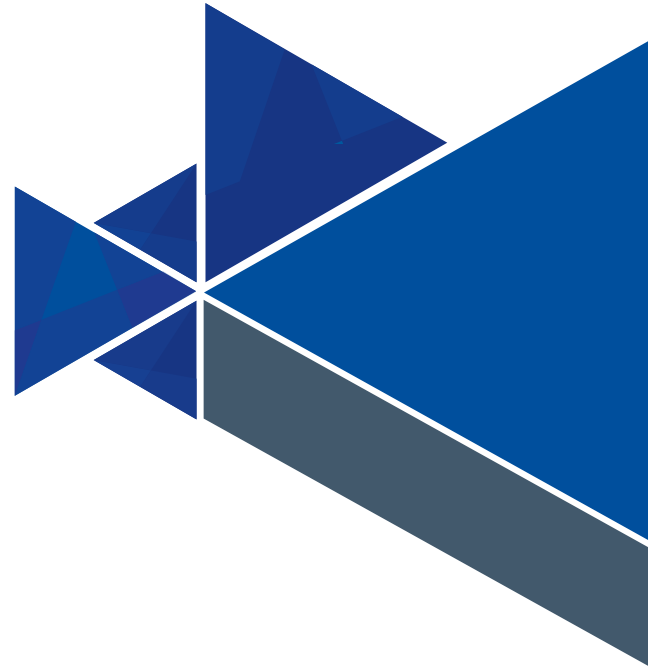
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ABBREVIATIONS

DoPT	Department of Personnel and Training
MoP	Ministry of Personnel, Public Grievances and Pensions
UNDP	United Nations Development Programme
SHRM	Strengthening Human Resource Management of Civil Service
NTP	National Training Policy
CGG	Centre for Good Governance
SOPs	Standard Operating Procedures
SRFs	Standard Record Formats
CTP	Cadre Training Plan
ATP	Annual Training Plan
LRC	Learning Resource Centre
CTI	Central Training Institute
ATI	Administrative Training Institute
DFFT	Domestic Funding for Foreign Training
DARPG	Department of Administrative Reforms and Public Grievances
JNNURM	Jawaharlal Nehru National Urban Renewal Mission
LBSNAA	Lal Bahadur Shastri National Academy of Administration
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
NRHM	National Rural Health Mission
IGNOU	Indira Gandhi National Open University
TMIS	Training Management Information System
SAT	Systematic Approach to Training
TNA	Training Needs Analysis
HoD	Head of the Department
OJT	On-the-Job Training
ToT	Training of the Trainer
DTS	Direct Trainer Skills Program
TDP	Trainer Development Program
DoT	Design of Training Program
SME	Subject Matter Expert



PART – A:

FUNCTIONAL MANUAL





1

INTRODUCTION TO THE FUNCTIONAL MANUAL

1. INTRODUCTION

The Department of Personnel and Training (DoPT), Ministry of Personnel, Public Grievances and Pensions (MoP) is implementing the Government of India-UNDP project “Strengthening Human Resource Management of Civil Service (SHRM)” project. This project provides advisory, knowledge sharing and management services to DoPT for supporting the shift towards a Competency-Based Approach to Human Resource Management in the Civil Services and systematic approach to training.

The National Training Policy (NTP) 2012 of Government of India mentions that for transforming the civil service, it is imperative to move to a strategic human resource management system, which would consider the manpower as a vital resource to be valued, motivated, developed and enabled to achieve the mission and objectives of the Ministry / Department. Within this transformational process, it is essential to match individuals’ competencies with the jobs they have to perform and bridge competency gaps for current and future roles through training.

As per the recommendations of the National Training Policy 2012, all the Ministries and Departments of Government of India were instructed to appoint Training Managers in their Ministries / Departments in order to effectively carry out their Training Function. Subsequently, all the Ministries / Departments appointed Training Managers accordingly, but, it is observed that most of the officers, so appointed, are given the role as additional charge, because of paucity of officers. These officers also may not continue for sufficient periods in the role of Training Managers because of transfers, promotions and other such institutional factors.

Hence, it was felt that a guide / manual with clear descriptions of the processes involved in training management function and the tools and techniques concerned is required for the Training Managers, as a Ready Reckoner, so that they can discharge their assigned responsibilities without much worry



and confusion. Further, it will also standardize the training management practices in all the Ministries / Departments, irrespective of the officers holding charge as Training Managers.

Though, there is abundant material available on training, including the exhaustive modules under Trainer Development Program (TDP), either the available information is generic in nature or it is in the form of a training module that aims at providing the trainee with exhaustive information, but not serving as a practical step-by-step guide that helps the Training Managers in training function management.

Therefore, in order to help the Training Managers perform their role successfully, the DoPT-UNDP conceived a project namely, “Develop a Functional Manual for Training Managers, Conduct workshops and Provide handholding support”. The Centre for Good Governance (CGG), Hyderabad was accorded this project through a competitive bid process. This Functional Manual has been developed as a deliverable of the said project.

2. PURPOSE OF THE MANUAL

The purposes of this Functional Manual are mainly as described below.

- ✓ To give an overall understanding of the processes involved in training management
- ✓ To provide required tools and techniques to the Training Managers so that they can successfully take care of their assigned responsibilities with ease
- ✓ To serve as a ready reckoner / hand book to the Training Managers when they are in doubt or having confusion about the processes they need to follow in fulfilling their responsibilities
- ✓ To put in place systematic and standardized training management practices in all the Ministries and Departments so that the overall management of training function in Government of India is brought to a standardized platform
- ✓ To serve as a practical training guide, so that the officers who are appointed as Training Managers can take up the assigned responsibilities without much training or handholding

3. HOW TO USE THIS MANUAL

As mentioned above, Training Managers can use this Functional Manual in several ways as mentioned below.



- ✓ *As a Manual* – that helps with descriptions of required processes, procedures, tools and techniques for discharging the training function in the Ministry / Department
- ✓ *As a Ready Reckoner* – to refer to it in case of doubt / confusion as to ‘what to do next?’ in the training function management
- ✓ *As a Training Material* – when a new officer is getting inducted into the role of a Training Manager
- ✓ *As a Self-study Material / Guide* – if an officer has taken charge as Training Manager newly and wants to get a grasp of his / her role and how to carry on with work
- ✓ *As a Rule Book* – for quoting the provisions of this manual as reference in the note files while seeking necessary approvals

The content in each chapter of this Manual has been arranged chiefly in three ways as –

1. Introductions / definitions / descriptions / elucidations
2. Standard Operating Procedures (SOPs)
3. Standard Record Formats (SRFs)

The Introductions / definitions / descriptions / elucidations provide brief information or explanation of the concept being discussed in the chapter. The purpose of this type of content is to establish the context and premise and introduce the reader to the broad canvas of the concept (Knowledge part) being dealt with.

The Standard Operating Procedures (SOPs), where given, provide the detailed descriptions of the processes (activities) involved in the implementation of the concept being dealt with. The processes, where needed, are depicted by way of Process Diagrams to facilitate a better understanding and a one-glance comprehension of the processes concerned. Then, each process is elucidated in a 360-degree manner, with the help of a tool called 5W-1H-R (What-Why-Who-When-Where-How-Records), where,

- ✓ *What* describes the step-by-step process
- ✓ *Why* describes the purpose of the process step i.e. the need for it
- ✓ *Who* mentions the actor(s) performing or responsible for a particular process step



- ✓ *Where* mentions the place at which the process step takes place. A process can take place at a single place or at multiple places
- ✓ *When* mentions the time or periodicity of the process step
- ✓ *How* explains the procedure involved in performing the process step
- ✓ *Records* lists the records that need to be used while doing the process step



Figure 1 : 360-degree Mapping of a Training Process



The Standard Operating Procedure (SOP) looks like the table below.

What	Who	Why	Where	When	Records
Process step (1 to n)	Actor(s) performing the process step	Purpose of the process step	Place at which the process step takes place	Time / periodicity of the process step	List of records to be used while doing the process step
		How			
		Procedure involved in performing the process step			

The Standard Record Formats (SRFs) are given separately at the end of this Functional Manual. These are the record templates that contain data labels arranged in a structured manner, against which, related data needs to be captured. These templates need to be filled in by the Training Manager (or any other specified actors), while implementing the respective process, as per the Standard Operating Procedure (SOP) concerned.



2

OVERVIEW OF THE NATIONAL TRAINING POLICY 2012

1. SUMMARY OF THE NATIONAL TRAINING POLICY 2012

Background

The National Training Policy was first articulated in 1996. Since then there have been enormous economic, social and technological changes in the country. Changes such as climate change and increasing integration with the global economy pose opportunities and challenges in the way in which the Government functions. The opportunities arise from possible use of new technologies to re-engineer Government processes, enable access to information, provide vast resources of data for decision-making and make possible totally new ways of delivering efficient citizen-centric services. The challenges include equipping civil servants with appropriate knowledge, skills and behaviour; so that they acquire required competencies to deal with the ever changing demands of the citizens efficiently and effectively.

On reviewing the status of training in the country, it becomes clear that there is an imperative need to move from the current system of rule-based personnel administration to a competency-based system of Strategic Human Resource Management (SHRM) which would value the individual as a resource to be nurtured, developed and motivated. This will mark a radical shift in the management of human resources in Government: from the way they are recruited and trained to their placement and performance appraisal.

Considering the above, a detailed review of the National Training Policy 1996 was carried out and the National Training Policy 2012 was formulated in consultation with all Ministries / Departments



of Government of India. The NTP 2012 further reiterates one of the fundamental principles of the NTP 1996, that there must be training for all civil servants both at the time of their joining service as well as periodically in the course of their career advancement. It has also clearly expressed the need for building the competencies of the civil servants working at the lower levels, where the actual Government-citizen interface lies.

Competency Framework

- ✓ Competencies are to be divided into the following classes.
 - Core Competencies – required for all civil servants at different degrees of proficiency for different functions / levels. Ex: Leadership, Financial management, People management, Information technology, Project management and Communication etc.
 - Professional / Specialized Competencies – Required for civil servants discharging specialized functions that are job-specific. Ex: Engineering, Irrigation projects, Disaster management, Civil aviation, Medical care etc.
- ✓ Fundamental principle of Competency Framework – every job should be performed by a person with Competencies required for it.
- ✓ Training is usually based on the duties performed by a certain post and there is no proper mapping of the functions to be carried out by a post and the competencies required thereto
- ✓ In competency-based approach, posts have to be classified based on the functions performed and the related competencies have to be mapped. Then, an individual's development can be more objectively linked to the competencies needed for the current or future jobs.
- ✓ Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Ministry / Department needs to address the gap between the existing and the required competencies.

Training Objectives

- ✓ The objective of training should be to develop professional, impartial and efficient civil service that is responsive to the needs of the citizens
- ✓ Emphasis is to be on development of proper ethics, commitment to work and empathy for vulnerable sections of the society



- ✓ Competency approach should ensure that civil servants have the requisite knowledge, skill and attitudes to effectively perform the functions entrusted

Training Target

- ✓ All civil servants (from the lowest levels to highest levels) will be provided training to enhance competencies for current and future jobs –
 - At the time of entry into service (Induction) and
 - At appropriate intervals in the course of career advancement
- ✓ Training should be available not only at mandated points of career, but also at the time of need – through a mix of conventional, distance and e-learning modes
- ✓ Priority should be on training the front-line staff, soft skills training, training in customer orientation and quality of service delivery

Role of Ministries / Departments

Ministries / Departments should focus on the following.

- ✓ Appointing a Training Manager and Creating a Training Cell with HR professionals
- ✓ Classifying the posts with clear job descriptions and competencies required thereto
- ✓ Developing Cadre Training Plans (CTPs), as delineated in NTP 2012
- ✓ Linking training and competency development to career progression
- ✓ Identifying and implementing non-training interventions
- ✓ Making the immediate supervisor responsible and accountable for the training of his / her subordinates
- ✓ Providing for Training in all new schemes
- ✓ Using the Training / Consulting institutions for advisory in this regard, where required
- ✓ Preparing and implementing the Annual Training Plan (ATP), covering all cadres
- ✓ Providing for required funding for training



- ✓ Including a separate section on Training, in the Annual Report
- ✓ Providing Induction Training for new entrants and making the training material available in the web site
- ✓ Organizing on-the-job and in-house training where required

Role of Training Institutions

Government training institutions play vital role in training function. They should

- ✓ have adequate staff, infrastructure and finances,
- ✓ move to become centres of excellence in training,
- ✓ provide technical assistance to Ministries / Departments in preparing their ATPs and shifting to a competency-based framework for training,
- ✓ assimilate technologies to enable anywhere / anytime learning and add distance / e-learning programs,
- ✓ conduct field studies / research to become repositories of knowledge,
- ✓ network with other institutions for knowledge / experience sharing,
- ✓ develop cadre of trainers, domain-specific trainers and conduct Training of Trainers,
- ✓ give special focus to Behavioural / attitudinal training and
- ✓ maintain a database of trained manpower for future reference

Trainer Development

- ✓ The current international best practices in training skill and techniques are to be identified and a cadre of trainers need to be trained in those aspects. Setting up of Learning Resource Centre (LRC), on a suitable Public-Private Partnership mode should be explored so that sustainable indigenous capacity is built.
- ✓ Certification of trainers under Trainer Development Programme should be there
- ✓ Cadres of trainers should be developed in different sectoral / functional specialisations.



- ✓ Sixth pay commission proposed 30% training allowance, rent-free accommodation etc., for Group-A officers working in Central Training Institutes (CTIs), to attract wide range of officers to Training.

Foreign Training

- ✓ Scheme of Domestic Funding for Foreign Training (DFFT) is there since 2001, sponsoring senior officers to foreign training. The objective is to provide opportunity for officers to gain exposure to the latest thinking on different subjects and also the best practices.
- ✓ There is a need to continue and strengthen DFFT to provide opportunities for the senior officers to attend short-term and long-term programmes to develop in-depth competencies in a range of subjects / areas or specialised subjects.

Funding

- ✓ 2.5 % of Salary budget of the Ministry / Department needs to be provided for Training.

Training for Urban and Rural Development

- ✓ The capacity building at Urban and Rural sectors is very important, as they deliver many essential services to citizens and implement several welfare programmes.
- ✓ It is proposed that IAS Probationers / Officer Trainees may be given “Hands on Experience” of grass root administration in Rural and Urban governance for suitable duration. This arrangement may be made within overall framework of recommendations of the “Syllabus Review Committee” for the induction training.
- ✓ Suggested areas for capacity building in Rural and Urban Development:
 - *Rural Development:* Rural Sociology, Rural Development / Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of Non-Government Organisations in rural development, Rural Co-operatives, Conflict Management in Rural areas etc.
 - *Urban Development:* Decentralisation and Urban Governance, Urban Land Issues, Urban Environment, Urban Transport, Urban Planning and Infrastructure Development, Urban Poverty and Social Development, Municipal Accounts and Finance, e-Governance for urban development



Implementation and Coordination

- ✓ A National Training Council chaired by Minister, Ministry of Personnel, Public Grievances and Pensions, shall be constituted for giving overall direction for implementation of the policy
- ✓ For monitoring the implementation, there shall be the following Committee that meets bi-annually
 - Secretary, Ministry of Personnel, Public Grievances and Pensions is the Chairperson
 - Secretaries of the Departments of Urban Development & Rural Development, DARPG
 - Director of LBSNAA
 - Three representatives each of the State and Central Training Institutions (On a Two-year rotational basis)
 - Joint Secretary (Training) as the member secretary
- ✓ Training Division of DoPT shall be the nodal agency for all training related coordination
- ✓ *Development of Competency Framework:* The Training Division, DoPT would need to enhance its own capacity to provide required guidance and handholding support to Ministries / Departments in development of competency framework and monitor the progress regularly
- ✓ *Capacity Building for National Flagship Programmes:* For flagship programmes such as JNNURM, MGNREGP, NRHM, Sarvashiksha Abhiyan, large amounts are allocated for capacity building. Training Division should ensure to develop the competencies of Training Managers in the Ministries so that they are better able to provide support and guidance to their Ministries in design and implementation of flagship programmes.
- ✓ Training Division needs to provide technical support to the Ministries concerned and the States, in the Development of need based training schemes through creation / augmentation of training infrastructure, faculty development and out-sourcing of training.
- ✓ *Distance and e-learning:* Training Division has tied up with IGNOU to facilitate distance learning in wide range of subjects and courses. Training Division needs to take lead to ensure availability of training courses / material through an e-Learning portal and conventional distance learning. Portal to act as a repository of all the training resources. Training division to build database of training resources available such as Calendars, faculty of Training of different institutions etc.
- ✓ *State Training Policy:* States should formulate their training policies in line with NTP



- ✓ *Role of Administrative Training Institutes (ATIs):* States are recommended to designate their ATIs as Apex Training Institutes to coordinate training across sectors and Departments. ATIs should be provided with adequate funds, infrastructure, manpower and decision-making power
- ✓ *Support from Training Division:* Training Division needs to be provided with adequate funds for supporting need-based training schemes as proposed by states. The focus should be on
- ✓ Supporting creation of decentralised training infrastructure (at divisional, district, sub-district levels) and development of trainers at those levels
- ✓ Strengthening and empowering State Training Institutions (including improving the quality of selection of faculty and their development)
- ✓ Support training of civil servants at the grass root level to improve delivery of services

Monitoring and Evaluation

- ✓ Monitoring & Evaluation improves effectiveness of training
- ✓ Evaluation of training is not to be confined to quality of training or learning derived but also to evaluate changes in the job behaviour that resulted from the programme and its impact on organisational effectiveness and improvement in the satisfaction levels of clients / citizens.
- ✓ Role of Training Division
 - Monitor implementation of NTP
 - Maintain Database of training and development activities undertaken by Ministries / Departments
 - Issue advisories from time to time so that trainings are conducted based on "Systematic Approach to Training"
 - Ensure Training Managers are appointed in all Central Government Ministries / Departments, build their competencies and work closely with them
 - Role of Ministry / Department
 - Develop Training Management Information System (TMIS)
 - Undertake benchmarking / evaluation study of training institutions under Ministries to mould them as Centres of Excellence.



- Commission Surveys / studies to measure Client / Customer satisfaction levels on the services delivered by Ministry
- Review implementation of ATP and CTP, functioning of training institutes under Ministries and also look at
 - utilisation of training capacity,
 - quality of training conducted,
 - adequacy of the infrastructure, faculty, finances and powers,
 - training of Group B & C staff, particularly those at the grass-root level and
 - proper selection and development of faculty, incentives for them and stability of their tenure.

✓ **Role of Training Institution**

- Track latest international trends in training and development and replicate / assimilate them in Indian context
- Constantly hone and upgrade the skills of trainers / faculty members
- Review and modify curricula, content and training methodologies to take account of training feedback and needs of clients
- Put in place a system of evaluation of training programmes and assessment of their impact on individual's performance
- Conduct evaluation studies to assess the impact of training programmes.

2. SUMMARY OF THE GUIDELINES ISSUED ON NATIONAL TRAINING POLICY 2012

Background

In order to facilitate the implementation of the National Training Policy 2012, DoPT issued guidelines to be adopted by each Ministry / Department / Cadre Controlling Authority.



Appointment of Training Manager and Creation of Training Cell

- ✓ The Training Manager, who will be the nodal person for implementation of the training function in the Ministry / Department, should be of the level of Joint Secretary or Director preferably handling the administrative matters of the Ministry / Department.
- ✓ He would be assisted by a Training Cell with HR and Capacity Building Professionals in discharging his responsibilities.
- ✓ The Training Manager discharges the following responsibilities
 - To take steps to implement National Training Policy, 2012.
 - To coordinate and collaborate with the Training Division, DoPT
 - To prepare CTPs and ATPs and implement them
 - To develop plans to mould training institutions under the Ministry / Department into the centres of excellence
 - To develop and maintain Training Management Information System to facilitate training activities of the Ministry / Department
 - To contribute to the Annual Report with respect to Training activities
 - To develop a suitable programme / scheme for development of domain / sector specific trainers
 - To promote distance / e-learning in the Ministry / Department.
 - Organize on the job / in-house training for the employees
 - To ensure proper utilization of the training budget
 - To commission training impact assessment studies

Cadre Training Plan and Annual Training Plan

- ✓ **Cadre Training Plan**
 - Comprehensive training plan for the employees belonging to a cadre / service
 - Developed and implemented by the respective Cadre Controlling Authorities



- Contains training interventions required from recruitment to retirement of the employees – based on the roles & responsibilities performed by the cadres

✓ **Annual Training Plan**

- Annual plan of training for all employees of Ministry / Department irrespective of cadres
- Includes training interventions mentioned in CTPs of all cadres
- Also includes training interventions required for those employees who are posted in the Ministry / Department on a tenure basis

Training Interventions

The following training interventions, along with suggested durations, are given in the guidelines.

- ✓ **Entry Level Training:** The objective is to provide deeper understanding of the functioning of the Government and to fully prepare the new recruits for specific responsibilities that they are expected to execute on assuming charge of their posts. The training would be residential, rigorous, mandatory and generally of longer duration.
- ✓ **Mid-Career Training:** The objective is to provide training to all employees at various levels / stages of their career before they are promoted to positions of higher responsibilities. The duration of the programme varies between 4 to 8 weeks. These are mandatory programmes.
- ✓ **Short-term thematic training:** The objective is to build professional competencies and personal attributes in employees and the duration is generally 1 to 2 weeks.
- ✓ **Customized Training:** This is an intensive programme to be conducted in a Centre of Excellence and specifically designed for officers working in a particular domain / sector with the objective of providing deeper knowledge, latest developments and understanding of the smart practices in that sector.
- ✓ **Orientation Training:** This training is to be provided to employees, who have been posted to a new Ministry / Department with the objective of familiarizing them with the goals and overall functioning of the concerned Ministry / Department.
- ✓ **Long Term Training:** This training caters to facilitate the officers to upgrade their knowledge and skills in the sector having relevance to their current or future assignments and the duration of the programme would generally be more than 6 months.



- ✓ Workshops / Seminars / Conferences: Employees are to be encouraged to attend seminars and other profession related workshops which will enrich their knowledge, thinking and technological developments. Through such programmes, the officers could share their own experience and knowledge in the forums and can create a learning environment.

Development of Domain / Sector-Specific Trainers

- ✓ DoPT and the Ministries / Departments should collaborate and develop the Domain / Sector Specific Trainers.
- ✓ Ministries should enhance the training capacity by way of developing adequate number of Domain / Sector Specific Trainers
- ✓ In order to accomplish the above activities, an indicative process is elucidated as below:
 - Identification of trainee population
 - Identification of subjects
 - Development of modules
 - Selection of developers
 - Selection of potential trainers
 - Certification
 - Incentives for trainers

Developing Government Training Institutions into Centres of Excellence

The following are the activities that can be done by a Government training institute to become a centre of excellence:

- ✓ Create an ideal ambience and provide required infrastructure facilities and maintain the same
- ✓ Attract, develop and retain the faculty
- ✓ Develop training material and constantly refine it
- ✓ Subscribe to relevant and reputed e-libraries with access to participants
- ✓ Have a robust self introspective system



- ✓ Encourage the faculty to undertake relevant research
- ✓ Reach a leadership position to be able to have eminent guest speakers on the panel
- ✓ Acquire the capacity to provide policy inputs to Government in its domain
- ✓ Conduct workshops / seminars / conferences on relevant issues
- ✓ Develop the capacity to supplement current programmes with distance and e-learning programmes and
- ✓ Network with other national / international training and academic institutes for sharing of knowledge, best practices, innovations, faculty and other training resources.



3

TRAINING FUNCTION IN GOVERNMENT

1. INTRODUCTION TO TRAINING

Training is a very important activity in an organization – be it private or public. Organizations have grown to understand this over the past few decades and have started giving due attention to it, along with the required budgets. In the advent of globalization and technological and information revolution, it has become imperative for the Organizations to have a well-trained and well-informed staff in order to meet the ever increasing demands of the customers.

There are many ways in which Training has been defined in the management literature, but, for the current purpose and context, training can be simply defined as “A proactive, systematic process through which an organization’s human resources gain knowledge, skills and required behaviours by instruction and practical activities that result in improved performance”.

Training is a systematic learning event and its objective is to methodically impart required knowledge, skills and behaviours to the employees in order to bridge their competency gaps, so that it results in an improvement of the overall performance and service delivery of the organization.

Training in private or business sector is different from that of the Government Sector as the Government is a not-for-profit entity and most of the Government functions are welfare-oriented dealing with vulnerable sections of the society. Therefore, the employees in Government Sector need to be given inputs not only on required knowledge and skills but also on citizen-centric behaviour, ethics and empathy towards vulnerable sections. Hence, training in Government sector needs to be designed to meet the above requirements.



Keeping the very aspect in mind, the National Training Policy 2012 articulates that –

- ✓ “The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens”.
- ✓ “While training, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently able, senior citizens, SCs, STs etc.”

2. WHY TRAINING?

As discussed above, training imparts required competencies to the employees, equipped with which, they can perform better in their job. This will improve the overall organizational performance which results in improved service delivery.

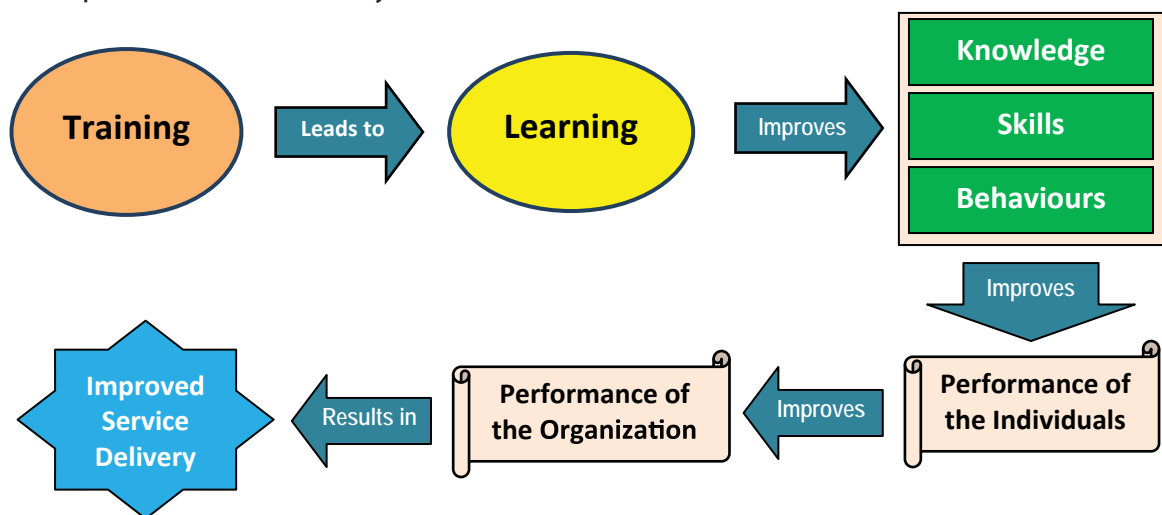


Figure 2 : Benefits of Training

Training has been proved to be vital for an organization for the following reasons.

- ✓ In the ever-changing environment, Organizations need to update themselves continuously in order to continue to meet their ever-increasing customer demands. Many Organizations which did not change to keep up with the times have perished and been forgotten. This continuous updating requires a lot of training.
- ✓ Technological revolution is waging a continuous war on the Organizations’ learning capacity. Those who adapt and welcome new technologies and advancements faster will emerge as market leaders and those who are slow in change will lag behind. Organizations can achieve this through continuous training.



- ✓ In the present day global village, the entire earth has become a small place and no state or country is isolated and shielded from this impact. Our country is constantly impacted by global economic, sociological and cultural changes and the trends in every aspect of our life are changing every day. The lifestyles are changing and the expectations of the customers / citizens are changing. Hence, in order to meet the ever-increasing demands of the citizens, in the wake of globalization and growing awareness, the Organizations have to continuously train their workforce to improve their knowledge, skills and behaviours.
- ✓ As stated above, training is much more important for the public Organizations and Departments, as they deal with public at large. The policies they make influence the quality of lives of the citizens; The quality of their service delivery impacts the citizen satisfaction; The ethics, ethos and behaviours of the Government officers decide the brand image of the Government. Therefore, it is mandatory for the public Organizations to be continuously efficient and effective, which can be achieved through regular training of the Government human resources.
- ✓ When the persons join the Government service, they are like raw material and are not familiar with the relevant Acts, Rules, Regulations and the various financial / administrative / technical codes to be followed in their work. They can be provided with the above knowledge, skills and behaviours, by way of Induction Training. Similarly, when the Government employees go up the ladder, they come into new positions and have to play new roles with different responsibilities. Training is the only method, through which those persons can be prepared to take up the new challenges.
- ✓ The Government announces new schemes from time to time in order to improve the quality of life of the targeted sections of people or boost development and growth in specific areas. These new schemes are to be implemented through one or more Ministries and Departments. Implementation of these new schemes may require new knowledge, different skills and some specific behaviours. Therefore, the Departments concerned will be required to identify the competencies required for effective and efficient implementation of these schemes and plan for relevant training for the officers concerned to make the schemes successful.

3. NEED FOR A FOCUSED TRAINING FUNCTION IN GOVERNMENT

As stated above, public Organizations and Departments should be more responsible and accountable as their policies, operations and practices impact an entire nation or a state. Therefore, the Government



workforce should continuously update and hone their knowledge and skills and adapt their behaviours so as to improve the brand image of the Government. To achieve this, training is a major tool that the Government can depend on.

Another aspect is that, the definition of Governance is changing dynamically according to the changing world. In the past, the important function of the Government was regulatory, but, eventually, the focus of the Government has been shifted to welfare. In the earlier days, Government used to expand and enter into all spheres of life of the citizens, whereas now, the Government is trying to restrict its role to only certain core areas, thereby allowing other sectors (such as private sector and NGO sector) to enter into carefully chosen Governance areas.

In this kind of ever-changing Governance scenario, the role of employees working in the Government also changes according to the strategies of the Government. Therefore, the employees in the Government sector, not only need inputs on knowledge and skills to perform their job, but also should be able to adapt themselves to the new roles envisaged by the Government.

Considering this trend, the Hon'ble Prime Minister of India has articulated the concept 'Minimum Government and Maximum Governance', which has become the thought of the day. In this context, public organizations can be well prepared to face the new challenges, only by acquiring the latest / relevant knowledge and skills through training. Thus, in order to provide maximum governance and to continue to be at minimum, the Government should become more efficient and effective through proper training and capacity building.

Other important factor is that in private sector, many people have a choice to choose the careers that are most suited to their skills and abilities, whereas, it is not always possible in the Government Sector because the employees get posted based on their seniority and the vacancy position and not based on skills and abilities. Therefore, properly planned training interventions only can help Government sector employees acquire the new knowledge, skills and behaviours required to fulfil their new tasks effectively.

Though the importance of training has been long realized by the private sector, public Organizations are yet to institutionalize training in a focused manner. The following are the commonly observed gaps in training in Government sector

- ✓ In the first place, training programs are not always designed based on systematically identified training needs



- ✓ Training programs are many times generic and not aimed to develop specific competencies
- ✓ Using adult learning techniques in training programmes is not by design but incidental
- ✓ Target group for a training program is not properly identified and nominated. The nomination process does not always guarantee that right persons are nominated for right training. Many a time, the employees that are less occupied with work are sent for training and the persons with key responsibilities and work are not spared for training by the HoDs
- ✓ Many a time, training is not given for the lower level and gross-root level employees and no mapping of training needs is carried out at those levels
- ✓ Training programs are considered by many trainees as respite from their regular work and not regarded as learning events
- ✓ There are no proper practices of evaluation of training interventions carried out
- ✓ Identification of training needs in behavioural and managerial competencies and conducting appropriate training programmes in these areas is uncommon in Government

Considering the above, it is clear that there is a dire need for the Government to put in place a focused training function in their Ministries / Departments. Due importance should be given to the training function by the Heads of the Departments, like any other function of the organization, by allocating required functionaries, funds and facilities. Only then can the training in Government become meaningful and result-oriented.

4. NEED FOR ESTABLISHMENT OF A TRAINING CELL

The National Training Policy 2012 recommends that a Training Cell be established in each Ministry / Department, to take care of the training function of that Ministry / Department. This is for the reason that training management is an important function like any other function in the Department and hence requires a focused attention as discussed above. A separate team of individuals, having required knowledge and skills should be deployed in this Training Cell, so that they can carry out the training related activities in a continuous manner and standardize and institutionalize the training management processes in the Ministry / Department. Training cell should be provided with required infrastructure and facilities so as to operate effectively.



5. FUNCTIONS, STRUCTURE, ROLES & RESPONSIBILITIES OF THE TRAINING CELL

The functions of the Training Cell, constituted as per the recommendations of the National Training Policy 2012, include implementation of competency approach to training, carrying out the training needs analysis, managing the module design, preparation of the CTPs and ATPs, Implementation of the CTPs and ATPs, training effectiveness evaluation and training information management.

The structure suggested for the Training Cell is given below

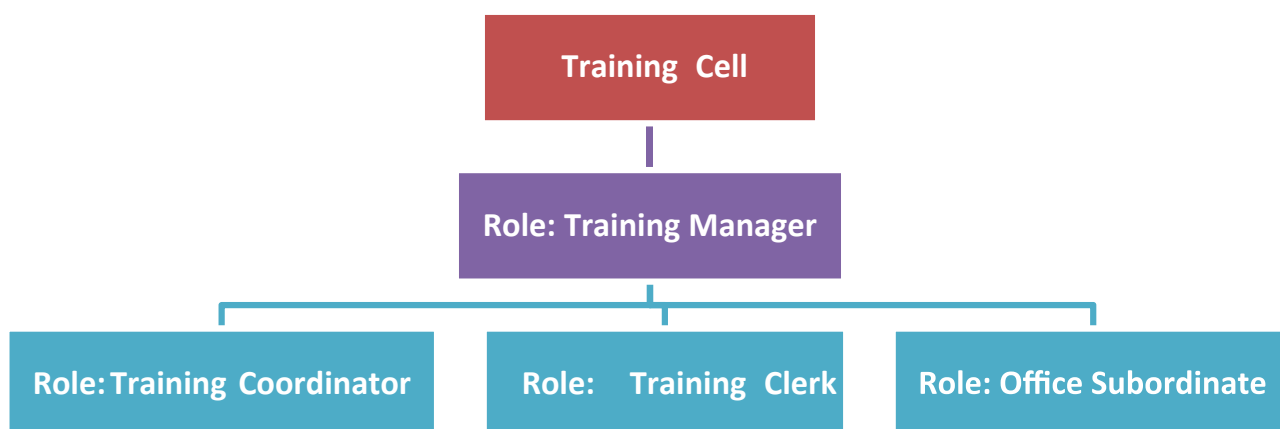


Figure 3 : Structure of the Training Cell

As can be seen above, the Training Cell may be constituted with the following roles.

1. A Training Manager – as head of the Training Cell
2. A Training Coordinator – to help the Training Manager in the day-to-day training related activities
3. A Training Clerk – to take care of the clerical and administrative work and maintaining training MIS
4. An Office Subordinate – to take care of all the miscellaneous work.

In smaller Ministries / Departments, the roles of Training Coordinator and Training Clerk may be combined into a single role and an existing Office Subordinate may be instructed to take care of the Training Cell requirements in addition to the regular duties.



The detailed responsibilities of the roles mentioned above are as following.

1. Role	Training Manager
Reports to	Head of the Department
Critical Function of the Role	Ensuring that all the training related activities are carried out as per the Functional Manual
Responsibilities	
<ul style="list-style-type: none"> ✓ To take necessary initiatives to implement National Training Policy, 2012. ✓ To coordinate and collaborate with the training division, DoPT. ✓ To develop and maintain Training Management Information System. ✓ To facilitate training and development activities of the Ministry / Department. ✓ To commission impact assessment studies on impact of training on the performance of the Department and its employees. ✓ To promote and enable distance and e-learning in the Ministry / Department. ✓ To prepare and implement programme / scheme of foreign training of the employees working under the Ministry / Department. ✓ Organize on the job and in-house training for the employees of the Ministry / Department to ensure proper utilization of the training budget. ✓ To facilitate implementation of the training processes through external agencies, where required ✓ To implement competency approach to training in the Ministry / Department ✓ To ensure that all the activities related to systematic approach to training are properly carried out in the Ministry / Department ✓ To identify and nurture Internal Trainers and Subject Matter Experts ✓ Preparation and implementation of Cadre Training Plans (CTPs) and Annual Training Plans (ATPs) ✓ To escalate any issue to the officers concerned, if it is beyond his purview and needs the attention of such officers. ✓ Any other responsibility, as assigned by the superior, or as required for the effective functioning of Training Cell. 	



2. Role	Training Coordinator
Reports to	Training Manager
Critical Function of the Role	Assisting the Training Manager in all the training related activities carried out by the Training Cell
Responsibilities	
<ul style="list-style-type: none">✓ To assist the Training Manager in the following activities<ul style="list-style-type: none">• Coordinating with the Departments in conducting Training Needs Analysis and studying and analyzing the inputs received• Reviewing results of training needs analysis studies and arriving at training programme designs• Design and development of the training modules• Preparation of CTPs and ATPs and organizing the training programs as per plans• Ensuring required logistics and venue management during the programmes• Ensuring smooth delivery of training as per schedules• Implementation of the various stages of Systematic Approach to Training• Ensuring complete documentation and knowledge management of the training conducted• Organizing workshops, seminars etc.✓ To escalate any issue to the officers concerned, if it is beyond his purview and needs the attention of such officers.✓ Any other responsibility, as assigned by the superior, or as required for the effective functioning of Training Cell.	



3. Role	Training Clerk
Reports to	Training Manager
Critical Function of the Role	Clerical and data management support for the Training Manager
Responsibilities	
<ul style="list-style-type: none"> ✓ To carry out all the clerical and administrative activities supporting the Training Manager ✓ To take care of all correspondence and file management of the Cell ✓ To manage all the training related information systematically ✓ To generate MIS reports as required by the Training Manager ✓ To take care of all the accounts and petty cash handling of the Training Cell, as per the directions of the Training Manager ✓ To assist in preparation of all training related reports ✓ To escalate any issue to the officers concerned, if it is beyond his purview and needs the attention of such officers. ✓ Any other responsibility, as assigned by the superior, or as required for the effective functioning of Training Cell. 	



4. Role	Office Subordinate
Reports to	Training Manager
Critical Function of the Role	Taking care of all miscellaneous work in the Training Cell
Responsibilities	
<ul style="list-style-type: none">✓ To coordinate with the Security personnel for opening and closing the office at the beginning and closing timings respectively✓ To coordinate with the house keeping staff and get the cleaning, mopping, dusting etc. done✓ To carry required files / registers and other documents from / to another Section / Office, as directed by the Training Manager✓ To keep and maintain the furniture, equipment, records, registers, files etc. in a neat, clean and orderly manner in the section✓ To operate the copier machine assigned to the Section / Office and provide required number of copies, as directed by the Reporting Officer✓ To carry out any other miscellaneous work of the Section / Office, as assigned by the Reporting Officer✓ To escalate any issue of importance and pertinence to the Reporting Officer, if it needs his / her attention✓ Any other work, as assigned by the Reporting Officer from time to time or as required for the effective functioning of the Section / Office to which he / she is attached.	



4

COMPETENCY APPROACH TO TRAINING

1. INTRODUCTION TO COMPETENCY

A competency may be defined as 'an appropriate mix of knowledge, skills and behaviours required for carrying out a task efficiently and effectively'



Figure 4 : Definition of Competency

Competencies are broadly classified into Core Competencies and Specialised Competencies as per the National Training Policy 2012. Core Competencies are those that are generic in nature and all the employees of the Ministry / Department shall possess with variation in levels of the competencies. Specialised Competencies are the technical and terminal competencies, required to perform specific tasks.

The definition of competency stated above reiterates that, one should have not only the knowledge of the job, but also the relevant skills and associated behaviours, to carry out a job successfully. This shatters the existing myopic view that it is sufficient to post to a job, a person with required knowledge and information about the job, without bothering whether the person possesses required skills and behaviours or not, and it is believed that he would be able to perform the job successfully.



This view is what has been ailing the training function in Government Organizations, as most of the present training plans feature training programs covering largely the knowledge part, up to a certain extent the skills part and to a very minute extent the behavioural part. The training needs, if at all identified, show majorly the knowledge areas only, leaving out the skills and behavioural parts.

However, this trend is observed to be changing now and it is only pertinent now to imbibe the competency approach into our human resource management practices and most importantly, in Training function.

2. COMPETENCY APPROACH TO TRAINING

Competency Approach is widely dependent on the principle of “Right Person in the Right Job”. Competency Approach enables us to define the right Knowledge, Skills and Behaviour required for a job, prepare the person to hold the job through training, place the person with right competencies in that job so that he / she can perform the job well.

Competency Approach becomes all the more important in the present era of ‘Minimum Government and Maximum Governance’. With minimum Government mechanism to provide maximum Governance, the Government needs to be efficient and effective; which is possible with competent workforce, having relevant competencies in handling the responsibilities. Further, their competencies need to be enhanced constantly to meet the ever-changing demands and expectations of the citizens to achieve and sustain public satisfaction. Continuous enhancement of relevant competencies in the Government workforce is possible by imbibing Competency Approach into training function of the Government.

As described in the earlier chapters, not only knowledge, but also skills and behaviours are required to perform a task successfully. Therefore, if the competency approach is built into the training process, right from the training needs analysis, required knowledge, skills and behaviours will be identified comprehensively and holistically as training needs for each role. Thus, there is no chance of missing out on any of the competency aspects of a given role and suitable training interventions can be designed accordingly. This approach will ensure inclusion of the required skills and behaviours in the training programs.

3. BENEFITS OF COMPETENCY APPROACH

If competency approach is incorporated into the training function of the Ministry / Department, the following benefits can be realized.



- ✓ Training needs can be holistically identified based on a systematic competency mapping
- ✓ Training modules will be comprehensive as their design and development will address not only knowledge part but also the associated skills and behaviours
- ✓ The learning out of these modules will be higher and holistic as the module will be designed based on the trainee's role and the competencies required thereof
- ✓ Training evaluation will be realistic, as the evaluation will be done against the competencies intended to be developed through training
- ✓ This approach brings in more objectivity with the scientifically analysed competency requirements of the roles in the Section / Department / Ministry, due to which the employees currently holding the position and also the prospective employees who may be holding the position in future will be trained in the relevant competencies to fulfil the responsibilities of the role
- ✓ The training can become more comprehensive as both the Core Competencies and Specialised Competencies are addressed in training

4. COMPETENCY-BASED TRAINING PROCESS

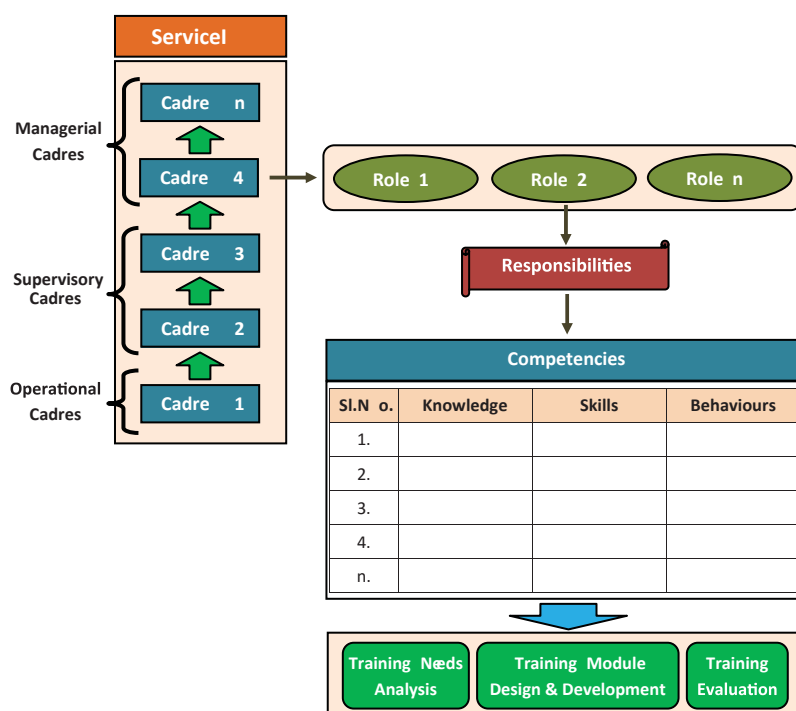


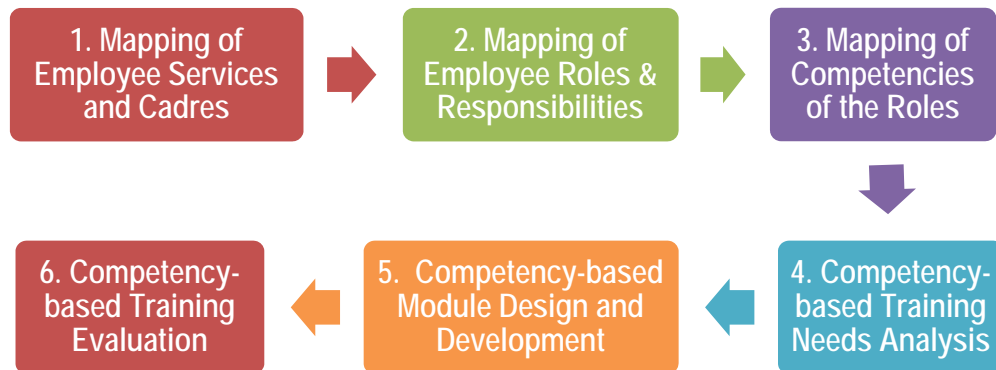
Figure 5 : Application of Competency Approach to Training



As can be seen from the diagram above, application of competency-based approach to training involves the following key processes.

- ✓ Mapping of Employee Services and Cadres
- ✓ Mapping of Employee Roles & Responsibilities
- ✓ Mapping of Competencies of the Roles
- ✓ Competency-based Training Needs Analysis
- ✓ Competency-based Module Design & Development
- ✓ Competency-based Training Evaluation

The interaction and sequence of the above key processes are described in the following diagram.



The key processes stated above are described in a detailed manner in the form of Standard Operating Procedures, in the following pages.



1. MAPPING OF EMPLOYEE SERVICES AND CADRES

What	Who	Why	Where	When	Records
1. Identification of Staff Services in the Ministry / Department		To properly identify the staff services within the Ministry / Department, so that the cadres in the staff service can be identified subsequently	In Training Cell	At the time of beginning of the competency mapping process	
	Training Manager	How			Service Rules
	Cadre Controlling Authorities	✓ Training Manager collects details of different staff services working within the Department from the Administration / HR Section			Staff Service Data Sheet
		✓ If there are updated service rules in the Department, the Training Manager can pull out the details from those Rules, by confirming with Administration / HR Section. Otherwise, the same details can be pulled out from the Central Service Rules			
		✓ The Training Manager also collects the details of the deputation posts and other independent posts available in the Department that do not fall under any specific staff service			
		✓ The Training Manager then records this data in the Staff Services Data Sheet			



What	Who	Why	Where	When	Records
2. Mapping of different cadres in the Staff Services		To map the various cadres in a staff service so that their roles can be identified	In Training Cell	Soon after identifying the staff services	
		How			
	Training Manager	✓ Once the staff services are properly identified, then the Training Manager maps the various staff cadres that form the staff services			
		✓ All the cadres in a staff service should be properly mapped from lower to higher as per their promotional order			Staff Services Data Sheet
	Cadre Controlling Authorities	<p>✓ The Training Manager then classifies the cadres of a staff service into Operational, Supervisory and Managerial cadres, following the norms below, after due consultation with the respective Cadre Controlling Authorities</p> <ul style="list-style-type: none"> Operational cadres are those that are at the gross-roots of the staff service and have utmost citizen / customer interaction. They are the cadres that carry out the lower level tasks Supervisory cadres are those that supervise the work of the Operational Cadres and are responsible for ensuring the correctness of the work carried out by those Operational Cadres. These are typically section heads Managerial cadres are the top layers of the staff service, who are accountable for the functions, sub-functions and activities assigned to them, under whom the Supervisory and Operational Cadres work <p>✓ The Training Manager then writes the details of the deputation posts and other independent posts in the Deputation / Independent Posts Format and classify them as Operational / Supervisory / Managerial, in consultation with the Head of the Department</p>			Staff Service Format Deputation / Independent Posts Format



2. MAPPING OF EMPLOYEE ROLES & RESPONSIBILITIES

What	Who	Why	Where	When	Records
1. Identification of Employee Roles		To map the roles so that their responsibilities can be mapped	In Training Cell	Soon after mapping the staff cadres	
		How			
	Training Manager	<p>✓ The Training Manager then conducts a small workshop with a sample of employees belonging to each cadre in each staff service in the following manner</p> <ul style="list-style-type: none"> The sample should consist of employees belonging to a single cadre in the staff service The sample should have employees drawn from all possible sections / wings in the Department There should be a guided discussion with an objective to identify the various roles played by the employees belonging to a single cadre For each cadre of employees, there may be only one role or many roles, depending on the extent of variation in the tasks they perform. If the tasks the cadre carries out in a particular post are significantly different from those they perform in other posts, then that post should be considered as a separate role. Similarly, if the difference is not much then it can be considered as a single role. Similar exercise has to be carried out for all cadres of a staff service and for all staff services in the Department 			Staff Service Format
	Employees belonging to various cadres of all staff services	<p>✓ Then, Training Manager carries out similar exercise with deputation and independent posts and maps their roles</p>			Deputation / Independent Posts Format



What	Who	Why	Where	When	Records
2. Mapping the Responsibilities of the Roles	Training Manager	To map the responsibilities of the roles so that their competencies can be mapped	In Training Cell	Soon after mapping the employee roles	Staff Service Format Deputation / Independent Posts Format Role, Responsibilities and Competencies Format
		How			
	Employees belonging to various cadres of all staff services	✓ The Training Manager conducts a workshop in the following manner <ul style="list-style-type: none">The sample of employees who attend the workshop should be belonging to a single role of a particular cadre of a staff serviceThe sample should have employees drawn from all the sections / wings of the DepartmentAll the participants should fill the Role & Responsibilities in the given Roles, Responsibilities and Competencies format independentlyThe participants should be asked to consider not only the present work but also the future work that may be allocated to them in near future (new schemes, initiatives etc.)The filled-in data from the formats should be collated and a common list of responsibilities should be prepared for that role and recorded properlySimilar exercise should be repeated for all the roles of each cadre of each staff service and the responsibilities of all the respective roles should be properly recorded			
		✓ Then, Training Manager carries out similar exercise with deputation and independent posts and maps responsibilities of their roles			
		✓ The Training Manager circulates the roles and responsibilities of the cadres of a staff service to the Cadre Controlling Authority concerned and take their inputs and approvals, where needed			

3. MAPPING OF COMPETENCIES OF THE ROLES

What	Who	Why	Where	When	Records
		To map the competencies of the roles so that their training interventions can be planned	In Training Cell	Soon after mapping the responsibilities of the roles	
		How			
1. Competency Mapping Workshops	Training Manager	<p>✓ The Training Manager conducts these workshops in the following manner</p> <ul style="list-style-type: none"> Each workshop is participated by a sample of employees belonging to a particular role of a cadre of a staff service The responsibilities mapped for their particular role are displayed to the participants and they are asked to take up each responsibility, discuss and identify the knowledge, skills and behaviours required for them to successfully discharge that responsibility Any data and information that the employee needs to know can be classified as Knowledge. Any ability the person should demonstrate in action, as part of his work, can be classified as Skill. Similarly, any psychological responsiveness that the employee needs to exhibit while discharging a responsibility can be classified as Behaviour For each of the knowledge, skill and behaviour component, a description of the behaviour to be exhibited is arrived at and recorded against the knowledge, skill and behaviour concerned Once all responsibilities are discussed, then the participants are asked to rank order the items identified under knowledge, skills and behaviours The competencies thus identified should be recorded in the Role, Responsibilities and Competencies Format Similar exercise should be conducted for all the roles of all cadres of all staff services 			Role, Responsibilities and Competencies Format
	Employees belonging to various cadres of all staff services	<p>✓ Then, Training Manager carries out similar exercise with deputation and independent posts and maps the competencies of their roles</p>			



What	Who	Why	Where	When	Records
2. Finalization of Competencies of the Roles	Training Manager	To finalize and get the approval of the competencies identified for the roles so that their training interventions can be planned	In Training Cell	Soon after mapping the competencies of the roles	Role, Responsibilities and Competencies Format
		How			
	Cadre Controlling Authority	✓ The Training Manager then goes through the competencies identified for a staff service and then separates those competencies that are common to all roles and cadres of a staff service and classify them under Core Competencies. The other competencies are termed as Specialized Competencies for respective roles of respective cadres			
	HoD	✓ The Training Manager then circulates the Roles, Responsibilities and Competencies mapped for each cadre of the staff service, to its Cadre Controlling Authority for comments and concurrence ✓ The Competencies are finalized based on the comments / remarks of the Cadre Controlling Authority and then submitted to the Head of the Department for approval			

4. COMPETENCY-BASED TRAINING NEEDS ANALYSIS

Note : This process is covered under the Section VI : Training Needs Analysis.

5. COMPETENCY-BASED TRAINING MODULE DESIGN AND DEVELOPMENT

Note : This process is covered under the Section VII : Design and Development of Training.

6. COMPETENCY-BASED TRAINING EVALUATION

Note : This process is covered under the Section XI : Evaluation of Training.



5

SYSTEMATIC APPROACH TO TRAINING (SAT)

1. INTRODUCTION TO THE SYSTEMATIC APPROACH

After agreeing that training is important and training function should be managed in a focused manner in Government and competency approach should be incorporated into the training process, then the fundamental question comes to the fore, "How should the training process be managed? . Should it be *managed* at all or not?"

Employees of Government are doing their jobs anyway, using the wisdom they have acquired mostly from their predecessors, from their colleagues, from their experiences and mistakes – whether there is a formal training or not. The problem is that the learning acquired through such unstructured means may be outdated, inefficient and ineffective. In the absence of a structured system of training, several chaotic and inharmonious work practices may get into the system and get institutionalized.

The following table clearly establishes the advantages of Systematic Training over Unsystematic Training.

Systematic Training	Unsystematic Training
Training is part of the Department's overall planning process in pursuit of organisational goals.	Training is not part of the Department's planning process and arises on the basis of ad-hoc needs.
The Department will have a training strategy which is committed to employee development.	The Department will have no training strategy and thus training is low priority.
Behavioural and managerial skills are planned for and developed accordingly	Behavioural and managerial skills are learned 'as you go along'.



Training requirements are systematically identified	Training requirements are not properly identified – as trainees are sent for training through a nomination process
Training modules are designed and delivered to develop specific competencies	Training modules are generic and many a time may not address trainees' needs
Training is systematically evaluated and corrective actions are taken up	No systematic evaluation and hence no corrective measures

Considering the above, the fundamental question – whether the training process should be managed and if yes, how to manage that – can be easily answered with a 'yes'. As to the second question, there is a Systematic Approach to Training (SAT), through which, training process can be properly and – as the name suggests – systematically managed.

SAT says that, to achieve the objectives of training and get better results, Training activities should be carried out, through a 'planned process', or a 'group of planned processes' rather, instead of leaving it to the informal and unstructured learning of individuals. Therefore, the Training Manager needs to adopt such systematic approach for making the training function useful to the Department.

The Systematic Approach to Training (SAT) is a methodology for managing training function in a Department. It is an orderly and logical approach for an end-to-end training function and ensures that the employees are properly equipped with necessary knowledge, skills and behaviours to discharge their duties successfully.

2. STAGES OF SYSTEMATIC APPROACH

Systematic Approach to Training (SAT) is based on the following basic tenets.

- ✓ Training should be demand-based and not supply-based
- ✓ Training should be a response to a stimulus – should be given against identified training needs, but not just to send a few nominations
- ✓ Training program should be designed to achieve specific objectives, address specific competency requirements and should be given to a specific target group
- ✓ To the possible extent, the training content should be delivered using adult learning techniques so as to bring about learning among the trainees



- ✓ Training programs should be evaluated at various levels and at various stages, to take corrective actions, if required
- ✓ Training function should be given due importance, like any other functions of the organization and professionally managed.

Founded on the above principles, the Systematic Approach to Training (SAT) is implemented through the following four stages.



Figure 6 : Stages of Systematic Approach to Training

As seen above, the four stages are –

1. Training Needs Analysis
2. Design and Development of Training
3. Implementation of Training
4. Evaluation of Training

TRAINING NEEDS ANALYSIS (TNA)

Training needs analysis is a stage, where the requirements of training are identified. As described in the basic tenets above, any training should be imparted to address specific identified requirements (demand-based). Therefore, the very first stage should be a systematic identification of training needs, after which, further details have to be worked out.

Analysis is a study carried out to figure out what is required to be done. The analysis phase is the building block of a training program. The basis for who must be trained and in what they must be



trained is formed in this phase. The outcome of this phase is the foundation for all subsequent training / development activities.

Training Needs Analysis is also referred to as Training Needs Assessment or Training Needs Identification. During this stage, Needs Assessment or Analysis is performed to determine and articulate the targeted organization's or participant group's learning, training, and performance needs.

On several occasions, it can be observed that Government Departments do not give due importance to this stage and are very eager to go ahead with some training. However, in reality, if Training Need Analysis is not done before formulating training programme, it may end up in colossal loss of time, effort, finances and faith in training. By not conducting TNA, training programmes may prove to be irrelevant and counterproductive and may render least results. On the contrary well researched training programmes elevate performance, enhance results and ensure development.

Training Needs Analysis (TNA) can be carried out internally or externally. If it is taken up internally, Training Manager should carry out this exercise, with the help of the resources deployed in Training Cell and this demands a lot of commitment on part of the Head of the Department and also the Training Manager. If it is taken up externally, then the Training Manager should anchor and facilitate it so that the external Consultant / agency can carry out the actual exercise. The activities involved in TNA are given in a detailed manner in Chapter – VI : Training Needs Analysis.

DESIGN AND DEVELOPMENT OF TRAINING

In this stage, it should be ensured that suitable training modules are identified / designed to address the training needs identified. The content should be properly organized to impart necessary knowledge, skills and behaviours to the trainees. The usefulness of this stage is to ensure that the training is well designed keeping the needs in consideration, that it is designed in a structured manner and that all important aspects of training delivery are thought through. It is ensured here that the trainees are given a well planned training program and not nominated for just another training program. This stage primarily has major activities such as Review of an Existing Module, Design of a New Module and Development of the New Module.

Design and development activity can again be done internally and externally. If it is chosen to be done internally, then the Training Manager should carry out this exercise, with the help of the resources deployed in Training Cell and a team constituted for this purpose consisting of Subject Matter Experts and training experts. Again, this exercise demands a lot of commitment on part of the Head of the Department and also the Training Manager. If it is taken up externally, then the Training Manager should anchor and facilitate the process so that the external Consultant / agency can carry out the



design and development of the new training module. The activities involved in this stage are given in a detailed manner in Chapter – VII : Design and Development of Training.

IMPLEMENTATION OF TRAINING

Implementation encompasses taking the results of the development phase into the actual conducting of training. The major output of the implementation phase is trained personnel.

The Annual Training Plans are prepared based on the Cadre Training Plans and other training interventions and then based on the Annual Training Plans, quarterly / monthly training calendars are prepared to help the Training Manager track the implementation of training. Wherever the existing training modules are found suitable, the trainees concerned are sent for those training programs. Similarly, the new modules designed and developed to address specific training needs are implemented as per the schedules.

During this phase, managing logistics is an important aspect because the training programs may be conducted either in the Training Academies attached to the Departments or in other venues such as CTIs and ATIs. Proper monitoring of the training implementation is necessary and it should be ensured that required knowledge / skill evaluations are carried out as planned and required feedback is given to the trainees. The activities involved in this stage are described in a detailed manner in Chapter – X : Implementation of Training.

EVALUATION OF TRAINING

As seen in the basic tenets of training in the previous pages, every training that has been organized should be evaluated against its objectives, for its usefulness to the Department. This enables the Department to take corrective actions and course corrections in their training management systems.

Evaluation is done at various stages of training process. It may be done at the end of the training to know the learning of the trainees; It may be done at the end of the program to get feedback on the design of the program and its delivery, the trainers and logistics involved. It may also be done to evaluate the change in the job behaviour of the trainees, after certain period of completion of training. Based on the feedback received, improvement measures can be devised and implemented so that gaps can be plugged in, in the further implementations of the training module.

Again, training evaluation can be done internally and externally. If it is chosen to be done internally, then the Training Manager should carry out this exercise, with the help of the resources deployed in Training Cell. Again, this exercise demands a lot of commitment on part of the Head of the Department and also the Training Manager. If it is taken up externally, then the Training Manager should anchor and



facilitate the process so that the external Consultant / agency can carry out the training effectiveness evaluation. The activities involved in this stage are described in a detailed manner in Chapter – X : Evaluation of Training.



6

TRAINING NEEDS ANALYSIS (TNA)

1. INTRODUCTION TO TRAINING NEEDS ANALYSIS

WHAT IS A TRAINING NEED?

A training need may be defined as “The gap between the actual and desired levels of performance that can be bridged through training”

In the absence of a systematic performance measurement and appraisal system, another definition for training need that suits the context of Government Departments may be “The competency area in which an employee requires training in order to discharge the assigned duties efficiently and effectively”

Taking the second definition for the present purpose, it can be clearly observed that the knowledge, skills and behaviours that are required for an employee in his / her job become the very training needs for that employee. Therefore, proper mapping of required competencies for a job / role is vital for Training Needs Analysis.

WHAT IS TRAINING NEEDS ANALYSIS?

Training Needs Analysis may be defined as “An examination of the present and expected levels of employee performance and identification of the training needs that enable them to bridge their performance gaps”

Another definition that suits our present context may be “The process that involves identification of the competency areas in which an employee requires training in order to discharge the assigned duties efficiently and effectively”



Training Needs Analysis (TNA) is the first stage of the Systematic Approach for Training (SAT). This is considered to be the most crucial stage as the further stages depend upon it. If this stage is well done, it can be considered that the training itself is half done. This is because the trainees can easily connect themselves with the actual training, when it is given to them, as the training actually addresses their training requirements.

As already mentioned, Training Needs Analysis (TNA) can be carried out internally or externally. If it is taken up internally, Training Manager should carry out this exercise, with the help of the Training Cell and if it is taken up externally, then the Training Manager should anchor and facilitate it so that the external Consultant / agency can carry out the actual exercise.

2. COMPETENCY-BASED TRAINING NEEDS ANALYSIS

There are several approaches used to carry out Training Needs Analysis, such as job analysis, task analysis, performance appraisals, 360-degree feedback, competency-based approach etc. any one of these or a combination of these approaches can be used for TNA. All these approaches involve extensive consultations with the internal stakeholders such as employees, section heads, function heads and cadre controlling authorities and where possible with external stakeholders such as citizens, so that comprehensive data and information can be collected.

However, for the present context and purpose, competency-based approach is taken up for carrying out the Training Needs Analysis, as the National Training Policy 2012 emphatically reiterated the need for implementation of competency approach in training. Therefore, the definitions given above can be recalled and it can be agreed to define the Competency-based TNA as the process that involves identification of the competency areas in which an employee requires training in order to discharge the assigned duties efficiently and effectively.

After agreeing to the above definition, it is time to actually carry out the Competency-based TNA. The processes concerned are described in the following pages, in the form of Standard Operating Procedures (SOPs) and the data formats to be filled in are also mentioned against the respective process steps.

As mentioned in the previous chapter, Training Needs Analysis may be decided to be carried out internally or externally – depending on the time, cost and resources available. If it is decided to carry out the TNA internally, then, it is recommended that the Competency-based TNA approach should be followed. Even if it is decided to get it done externally, as far as possible, the external Consultant / agency should be requested to follow the same approach, so that the competency-based TNA can be standardized across the Ministries / Departments of the Govt. of India.



3. PROCESS OF COMPETENCY-BASED TRAINING NEEDS ANALYSIS

The process of identifying the competency areas – role-wise and cadre-wise – have already been described in Chapter – IV : Competency Approach to Training. The process steps involved in it may be recalled as below.

1. Map the staff services and the cadres in it in the order of their promotion (feeder post to the top level post)
2. Identify the operational, supervisory and managerial cadres in the staff services mapped
3. Map the roles played by each of the cadres in each staff service
4. Map the responsibilities for each role identified – for each cadre in each staff service
5. Identify the knowledge, skills and behaviours required to discharge each of the identified responsibilities for each role – for each cadre in each staff service
6. Repeat the same exercise for all other deputation and independent posts

After the last step above, there will be two additional steps that need to be carried out as described below.

7. Out of the identified knowledge, skills and behaviours, those areas, which can be developed through training interventions may be identified and termed as training needs for that role of that cadre of that staff service
8. For the other areas, if any, where training interventions cannot help, suitable non-training interventions may be identified and implemented separately





In order to implement the Competency-based TNA, the following key processes are to be implemented.

1. Decision on Internal / External Implementation
2. Facilitation of External Implementation of Competency-based TNA
3. Internal Implementation of Competency-based TNA



1. DECISION ON INTERNAL / EXTERNAL IMPLEMENTATION

What	Who	Why	Where	When	Records
1. Decision making whether to carry out TNA Internally or Externally	Training Manager	To determine whether to conduct TNA internally or externally	Department / Ministry	Whenever the Department wants to carry out TNA	
		How			
		<p>✓ The Training Manager takes stock of the situation in the Department, with respect to –</p> <ul style="list-style-type: none"> • The availability of required Subject Matter Experts and other human resources • The ability to spare the identified resources for this exercise • The availability of other required resources • The availability of time on hand <p>✓ Based on the above analysis, the Training Manager suggests whether the Department can afford to go for an internal TNA exercise or it has to be outsourced to an external Consultant / agency</p> <p>✓ If it is suggested to outsource the task, then one of the following resources may be considered</p> <ul style="list-style-type: none"> • DoPT Master Trainer trained in TNA • A CTI or ATI • An agency / Consultant suggested by DoPT, if any • Any other agency / Consultant / institution of repute <p>✓ The Training Manager discusses the matter with the HoD, with the above information and then obtains the necessary decision</p>			
	HoD				

**2. IMPLEMENTATION OF COMPETENCY-BASED TNA – INTERNALLY**

In order to implement Competency-based Training Needs Analysis, the following process steps should be carried out. A complete description of how to carry out these process steps is given in Chapter – IV : Competency Approach to Training.

1. Identification of Staff Services in the Ministry / Department
2. Mapping of different cadres in the Staff Services
3. Identification of Employee Roles
4. Mapping the Responsibilities of the Roles
5. Competency Mapping Workshops
6. Finalization of Competencies of the Roles

One additional step as described below should be carried out, after completing the above steps, to complete the competency-based TNA process.

What	Who	Why	Where	When	Records	
7. Identify the areas for Training in the mapped Knowledge, Skills, Behaviours	Training Manager	To arrive at the actual training needs	In Training Cell	Soon after finalization of the competencies of the roles	TNA report Training Needs Summary Format	
		How				
	Cadre Controlling Authority	✓ Based on the core competencies and specialized competencies that are arrived at in the earlier stage, the Training Manager now jots down the areas for training in the knowledge, skills and behaviours for each cadre of the staff service.				
		✓ Training Manager then circulates the Roles, Responsibilities, Competencies and Training needs mapped for each cadre of the staff service, to its Cadre Controlling Authority for comments and concurrence				
	HoD	✓ The areas of training are finalized based on the comments / remarks of the Cadre Controlling Authority and then submitted to the Head of the Department for approval				



3. FACILITATION OF EXTERNAL IMPLEMENTATION OF COMPETENCY-BASED TNA

What	Who	Why	Where	When	Records
1. Engaging the external agency	Training Manager	To identify the external agency for the conduct of TNA study	Department/Ministry	After taking decision on engaging the external agency	
		How			
	HoD	✓ On getting the decision to engage an external resource for the design and development of the new module, the Training Manager initiates the process			
		✓ The Training Manager also seeks advice from the DoPT for the identification of external agency.			
		✓ The Training Manager carries out correspondence with the suggested external resources and seek technical and financial proposals from them			
		✓ The Training Manager follows an appropriate process and in consultation with the HoD, finalizes the external Consultant / agency			
		✓ The Training Manager completes the contracting formalities and the work gets initiated			



What	Who	Why	Where	When	Records
2. Identification of Staff Services in the Ministry / Department	Training Manager External Agency / Consultant	To facilitate the process of identifying the staff services within the Ministry / Department, so that the cadres in the staff service can be mapped subsequently	Ministry / Department	Soon after completing the contracting formalities	
		How			
		✓ The Training Manager shares the Internal Implementation Process for Competency-Based TNA on how to go about with the process of Competency-Based TNA			Service Rules
		✓ The Training Manager helps the external Consultant collect details of different staff services working within the Department from the Administration / HR Section			Staff Services Data Sheet
		✓ The Training Manager collects the updated service rules of the Ministry / Department and shares with the external agency. ✓ The Training Manager also help them collect the details of the deputation posts and other independent posts available in the Department that do not fall under any specific staff service ✓ The external Consultant consolidate the collected information			



What	Who	Why	Where	When	Records
3. Mapping of different cadres in the Staff Services	Training Manager External Agency / Consultant	To facilitate the process of mapping the various cadres in a staff service so that their roles can be identified	External Agency Office	Soon after identifying the staff services	Staff Services Data Sheet
		How			Staff Service Format
		✓ The Training Manager receives a final staff service data sheet with cadre level classification and filled in Independent posts format from the external agency			Deputation / Independent Posts Format
		✓ The Training Manager discusses with the external agency on the cadres mapping in the staff service of the Ministry / Department			
		✓ The Training Manager reviews the data sheets and passes his/her comments. The external agency will update the data sheets accordingly.			



What	Who	Why	Where	When	Records
4. Identification of Employee Roles	Training Manager	To facilitate the external agency for mapping the roles so that their responsibilities can be mapped	In Training Cell	Soon after mapping the staff cadres	Staff Service Format
	How				
	Employees belonging to various cadres of all staff services	✓ The Training Manager facilitates the external agency for the conduct of workshop for mapping the roles of the employees			Deputation / Independent Posts Format
		✓ The Training Manager makes employees available for the interactions with the external agency.			
		✓ The External Agency maps the roles of the employees through the workshop arranged.			
	External Agency / Consultant	✓ Then, similar exercise is carried out with deputation and independent posts for mapping their roles			



What	Who	Why	Where	When	Records
5. Mapping the Responsibilities of the Roles	Training Manager	To facilitate the external agency in mapping the responsibilities of the roles so that their competencies can be mapped	In Training Cell	Soon after mapping the employee roles	Staff Service Format
		How			
	Employees belonging to various cadres of all staff services	✓ The Training Manager facilitates the external agency for the conduct of workshop for mapping the responsibilities of the roles identified.			Deputation / Independent Posts Format
		✓ The Training Manager makes employees available for the interactions with the external agency.			
		✓ The External Agency maps the responsibilities of the roles of the employees through the workshop arranged.			
	External Agency / Consultant	✓ Then, similar exercise is carried out with deputation and independent posts for mapping the Responsibilities of their roles			Role & Responsibilities Format
		✓ Once the Training Manager receives Roles and Responsibilities of the cadres of a staff service from the external agency, he then circulates to the Cadre Controlling Authority concerned and take their inputs and approvals, where needed			



What	Who	Why	Where	When	Records
6. Competency Identification Workshops	Training Manager	To facilitate the external agency in mapping the competencies of the roles so that their training interventions can be planned	In Training Cell	Soon after mapping the responsibilities of the roles	Role, Responsibilities and Competencies Format
	How				
	Employees belonging to various cadres of all staff services	<ul style="list-style-type: none"> ✓ The Training Manager facilitates the external agency for the conduct of workshop for mapping the competencies of the roles identified. ✓ The Training Manager makes employees available for the interactions with the external agency. 			
	External Agency / Consultant	<ul style="list-style-type: none"> ✓ The External Agency maps the competencies of the roles of all the employees through the workshop arranged. ✓ Then, similar exercise is carried out with deputation and independent posts for mapping the Competencies of their roles 			



What	Who	Why	Where	When	Records
7. Finalization of Competencies of the Roles	Training Manager	To finalize and get the approval of the competencies identified for the roles so that their training interventions can be planned	In Training Cell	Soon after mapping the competencies of the roles	Role, Responsibilities and Competencies Format
	How				
	Cadre Controlling Authority	✓ The Training Manager asks the external agency to classify the competencies as core competencies and specialized competencies for the roles.			
	HoD	✓ The Training Manager then receives the Role, Responsibilities and Competencies Format prepared by the External Agency.			
	External Agency / Consultant	✓ The Training Manager then goes through the competencies identified for a staff service and circulates the Roles, Responsibilities and Competencies mapped for each cadre of the staff service, to its Cadre Controlling Authority for comments and concurrence ✓ The Competencies are finalized based on the comments / remarks of the Cadre Controlling Authority and then submitted to the Head of the Department for approval			



What	Who	Why	Where	When	Records
8. Identification of the areas for Training in the mapped Knowledge, Skills, Behaviours	Training Manager	To arrive at the actual training needs	In Training Cell	Soon after finalization of the competencies of the roles	TNA report Training Needs Summary Format
	How				
	Cadre Controlling Authority	✓ The external agency / Consultant then identify the areas of training in the identified knowledge, skills and behaviours			
	HoD	✓ They prepare and submit the TNA Report to the Training Manager			
		✓ The Training Manager then circulates the TNA Report to the respective Cadre Controlling Authorities for comments and concurrence			
	External Agency / Consultant	✓ The training needs are finalized based on the comments / remarks of the Cadre Controlling Authority and then submitted to the Head of the Department for approval			
		✓ The Training Manager facilitates the process of payment to the external agency / Consultant			



7

DESIGN AND DEVELOPMENT OF TRAINING

1. MODES OF TRAINING

There are different modes in which training can be imparted. The major modes of training are described below.

Trainer / Facilitator-led Training

Trainer led training is one of the traditional modes of training, generally held in a classroom environment where one or more instructors leading the class using lecture method or some other trainer-centred methods. In today's training environment, in addition to lecture method many interactive methods have been introduced in Trainer led training. These may include hands-on-work, task-oriented learning, learning-by-doing and other techniques that engage the learner.

On-the-Job Training (OJT).

OJT is a formal training that is conducted and evaluated in the work environment. Where knowledge is the main requirement to perform a task, OJT can be an option to train people. OJT has the advantage of providing continuous training on tasks that are of immediate need to the trainee. Further, OJT can continue for whatever length of time is necessary for the trainee to achieve mastery. Many Organizations attempt to use on-the-job training programs as a "low-cost" means to train their employees. These programs generally involve teaming a new employee with a more experienced one to learn how to do their assigned tasks.

Self-study

This is another mode in which the employees can be trained. In this mode, the employees will be given access to certain useful and relevant resources such as materials, books, manuals, on-line resources and



soft copies of materials. Then they can go through those resources and acquire knowledge needed. This study may end in taking some paper-based or on-line tests to get declared that the training is completed. The advantage of this mode is that the learners can learn at their pace and they can do the study in non-working hours without affecting their work. This mode is very economical also. But, the disadvantages are that this self-study requires a lot of self-motivation on part of the learners and at times, the study can go on and on and on. Therefore, it is suitable for majorly the managerial cadre employees. Further, this mode is limited to acquisition of knowledge only and no skills or behaviours can be imparted through this mode.

e-LEARNING

This is another mode of training, where the trainee can register in an on-line program or course. The trainee can log into his / her account, go through the on-line resources available, take on-line tests and get an on-line certificate. The advantage of this mode is that like in self-study mode, learners can learn at their pace and they can do the study in non-working hours without affecting their work and this mode is very economical also. But, the disadvantages, like in self-study again, are that this mode requires a lot of self-motivation on part of the learners and at times, the study can go on and on and on. Therefore, it is suitable for majorly the managerial cadre employees. Further, this mode is limited to acquisition of knowledge only and no skills or behaviours can be imparted through this mode.

DISTANCE LEARNING

Distance learning is one of the modes of training. The Departments can tie-up with prestigious universities and institutions and offer certain executive programs for their employees. The employees get enrolled into the courses / programs offered by the universities / institutions, attend the contact sessions offered for a brief period of time or on week-ends. They can write the term-end examinations and upon successful completion, the University / Institution awards the respective title and certificate. This mode is not suitable for those areas, where there are a lot of practical / field inputs required to complete the syllabus. As someone said "There is no distance learning program for swimming!!"

OUTBOUND TRAINING PROGRAMME

Outbound Training is a method for enhancing organizational performance through experiential learning. These programmes generally revolve around activities designed to improve leadership, communication skills, planning, change management, delegation, teamwork, and motivation. Participants are divided into teams and assigned tasks or activities for completion in a specified time. Achievement and performance during these activities is reviewed in group discussions to identify behaviours that lead to decreased or enhanced performance. Strategies are formulated to deal with



factors that hinder, and these strategies are then put to use in the activities that follow, to test their effectiveness. In Outbound Training the facilitator challenges a group to achieve a goal, but does not explain how to successfully complete the challenge. Participants must work to find a solution individually and together as a team, and must communicate and learn from each other in order to be successful. The Learning begins with the experience followed by reflection, discussion, analysis and evaluation of the experience.

Though most of the training programs conducted by a Department belong to the trainer / facilitator-led mode of training, the Training Manager should take a call as to which of the above modes of training can be used when, based on the subjects to be trained in, target group, cost, convenience, criticality of the training and time available. Even the modes of training such as On-the-job, Self-Study, E-Learning and Distance learning can be better structured, better implemented and better monitored if they are properly designed and developed to address specific training needs.

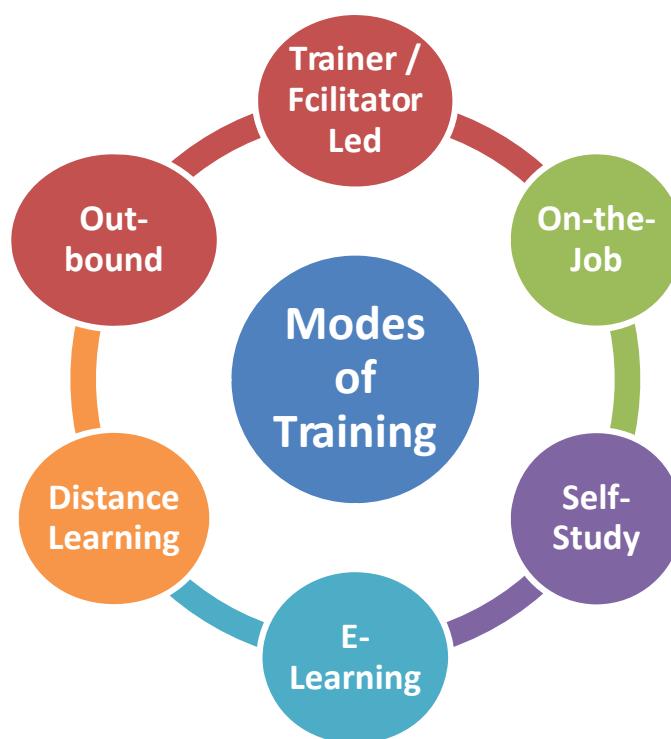


Figure 7 : Different Modes of Training

2. TYPES OF TRAINING

Several types of training are mentioned in the Guidelines issued on the National Training Policy 2012. The most important ones that suit our present context are given below.



- ✓ *Entry Level Training:* The objective of this type of training is to provide deeper understanding of the functioning of the Government and to fully prepare the new recruits for specific responsibilities that they are expected to execute on assuming charge of their posts.
- ✓ *Mid-Career Training:* The objective of this type of training is to provide training to all employees at various levels / stages of their career before they are promoted to positions of higher responsibilities.
- ✓ *Short-term thematic training:* The objective is to build professional competencies and personal attributes in employees, in identified subject areas.
- ✓ *Orientation Training:* This type of training is to be provided to employees, who have been posted to a new Ministry / Department with the objective of familiarizing them with the goals and overall functioning of the concerned Ministry / Department.
- ✓ *Workshops / Seminars / Conferences:* Employees are to be encouraged to attend seminars and other profession related workshops which will enrich their knowledge, thinking and technological developments. Through such programmes, the officers could share their own experience and knowledge in the forums and can create a learning environment.

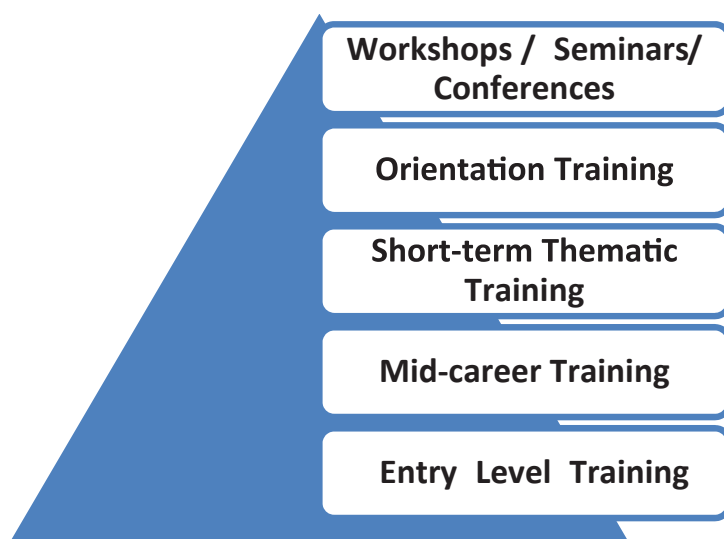


Figure 8 : Different Types of Training

The Training Manager has to incorporate in the Annual Training Plan, the above types of training in the order of priority, as decided by the Department / Ministry.

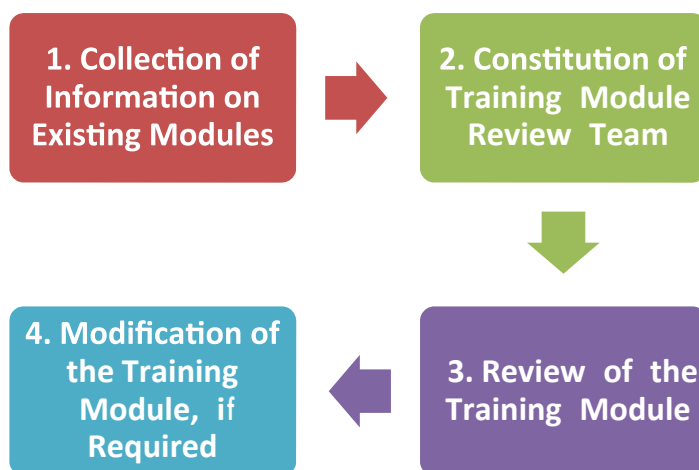


3. REVIEW OF THE EXISTING MODULES

Once the training needs are identified, the next step is to decide the training to be given. The training should be delivered through a training module designed to address the identified training need(s). Some suitable module might have already been designed and developed some time back, either by the Department or its training academy or a Central Training Institute (CTI) or a state's Administrative Training Institute (ATI). So, the Training Manager should first search for a suitable training module in the available sources (DoPT, CTIs, ATIs etc.). If such a training program is identified, then it can be perused to take one of the following decisions.

1. The module properly addresses the training needs concerned, therefore, the trainees can be straight away nominated to that module, wherever it is being offered
2. The module is suitable to a great extent, but, a few modifications are required to make it near perfect
3. The module does not address many of our requirements and cannot be taken up. Therefore, a new module has to be designed and developed

This activity is described in the process diagram below, followed by the Standard Operating Procedure (SOP) concerned.





What	Who	Why	Where	When	Records	
1.Collection of Information on the Existing Modules	Training Manager	To check whether any existing module suits the purpose	Training Cell	Soon after the training needs are identified		
		How				
		✓ Once the training needs are identified, the Training Manager then initiates the task of identification of suitable training modules				
		✓ Training Manager gathers information about the existing training modules from the following sources				
		<ul style="list-style-type: none">• Training modules available internally in the Department or in the Training Academy attached to the Department• Modules available with DoPT• Training Modules available with the CTIs or state ATIs• Institutions of repute that offer training in the subjects related to the identified training needs				
		✓ Then, the Training Manager identifies the modules that are suitable to the training needs identified and gathers as much information as possible about the module such as the following, and keeps it ready for submission to the Training Module Review Team that will be constituted for the purpose				



What	Who	Why	Where	When	Records
		<ul style="list-style-type: none"> • Training module outlines • Participant's materials • Training institution details • Module ratings, if available • Any other useful information <p>✓ If there is already an existing module that has been designed and developed earlier to address the training need in question, in similar exercise, then the Training Manager can finalize the same module</p> <p>✓ If no matching module is found in the available sources, then, he recommends for design and development of new training module</p>			



What	Who	Why	Where	When	Records
		To review identified training modules	Ministry / Department	After short-listing of the training module	
		How			
2. Constitution of a Training Module Review Team	Training Manager	✓ While suitable existing modules are getting identified, the Training Manager moves a note for appointment of Training Module Review Teams and completes the formalities involved			Training Module Review Teams Format
		✓ Based on the training needs identified and the subject areas, one or more Teams may be constituted			
		✓ If no existing training module is identified for a particular training need, no such Team needs to be constituted for that training need			
		✓ The Team should ideally be a 3-member team with the following members			
	HoD	<ul style="list-style-type: none"> • Internal Subject Matter Expert identified by the HoD, as Head of the Team • Head of Function / Section, as applicable, of the target group for which the training need has been identified • Training Manager as convener of the Team 			
		✓ The Training Manager prepares the Training Module Review Teams Format, with the details of the appointed teams			



What	Who	Why	Where	When	Records
3. Review of the Training Modules		To check if any of the training modules addresses our training needs	Training Cell	Soon after the suitable existing training modules are identified	
		How			
	Training Manager	<p>✓ The Training Manager submits all the relevant information collected on the identified training modules to the respective Training Module Review Team</p> <p>✓ The Team initiates the work and carries out a review of the training modules as below</p> <ul style="list-style-type: none"> • They use the Module Review Format for this purpose • They check the adequacy of module objectives, contents, duration, whether it is suitable for their target group, mode of training etc. • They also check the adequacy of the session plans, their content, methodologies, durations, faculty etc. • They check for the adequacy of the participants material and any other materials and trainer's material (if the module is Department's own module) • They check on the training institutions details, rating of the faculty etc. • The Team notes down all their comments and recommendations in the Training Module Review Format 			Training Module Review Format



		<p>✓ Each Team carries out similar exercise covering all the identified training needs write their recommendation in Training Module Review Formats concerned. The recommendation of a Team may be one of the following</p> <ul style="list-style-type: none">• None of the training modules examined addresses our training requirements – hence, now module should be designed and developed• A particular training module out of the examined modules addresses our training requirements to a maximum extent. We can nominate our trainees for this program• One of the examined training modules meets our training requirements to a considerable extent. However, the following changes should be made to the identified training module <p>✓ The recommendations of the Teams are then sent to the respective Cadre Controlling Authorities and their concurrence is taken</p> <p>✓ The Training Manager takes further action as below</p> <ul style="list-style-type: none">• If no existing module is recommended – the process for approval of designing and developing a new training module is initiated• If a particular training module is recommended – that module is finalized and recorded against the training need concerned• If modification of an existing module is recommended – the process for taking up the module revision is initiated
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What	Who	Why	Where	When	Records
4.Modification of the Training Module		To make the existing module suitable to the identified training need	Training Cell	Soon after the module review is over	
		How			
		<p>✓ If the training module, that should undergo modifications, is developed by the Department internally –</p> <ul style="list-style-type: none"> • Then the same Module Review Team that examined the module will be nominated to carry out the changes required. • The Team then carries out necessary changes in the following <ul style="list-style-type: none"> - Module framework details – Title of the program, Program contents, Program objectives, Program duration, Mode of training, Target group etc. using an appropriate Training Module Framework format - Session planning details – Title of the program, Session objectives, Session contents, Training methodologies, Materials and training aids required etc. – using a proper Session Plan format - Trainer resources – Trainer's handbook, PPTs, Other training materials such as case studies, exercises, role plays etc. - Trainee resources – Trainee's material, Handouts etc. • The Training Manager then ensures that all the intended changes are made in all the resources concerned – using a New Training Module Checklist 			Training Module Framework
	Training Manager				
	Training Module Review Team				Session Plan
					New Training Module Checklist



		<p>✓ If the training module that should undergo modifications is developed by a third party (CTI / ATI / DoPT) –</p> <ul style="list-style-type: none">• Then the Training Manager writes to the institution concerned requesting them to carry out the suggested changes in the module – so that the Department can nominate their trainees to that program• If the institution concerned accepts to carry out the suggested changes, then the trainees may be nominated for the program• If the institution does not modify their module, then the Department can internally develop a new module meeting their requirements• The Training Manager then appropriately takes a decision, with the approval of the HoD
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4. DESIGN & DEVELOPMENT OF A NEW MODULE

Once it is decided that there is no existing module that properly addresses the training needs, then a new training module has to be designed and developed. This design and development work may be carried out internally or externally. This decision has to be taken based on the resource and time constraints that the Department has. Training Manager has to carry out this process.

While designing a new module, as the first activity, a module framework is developed indicating the essential details such as detailed program contents, program objectives, type of training, duration, target group of trainees etc. Based on the module framework, a session plan is developed mentioning session objectives, session-wise content, session timings and duration, training methods, materials / aids required etc. This activity lays down a structure for the program and serves as its blue print, making the subsequent module development easier and systematic.

The next activity is development of the trainer's material, trainee's material, PPTs and material for conducting the proposed training methods such as case studies, exercises, role plays, group activities, games etc. and also the evaluation mechanisms such as question papers, tests, quizzes etc.

Competency-based Training Module Design & Development

While designing and developing a new training module, competency-based approach has to be kept in mind. The advantage is that the output will be consciously fine-tuned to meet the intended competency development requirements. The module thus designed and developed will not only address the knowledge needs, but also incorporates the associated skills and behaviours – making the training module a holistic program. As in the present scenario, the behavioural training will not be forgotten and will get its due place in the training module.

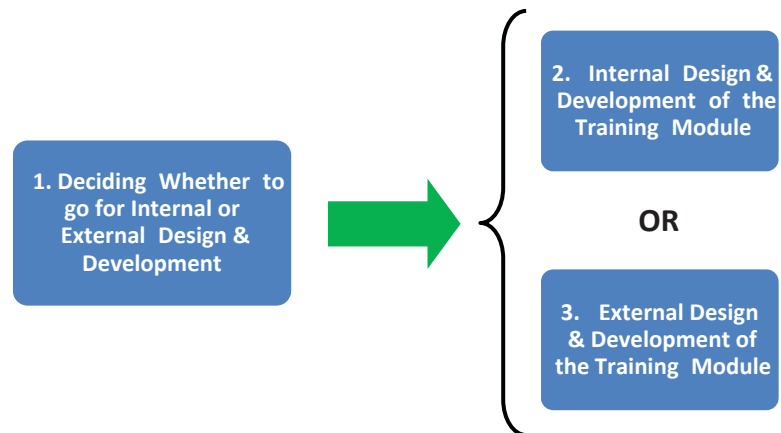
If the Training Needs Analysis is done using the competency approach, then, the training needs so identified will be comprehensive and holistic. Then the subsequent module design and development will automatically become competency-based. Nevertheless, the Training Managers should always ensure that the design and development of any new module is carried out using competency-based approach. This can be ensured by using the suggested New Training Module Checklist during design and development.

Designing and developing a new training module involves the following key processes.

1. Decision on Internal / External Design and Development
2. Design and Development – Internally
3. Design and Development – Externally



The detailed description of these key processes is given in the process diagram below, followed by the Standard Operating Procedure (SOP) concerned.





1. DECISION ON INTERNAL / EXTERNAL DESIGN AND DEVELOPMENT

What	Who	Why	Where	When	Records
1. Deciding whether internal design & development or external	Training Manager	To determine whether to design & develop the module internally or externally	Department / Ministry	Soon after identification of new training modules	
		How			
	HoD	<p>✓ The Training Manager takes stock of the situation in the Department, with respect to –</p> <ul style="list-style-type: none"> • The availability of required Subject Matter Experts and other human resources • The ability to spare the identified resources for this exercise • The availability of other required resources • The availability of time on hand 			
		<p>✓ Based on the above analysis, the Training Manager suggests whether the Department can afford to go for an internal module design and development or it has to be outsourced to an external Consultant / agency</p> <p>✓ If it is suggested to outsource the task, then one of the following resources may be considered</p> <ul style="list-style-type: none"> • DoPT Master Trainer • A CTI or ATI • An agency / Consultant suggested by DoPT, if any • Any other agency / Consultant / institution of repute <p>The Training Manager discusses the matter with the HoD, with the above information and then obtains the necessary decision</p>			

**2. DESIGN AND DEVELOPMENT – INTERNAL**

What	Who	Why	Where	When	Records
		To design and develop the new training module	Department / Ministry	Soon after taking a decision that the design of development of new training modules will be accomplished internally.	
		How			
1. Constitution of a Module Design & Development Team	Training Manager	✓ Once it is decided to design and develop the training internally, then a Module Design & Development Team is constituted for this purpose			Module Design & Development Teams Format
	Module Design & Development Team	✓ The same team that has reviewed the existing module may be continued for this purpose, or, a new team may be constituted			
		✓ Training Manager processes the matter and gets required approvals and the Team initiates the design work			
		✓ Then, the members of the Team will be trained in the modules of Design of Training (DoT) and Direct Trainer Skills (DTS) of the Trainer Development Program (TDP) – Training Manager facilitates this			



What	Who	Why	Where	When	Records
2. Module Design – Preparation Of Module Framework	Training Manager	To set the basic framework for the new training modules identified	Department / Ministry	Soon after constitution of the Module Design & Development Team	Training Module Framework format
		How			
	✓ The Team first prepares the Training Module Framework, as part of the design, with the following details				
	• Title of the program				
	• Program contents in detail (topics and sub-topics)				
	• Program objectives				
Module Design & Development Team	• Trainee Evaluation Criteria				
	• Program duration				
	• Mode of training				
	• Target group				
		• Any other relevant details			
		✓ The Training Manager circulates the Module Framework to all concerned and gets their concurrence			



What	Who	Why	Where	When	Records	
3. Module Design – Preparation Of Session Plan		To further detail the Module Framework	Department / Ministry	Soon after the Module Framework is prepared	Session Plan format	
		How				
	Training Manager	✓ The Team then prepares the details of the program session-wise, using a Session Plan format, with the following details <ul style="list-style-type: none">• Division and distribution of sessions• Session objectives – for each session• Content covered – session-wise• Session timings, incorporating tea / lunch breaks• Methodologies used – session-wise• Training Materials / Training Aids required – session-wise• Any other relevant details				
	Module Design & Development Team	✓ The Training Manager circulates the Session Plan to all concerned and gets their concurrence				



What	Who	Why	Where	When	Records	
4.Module Development – Preparation of Trainer’s Material	Training Manager	To equip the trainer properly	Department / Ministry	Soon after the preparation of the Session Plan	New Training Module Checklist	
		How				
	Module Design & Development Team	✓	Once the design of the training module is over, development phase begins			
		✓	The Team then prepares the Trainer’s Material, so as to properly equip the trainers with required material. This material may contain the following <ul style="list-style-type: none">• Trainer’s Instructions / Handbook• Presentations (PPTs)• Other training materials such as case studies, exercises, role plays etc.			
		✓	The Training Manager ensures that the Trainer’s Material meets all the required standards, using a New Training Module Checklist			



What	Who	Why	Where	When	Records
5. Module Development – Preparation of Participant's Material	Training Manager	To provide a reference material to the trainee to facilitate good reading and learning	Department / Ministry	Soon after preparation of the Trainer's Material	New Training Module Checklist
		How			
	✓ As part of the development phase, the Team then prepares the Participant's Material that should be given to the trainee in the training				
	✓ While preparing this material the following aspects are to be ensured				
	<ul style="list-style-type: none">• Quality and readability of the material• Usage of diagrams, pictures, tables etc. where suitable• Less text, smaller paragraphs and more bulleted points• Symmetric and non-gaudy fonts, big enough font size and good enough line spacing• Usage of anecdotes, stories, cases etc.• Usage of pleasant colour combinations				
	✓ The Training Manager ensures that the Participant's Material meets all the required standards, using a New Training Module Checklist				



What	Who	Why	Where	When	Records	
6. Finalization & Approval		To finalize and approve the module	Department / Ministry	Soon after design and development of the module		
		How				
	Training Manager	✓ Training Manager then circulates the following material to all concerned for their concurrence				
		• Module Framework				
		• Session Plan				
	Module Design & Development Team	• Trainer's Material				
		• Participant's Material				
		✓ The Training Manager completes all approval formalities and plan for a Training of the Trainer (ToT) program for identified Internal Trainers				
	✓ The Module Design & Development Team carries out a ToT for the identified Internal Trainers so that those Trainers can train the employees of the Department					

**3. DESIGN AND DEVELOPMENT – EXTERNAL**

What	Who	Why	Where	When	Records
1. Engaging the external Consultant / Agency	Training Manager	To engage an external resource for the design and development of the new training modules identified	Department / Ministry	After taking decision of engaging the external resource	
		How			
	HOD	✓ On getting the decision to engage an external resource for the design and development of the new module, the Training Manager initiates the process			
		✓ The Training Manager carries out correspondence with the suggested external resources and seek technical and financial proposals from them			
		✓ The Training Manager follows an appropriate process and in consultation with the HoD, finalizes the external Consultant / agency			
		✓ The Training Manager completes the contracting formalities and the work gets initiated			



What	Who	Why	Where	When	Records
2. Finalization of the Training Module	Training Manager	To finalize the training module and carry out ToT	Department / Ministry	Soon after the draft deliverables are submitted	New Training Module Checklist
		How			
	Training Module Review Team	✓ Upon completion of the above deliverables, the Training Manager forwards the same to the Module Review Team for their comments			
		✓ The Team peruses the deliverables and give their comments / remarks, which will be incorporated and the final deliverables are prepared and submitted by the external Consultant / agency			
	External Agency / Consultant	✓ Then these final deliverables are circulated to all concerned and their concurrence is obtained			
		✓ Meanwhile, if any changes come, they will be duly incorporated by the external agency / Consultant			
		✓ Then, the Training Manager pronounces that the module design and development is completed and the module is ready for implementation			
		✓ The external Consultant / agency then carries out a ToT for the identified Internal Trainers so that those Trainers can train the employees of the Department			
		✓ The Training Manager then completes the closing formalities such as payments to the external agency / Consultant			



8

TRAINERS

1. TYPES OF TRAINERS

A Trainer is the person who facilitates learning in the trainees. With reference to the training function, a trainer is as important as the Training Manager himself / herself. Therefore, discussion on the types of trainers is very pertinent here. With reference to the Government sector training, the following are the major types of trainers.

1. Internal Trainer
2. External Trainer
3. Subject Matter Expert
4. DoPT Master Trainer

Internal Trainer

This is an employee working within the Ministry / Department, whose potential as a trainer in particular subject(s) is identified by the Training Manager. Subsequently this person gets trained in the Direct Trainer Skills (DTS) module of the Trainer Development Program. This person is either posted in the Academy attached to the Department / Ministry, or continues in the present post, but, whenever there is a training organized in the related subject areas, this person conducts the training programs.

External Trainer

This is a trainer from an external organization (be it private or public) or a freelancer who conducts / delivers training in certain subject areas, upon paying a professional fee by the Department / Ministry. When the Department / Ministry does not have internal capacity, they can opt for an external trainer. The Training Manager should maintain the database of these external trainers in the relevant subject areas.



Subject Matter Expert (SME)

This is a person mostly working within the Ministry / Department and is very knowledgeable or skilful in particular subject area(s). After identified as an SME, this person may be given training in the Design of Training (DoT) and Direct Trainer Skills (DTS) modules of the Trainer Development Program (TDP) and can be used in review of the existing training modules and also in developing new training modules in his / her subject areas. SME need not be a trainer as such, but has the capacity to conduct Training of Trainers (ToT) to the identified Internal Trainers in his / her subject areas.

DoPT Master Trainer

This is a person identified by DoPT as a trainer for certain subject areas. This person is given training in Direct Trainer Skills (DTS) module of the Trainer Development Program (TDP) and also given an intensive training in the subject areas for which he / she is identified as a trainer. This person is available for all the Ministries / Departments and can be used for training of their employees in the related subject areas, to address the relevant training needs.

2. IMPORTANCE OF INTERNAL TRAINERS

As most of the training that happens in Government sector is through the mode of Trainer / Facilitator-led Training, the role of the Trainer assumes further more importance. The effective transfer of knowledge depends a lot on the trainer because it is the trainer who can remove the mental blocks of the trainees, motivate them to learn and delete the negative perceptions regarding training, if any. Therefore, it is required to identify, induct and develop a cadre of trainers within the Government sector and particularly within the Department itself.

The advantages of the Internal Trainers are many as given below.

- ✓ Internal Trainers can deliver any training more effectively, as they are well aware of the organizational situations and internal dynamics
- ✓ Internal Trainers can understand and appreciate the training needs better than the external trainers
- ✓ Internal Trainers are professionally trained in the relevant TDP modules and also in the subject areas concerned by the SMEs
- ✓ Internal Trainers are less costly when compared to external trainers
- ✓ The training delivered through the internal training can address specific needs rather than a generic subject area
- ✓ Scheduling of training can be easier, as the trainer is available internally



- ✓ Retraining of employees or refresher programs, if required, can be carried out more economically because of the availability of Internal Trainers

3. IDENTIFICATION, DEPLOYMENT AND DEVELOPMENT OF INTERNAL TRAINERS

The potential employees, who can become trainers, should be identified and trained in the relevant areas so that they can be deployed for training. Subsequently, they should be nurtured and developed further through periodical training of trainers programs. This process is depicted through a process diagram below, followed by the SOP.





What	Who	Why	Where	When	Records
1.Identification of Internal Trainers		To develop a cadre of Internal Trainers	Department / Ministry	On-going process	List of Internal Trainers
		How			
	Training Manager	✓ The Training Manager keeps a vigil and spots the potential Internal Trainers in the relevant subject areas, through one or more of the following methods			
		<ul style="list-style-type: none">• Calling for nominations by the interested employees (belonging to particular identified cadres and having relevant qualifications)			
		<ul style="list-style-type: none">• Discussing about the importance of Internal Trainers in the internal meetings and asking employees to come forward			
	Potential Employees	<ul style="list-style-type: none">• Informally asking the employees for internal references of potential trainers, and subsequently having a discussion with such referred employees			
	HoD	<ul style="list-style-type: none">• Having discussions with the Heads of the Functions / Sub-functions / Sections etc. about potential Internal Trainers• Duly offering the additional benefits to the Internal Trainers, as per the rules and regulations in vogue			
		✓ Training Manager thus gathers information of the potential Internal Trainers and prepares a list of such employees			



		<p>✓ The Training Manager then holds discussions with such employees and examine their suitability to become Internal Trainers, by looking for the following qualities</p> <ul style="list-style-type: none"> • Orientation to help others by imparting what he / she knows • Considerable levels of knowledge and skills in the relevant subject areas • Ability to communicate to the other person what he / she intends to communicate • Willingness to work as a trainer <p>✓ Upon taking their oral willingness, the Training Manager takes the list to the HoD, discusses the matter, finalize the modalities and brings out internal orders nominating the identified employees as Internal Trainers</p>	
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What	Who	Why	Where	When	Records	
2.Deployment of Internal Trainers	Training Manager	To prepare the identified Internal Trainer for training delivery	Department / Ministry	After the Internal Trainers are identified formally	List of Internal Trainers	
		How				
	HoD	✓ Once the persons are appointed as Internal Trainers, then they are sent to attend the Direct Trainer Skills (DTS) module of the TDP program				
		✓ If required, the internal Subject Matter Expert (SME) can further train the Internal Trainer in the subject areas concerned, through a ToT				
	Identified Internal Trainers	✓ Then the Training Manager hands over an available module in their relevant areas and requests him / her to deliver training for a small group of trainees				
		✓ The Internal Trainer delivers the mock training, the Training Manager gives necessary feedback and he / she carries out required changes in the training delivery aspects				
		✓ Now, the Internal Trainer is ready to take up the regular batches of trainees				



What	Who	Why	Where	When	Records
3.Periodic Development of Internal Trainers	Training Manager Internal Trainers	To continuously nurture the Internal Trainers	Department / Ministry	Periodically	Internal Trainers' Development Plan
		How			
		✓ The Training Manager periodically identifies the development requirements of the Internal Trainers			
		✓ Based on the requirements, the Training Manager sends the Internal Trainers to other ToT programs, workshops, seminars etc. in the relevant subject areas			
		✓ In case of technological advancements and methodological advancements, the SME concerned conducts small ToTs to the Internal Trainers concerned, to keep them abreast of the developments			
		✓ The ToTs and other programs offered to the Internal Trainers are also included in the Annual Training Plan of the Department / Ministry			



9

TRAINING PLANS

1. INTRODUCTION TO TRAINING PLANS

Planning is required for any implementation – let alone training programs. Planning provides an overall picture of the flow of implementation. Instead of jumping into the implementation first and then fire-fight later, it is always better to sit and plan first and then jump into the execution. Based on this premise, yet another fundamental question – should the training programs also be planned? – can be easily answered.

It was already understood from the earlier chapters that the entire end-to-end training process should be properly planned and hence the concept of Systematic Approach to Training. Therefore, when the training requirements are getting identified methodically, the training modules are getting designed and developed systematically, why not the Training programs should be conducted in a planned manner?

The training programs decided to be implemented can be done so in a planned manner, using the Training Plans. A training plan is a document that outlines the details about the training programs that are to be conducted for the employees of the Ministry / Department. Training plans will help the Training Managers in planning for the required resources in advance and also systematically administering the training programmes for the employees. As recommended by the National Training Policy (NTP) 2012, there are two types of Training Plans the Training Manager has to pay attention to. They are –

1. Cadre Training Plan
2. Annual Training Plan



2. CADRE TRAINING PLAN AND ANNUAL TRAINING PLAN

Cadre Training Plan (CTP)

A Cadre Training Plan is a comprehensive training plan for the employees belonging to a particular cadre of a staff service, developed and implemented by the respective Cadre Controlling Authority, incorporating suitable 'Training interventions' after taking into consideration the various duties and responsibilities to be performed by them from the stage of recruitment to retirement. It is a one-time activity and can be updated at a regular periodicity.

Annual Training Plan (ATP)

An Annual Training Plan is a comprehensive training plan to be prepared annually by every Ministry / Department for all the employees working in it during that period (including those in the attached and subordinate offices or institutes), irrespective of the Cadre and Staff Service of such employees. This plan includes the 'Training interventions' described in the Cadre Training Plan (CTP) of the Cadres / Services under its exclusive control, and also the 'Training interventions' required to develop 'Department-specific-Competencies' in those employees who are posted in the Ministry / Department on a tenure basis.

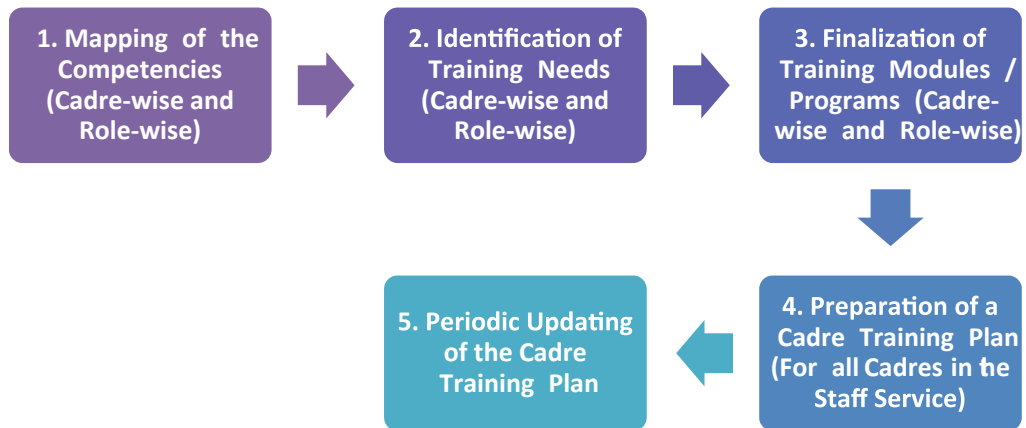
3. PREPARATION OF A CADRE TRAINING PLAN

Preparation of the Cadre Training Plan involves the following process

1. Mapping of the competencies (Knowledge, Skills and Behaviours) – cadre-wise and role-wise for the staff service under its control (a detailed process of how to do this is covered in Chapter – IV : Competency Approach to Training)
2. Identification of the Training Needs – cadre-wise and role-wise for the staff service (a detailed process of how to do this is covered in Chapter – VI : Training Needs Analysis)
3. Finalization of Training Modules / Programs – cadre-wise and role-wise for the staff service (a detailed process of how to do this is covered in Chapter – VII : Design and Development of Training)
4. Preparation of a Cadre Training Plan



The process diagram that depicts the above process is given below, followed by the Standard Operating Procedure (SOP) concerned.





1. Mapping of the competencies (Knowledge, Skills and Behaviours) – cadre-wise and role-wise for the staff service under its control (a detailed process of how to do this is covered in Chapter – IV : Competency Approach to Training)
2. Identification of the Training Needs – cadre-wise and role-wise for the staff service (a detailed process of how to do this is covered in Chapter – VI : Training Needs Analysis)
3. Finalization of Training Modules / Programs – cadre-wise and role-wise for the staff service (a detailed process of how to do this is covered in Chapter – VII : Design and Development of Training)

What	Who	Why	Where	When	Records
4. Preparation of a Cadre Training Plan	Training Manager	To chart a training and development plan for all the cadres of a staff service	Department / Ministry	Upon completion of the finalization of training modules / programs for all cadres of a staff service	Cadre Training Plan
		How			
	✓	Training Manager carries out the process steps from '1'to '3'mentioned above following the SOPs described in the Chapters concerned			
	✓	The Training Manager ensures that either the existing training modules / programs are identified or new training modules / programs are designed and developed to address all the identified training needs for each cadre in a staff service			
	✓	These details are clearly incorporated in the Cadre Training Plan of a Staff Service			
	Cadre Controlling Authorities	✓	The Training Manager then sends the Cadre Training Plan to the Cadre Controlling Authorities concerned for their perusal and concurrence		



What	Who	Why	Where	When	Records
5. Periodic Updating of the Cadre Training Plan		To review and update the Cadre Training Plan so that it is kept up with the current times	Department / Ministry	Once in 3 years	Cadre Training Plan
		How			
	Training Manager	✓ The Cadre Training Plan, once developed, will be reviewed every 3 years			
		✓ The Training Manager, in consultation with the Cadre Controlling Authorities concerned, reviews the Cadre Training Plan			
	Cadre Controlling Authorities	✓ If there are any changes in the Cadres in the staff service, then the changes are suitably incorporated in the Cadre Training Plan			
		✓ If there are any changes in the Roles / Responsibilities of the Cadres, then the same will be mapped following the processes concerned and the competencies thereof will also be mapped			
		✓ Then, the training needs and the training programs / modules will also be identified or designed and developed			
		✓ The Training Manager then incorporates these changes into the existing Cadre Training Plans			



4. PREPARATION OF AN ANNUAL TRAINING PLAN

As already described above, the Annual Training Plan (ATP) is prepared for a year – a financial year (April to March). While the Cadre Training Plan is a development plan for the various cadres of a staff service, the Annual Training Plan is the actual implementable plan for the Department / Ministry as the Quarterly Training Calendars are derived from this Annual Training Plan.

Preparation of Annual Training Plan involves the following process steps.

1. Gathering Inputs for the Annual Training Plan (ATP)
2. Preparation of the Annual Training Plan (ATP)

The above process is represented in the process diagram given below, followed by the Standard Operating Procedure (SOP) concerned.





What	Who	Why	Where	When	Records	
1. Gathering Inputs for the Annual Training Plan		So that the ATP can be prepared in a comprehensive manner	Training Cell	In the month of January every year – for the ensuing year	ATP Data Sheet	
		How				
		✓ The Training Manager gathers the following inputs for the purpose of preparing the Annual Training Plan				
	Training Manager	• Cadre Training Plans for all cadres concerned				
		• Training needs of the Deputation / Independent posts				
	Cadre Controlling Authorities	• Any TNA exercise to be taken up afresh this year				
		• Any design and development of new modules and modification of existing training modules to be taken up this year				
		• Details of any ToTs to be conducted this year				
		• Details of any training evaluations to be taken up this year				
		• Details of seminars / workshops, conferences etc. that the Department / Ministry needs to participates in				
	• Details of the recruitment planned for the year in the Department / Ministry					
	• Details of the transfers planned for the year					



	<ul style="list-style-type: none">• Details of the promotions planned for the year• Status of implementation of training to all employees (target vs. Completed) – after the competency-based training needs are identified and relevant training modules are designed and developed• Requisitions from any senior officers on any need-based requirement of training for their staff• Foreign training requirements• Budgets available for the year <p>✓ The Training Manager, after getting all the required documents, culls out the data needed for preparation of the ATP and organizes that data in the ATP Data Sheet</p>	
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What	Who	Why	Where	When	Records
2. Preparation of the Annual Training Plan	Training Manager	To set the training modules in the proper order of conducting the training in the particular year	Training Cell	In the month of February every year – for the ensuing year	ATP Data Sheet Annual Training Plan (ATP) format
		How			
	✓ After organizing the data in the ATP Data Sheet, the Training Manager starts preparing the Annual Training Plan (ATP)				
	✓ The Training Manager prepares the ATP, using the ATP format, incorporating the following training interventions, in the order of priority given below				
	<ul style="list-style-type: none">• Any TNA that is still pending• Any training module modification and design and development of new modules• Induction training for the new recruits• Mid-career training for the cadres, who get eligibility for promotion• On-the-job Training for those who are transferred into new roles• Competency-based training (as per the identified competency-based training needs) to the employees who are yet to be covered, including deputation and independent posts				



	<ul style="list-style-type: none">• Training of Trainers to address the identified training needs• Evaluation of training programs conducted last year• Important seminars / workshops / conferences• Domestic Funding of Foreign Training (DFFT) <p>✓ The above training interventions are adjusted and fine-tuned based on the budgets available for the year</p> <p>✓ The above training interventions are then placed in the four quarters of the year, based on their probable dates of implementation</p> <p>✓ The Annual Training Plan is then finalized in consultation with and on approval of the HoD</p>	
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10

IMPLEMENTATION OF TRAINING

MANAGING THE FINANCIAL ASPECTS OF TRAINING

When there is an activity, then there is a cost associated with it and it is more so, if the activity is performed by an organization. Similarly, training activity also has associated costs. It requires budgets to be allocated annually and tracked, training interventions to be planned based on the budgets and training expenditure is to be maintained properly.

Therefore, in addition to managing the administrative aspects of training, the financial aspects also should be managed for the following reasons.

- ✓ Training interventions can be planned well with proper prioritization, if the budgets are known
- ✓ If the expenditure is properly maintained and tracked, the Training Manager can know at every step whether he / she is overshooting the budgets
- ✓ There will be a proper control over the training activities
- ✓ Costing is useful in reviewing past training and deciding whether it is worth continuing or repeating particular training programs. Costing is vital to establish whether sufficient resources are available to undertake training and, if not, whether to seek out alternative resources or cancel the training.
- ✓ Costing of training allows you to account for the expenditure on the various activities. It can show what was spent on essential training and what might be considered as inessential spending.



Managing the financial aspects of training involves the following key processes.

1. Budgeting
2. Expenditure Management

The above key processes are depicted through the following process diagram, followed by the Standard Operating Procedures (SOPs) concerned.



1. BUDGETING

What	Who	Why	Where	When	Records
1. Preparation of Training Budget	Training Manager	So as to prepare the Annual Training Plan based on the budget allocations	Ministry / Department	In the month of January of every year	Training Budget Format
		How			
		✓ As per the recommendations of the National Training Policy 2012, the training budget for a Ministry / Department is 2.5 % of the Salary Budget of that Ministry / Department			
		✓ The Training Manager also participates in the Departmental budgeting process and arrives at the training budget, after finalization of the salary budget of the Department / Ministry			
		✓ Then the Training Manager prepares the Training Cell budget following the following broad norms <ul style="list-style-type: none">• The fixed expenditure such as staff salaries, infrastructure maintenance cost and other such expenditure is to be budgeted under Training Cell Management Cost• The variable expenditure such as the cost of training interventions, cost of TNA exercise, cost of design and development of training modules, cost of training evaluations etc.• Initially, more of the variable expenditure budget should be allocated for TNA and module design and development. In the subsequent years, more budget can be allocated to training interventions and training evaluations			
✓ Once the training budget is prepared, the Training Manager discusses the same with the HoD and gets required approvals					
✓ After the budget is allocated by the Central Government, the sanctioned budget allocations are intimated to the Training Manager					



What	Who	Why	Where	When	Records
2. Budget Tracking	Training Manager	So as to keep a tab on the expenditure	Ministry / Department	After getting the budget sanctions	Budget Tracking Format
		How			
		✓ The Training Manager maintains the expenditure of the training interventions and other such planned initiatives			
		✓ Periodically, the Training Manager reviews the expenditure and keeps a tab on the sanctioned and spent budgets			
		✓ Based on the expenditure and budgets available, the Training Manager takes course corrections and corrective actions			
		✓ The Quarterly Training Calendar will be modified and fine-tuned based on the budget tracking			



2. EXPENDITURE MANAGEMENT

What	Who	Why	Where	When	Records
1. Recording the Training Expenditure	Training Manager	So as to maintain the expenditure involved in training, so as to track the expenditure against the budgets	Training Cell	Throughout the year	Training Expenditure Register Petty Cash Book
		How			
		✓ The Training Manager records all the training related expenditure incurred towards staff salaries, infrastructure maintenance, Consultant costs, external trainers' costs, material design, development and printing costs, accommodation charges, training institution fee, other petty expenditure etc.			
		✓ The expenditure is recorded in the Training Expenditure Register			
		✓ For every expenditure, proper bills and vouchers are maintained			
		✓ Bills submitted by the external trainers / Consultants / vendors etc. are processed and paid following appropriate financial norms and procedures that are in vogue in the Ministry / Department			
		✓ Petty Cash Book, Training Expenditure Register and other books of accounts are properly maintained and are periodically subjected to internal and external audits			



2. SCHEDULING THE TRAINING

Once the Annual Training Plan is ready, then proper scheduling of the training programs should be taken up. While the Annual Training Plan contains all the training programs planned for the year, it does not contain the actual dates of the training programs. The proposed training interventions are tentatively arranged in the four quarters of the year, based on the likelihood of their execution. This broad plan should be further scheduled with accuracy. For this purpose, a rolling Quarterly Training Calendar is prepared, based on which the Training Manager accurately executes the training interventions planned in the Annual Training Plan.

The process of how to prepare this rolling Quarterly Training Calendar is given below in the form of a Standard Operating Procedure (SOP).



What	Who	Why	Where	When	Records
1. Preparation of the Quarterly Calendar	Training Manager HoD	To accurately schedule the training interventions of the Annual Training Plan	In Training Cell	1st week of the current month, for the next three consecutive months	Annual Training Plan
		How			
		✓ The Training Manager goes through the Annual Training Plan prepared.			
		✓ While preparing the Quarterly Training Calendar, the Training Manager keeps the following points in mind			Quarterly Training Calendar
		<ul style="list-style-type: none"> The Training Calendar is prepared in the 1st week of every month, for the next three months (leaving the current month) This Calendar is prepared for three months in a rolling manner (Ex : in March, for the months of April, May and June and in April, for the months of May, June and July and in May, for the months of June, July and August and so on) The first month's schedule of the Training Calendar should be almost fixed so that required arrangements for the proposed training programs can be gone ahead with. The schedules of the next two months can be tentative to accommodate any changes that may come suddenly 			List of Internal Trainers List of External Trainers



		<p>✓ The Training Manager prepares the Quarterly Training Calendar, using the format concerned, following the guidelines below</p> <ul style="list-style-type: none">• The training interventions placed in the relevant quarter(s) are taken up for scheduling• If any of the training interventions placed in some other quarter of the ATP should be brought to the present quarter, because of unforeseen reasons, then such changes should be taken into consideration• Any other factors that influence the scheduling of these programs should also be taken into consideration• If any Workshops / Seminars / Conferences scheduled in the ATP fall in one of these three months, those programs should be scheduled accordingly <p>✓ The Training Manager submits the Training Calendar to the HoD and gets the approval</p>
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3. DELIVERY OF TRAINING & MANAGEMENT OF LOGISTICS

Once the month-wise training calendar is ready, the next step is to carry out the arrangements for implementation of the scheduled training interventions. These arrangements include logistics required for the training programs. Certain arrangements need to be done before the training programs, certain other things need to be organized during the training program and some other activities need to be done once the training intervention is completed. Therefore, these arrangements are classified into the following key processes.

1. Pre-Training Arrangements
2. In-Training Monitoring
3. Post-Training Activities

The interaction and sequence of the above key processes is depicted in the process diagram given below.



The descriptions of the above key processes are given below, in the form of Standard Operating Procedures (SOPs).

**1. PRE-TRAINING ARRANGEMENTS**

What	Who	Why	Where	When	Records
1. Nomination of Trainees	Training Manager	To finalize the list of trainees attending the training	In the Ministry / Department	Upon preparation of the Quarterly Training Schedule	Quarterly Training Calendar List of Trainees
		How			
		✓ The Training Manager sends communication to all officers concerned requesting them to relieve the nominated employees for attending the training, as planned in the Annual Training Plan.			
		✓ The Training Manager receives the confirmation of participant's names from the section heads of the participants. Then the Training Manager prepares the consolidated List of Trainees for circulation			
		✓ The Training Manager completes the required approval formalities			
		✓ The Training Manager ensures confirmation of participation by contacting / reminding the participants about the programme at least one week before they arrive to the programme			
		✓ If the training programme is arranged within the Ministry/Department, then no transportation and accommodation facilities are provided to the participants.			
		✓ If the training programme is arranged in ATIs / CTIs / any other institution, then participant's fee is arranged and other logistics are taken care by the Institute.			
		✓ If the training programme is arranged by the Ministry / Department and not in the premises, then transport and accommodation facilities are provided to the participants.			



What	Who	Why	Where	When	Records
2. Coordination with Trainers	Training Manager	To ensure that trainers are available for the scheduled training program	In Training Cell	Upon preparation of the Quarterly Training Schedule	Quarterly Training Calendar
		How			
		✓ If the training program is going to be conducted in the Ministry / Department – <ul style="list-style-type: none">If the training is going to be facilitated by an Internal Trainer, the Training Manager intimates that trainer through an internal order, about the training that he / she needs to facilitate, and gets the confirmationIf the training program is facilitated by an External Trainer, the Training Manager intimates that trainer about the training that he / she needs to facilitate and gets his confirmationThe Training Manager sends reminders to the Internal / External Trainers, as applicable, two days before the program and gets their confirmationThe Training Manager ensures the required transportation and accommodation facilities for the External Trainer			
		✓ If the training program is going to be conducted in a CTI or an external institution, then the Training Manager ensures that the proposed faculty are available to facilitate the training			



What	Who	Why	Where	When	Records
3. Arrangement of Training Materials	Training Manager	To keep ready the required material for the training program	In Training Cell	2 days before the training program	Training Program Checklist
		How			List of Trainees
		✓ If the training program is going to be conducted in the Ministry / Department, then the Training Manager ensures the readiness of the following –			Trainee Registration Form
		<ul style="list-style-type: none"> • Trainee kits • Participant's handbook / Reference Material • PPTs, Case studies, Handouts, Exercise materials etc. • Formats required for certain administrative procedures – such as Registration Form, Attendance Sheet, Program Schedule, Trainee Feedback Form, any Test Papers and Answer Sheets etc. 			Trainee Attendance Sheet
		✓ If the training program is going to be conducted in a CTI / ATI / any other institution, then these activities are taken care of by the respective institutions themselves			Training Program Schedule Training Feedback Form



What	Who	Why	Where	When	Records
4. Venue Managements	Training Manager	To ensure that everything is ready at the training venue	Training Venue	One day before the Training Program	Training Program Checklist
		How			
		✓ If the training program is going to be conducted in the Ministry / Department, then the Training Manager ensures the readiness of the venue by checking the following – <ul style="list-style-type: none">• Seating arrangements as required by the program• Stationery items such as sketch pens, flip charts etc.• Air conditioners, audio-visual equipment such as public address system, Collar mic, LCD projector, Screen, White boards, Markers in working condition• Name boards identifying the faculty, dignitaries and participants• Lunch, tea / coffee and snacks, drinking water and other arrangements			
		✓ The dignitaries, including the Chief Guest, should be reminded a day before, to attend the inauguration at the beginning of the training program,			
		✓ If the training program is going to be conducted in a CTI / ATI / any other institution, then these activities are taken care of by the respective institutions themselves			



2. IN-TRAINING MONITORING

What	Who	Why	Where	When	Records
1. Initiation of the Training Program	Training Manager	To start the training program in a professional manner	Training Venue	At the beginning of the training program	Training Program Checklist
		How			
		✓ If the training program is conducted in the Ministry / Department, then the Training Manager carries out the following activities			
		<ul style="list-style-type: none">• Ensuring a proper registration process• Ensuring proper inauguration process, if there is one, and observance of required protocol for the dignitaries and chief guest• In case there is no formal inauguration, then the Training Manager welcomes the trainees and initiates the training program			
		✓ If the training program is conducted in a CTI / ATI / any other institution, then the Training Manager attends the opening session / ceremony just to ensure that everything is alright			



What	Who	Why	Where	When	Records
2. Training Delivery	Training Manager	To ensure that the program is going as planned	Training Venue	During the training program	Training Program Checklist
		How			
		✓ If the training program is conducted in the Ministry / Department, then the Training Manager visits during the program, interacts with the trainees and ensures that the training program is going on as planned			
		✓ If the training program is conducted in a CTI / ATI / any other institution, then the Training Manager visits the program at least once and interacts with the trainees to ensure that everything is going as planned			
		✓ When the Training Manager interacts with the trainees, trainers and other administrative staff, he / she takes feedback on the following <ul style="list-style-type: none">• Training content and coverage• Trainers and training methods• Trainee evaluation mechanisms			



What	Who	Why	Where	When	Records
3. Closing of the Training Program	Training Manager	To close the training programme properly	Training Venue	At the end of the training program	Training Program Checklist Certificates
		How			
		✓ If the training program is conducted in the Ministry / Department, then the Training Manager carries out the following activities <ul style="list-style-type: none">• For key training programs, there will be a Valedictory Function where eminent persons will be invited to conclude the training program. The Training Manager ensures that the function is properly done.• In other training programs, the Training Manager attends the closing ceremony and distributes the certificates to the trainees			
		✓ If the training program is conducted in a CTI / ATI / any other institution, then the Training Manager attends the closing session / ceremony			



3. POST-TRAINING ACTIVITIES

What	Who	Why	Where	When	Records
1. Post-Training Activities	Training Manager	To prepare and submit the post training report to Head of the Department	In Training cell	After completion of the training program	
		How			
		✓ If the training program is organized in the Ministry / Department, then the Training Manager carries out the following activities			Training Feedback Summary
		<ul style="list-style-type: none"> Collecting the trainee feedback and prepares a Training Feedback Summary Collecting the trainee evaluation results and preparing the Trainee Evaluation Summary 			Trainee Evaluation Summary
		✓ The Training Manager prepares the Post-Training Report incorporating the vital details of the training program using the format concerned and submits it to the HoD			
		✓ Training Manager ensures that all the information related to the training program is updated in the training MIS			Post-Training Report
		✓ If required, The training program material is also shared to the participants via email by Training Manager			
		✓ If the training program is organized in the Ministry / Department, then the Training Manager will settle all the bills against sundry training expenses such as transport, photography, printing and stationery, accommodation, external trainer's fee and all other expenses and ensure proper maintenance of books of accounts			Training Expenditure Register
		✓ If the training program is conducted in a CTI / ATI / any other institution, then the Training Manager processes the TA / DA of the trainees			



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EVALUATION OF TRAINING

1. INTRODUCTION TO TRAINING EVALUATION

An accepted definition of evaluation is “Any attempt to obtain information on the effects of training program and to assess the value of training in the light of that information for improving further training”.

Evaluation means assessment of value or truth. Evaluation of training is the act of judging whether or not it is worthwhile in terms of set criteria / objectives. A comprehensive and effective evaluation plan is a critical component of any successful training program. The evaluation should be structured in such a way as to generate information on the impact of training at various levels.

In Government Organizations, where training is conducted in big volumes, it is further more essential to integrate training evaluation into the training function.

2. NEED FOR EVALUATION OF TRAINING

The Ministry / Department invests not only the funds but also the time, energy and efforts of its human resources in the training management. Having completed the training, it is better to evaluate the effectiveness of the investment. While doing this evaluation, it is likely that the results will also be used to evaluate the justification of the training function itself. Therefore, the Training Manager should strive to establish the benefits of training through a proper evaluation mechanism.

Although Evaluation of Training may be an uncomfortable experience, it is an essential feature of the systematic approach to training. It enables trainers to justify their existence and the professional services they offer. Further, the evaluation also provides pointers that suggest certain changes in the design of the training, to make it more effective.

Most Public Organizations assess training outcome in terms of the number of courses carried out,



number of employees trained, extent of training budget utilization and the feedback of the trainees on the course, faculty and training facilities. But, the impact of training on the subsequent job behaviour of the trainees is rarely assessed in Government Organizations. This should also be made an integral part of the evaluation process so that the benefits of training may be clearly established.

Evaluation of training is vital in the training process for the following reasons.

- ✓ To determine the extent and degree of a training program fulfilling its set objectives
- ✓ To verify the suitability and feasibility of the objectives set for the training program
- ✓ To provide feedback on the performance of the trainees, trainers, the quality of training and other facilities provided
- ✓ To identify and analyze whether the training content and training methods are in line with the objectives intended to be achieved
- ✓ To enable improvements in the assessment of training needs
- ✓ To aid the learning process of the trainees by providing the knowledge of results
- ✓ To highlight the impact of training on the behaviour and performance of individuals

3. LEVELS OF TRAINING EVALUATION

It is suggested to carry out the training evaluation at the following three levels.

1. Learning Level
2. Program Level
3. Job Behaviour Level

Program Level

The objective of this evaluation is to judge the appropriateness of the training program design and the training ambience. This involves analyzing the results of the trainee feedback given at the end of the training program on contents, training methods, training materials, trainers, duration and timings, venue facilities such as training hall, seating, hardware and software, training aids, lunch and refreshments etc. This evaluation provides feedback on the said aspects so that they can be improved in subsequent training programs.



Learning Level

The objective of the evaluation at this level is to determine whether the intended learning in the trainees has taken place or not. This involves perusal of the results of the tests / exams / practicals / viva / demonstrations / presentations that the trainees have gone through – preferably before the training and after the training. This provides feedback on the training content and delivery.

Job Behaviour Level

The objective of this evaluation is to determine whether the given training created any impact on the job behaviour or performance of the trainees. This involves collecting required feedback from the trainee himself and his immediate superior officer as to whether there has been any perceptible improvement in his / her job behaviour. This is a little tricky, as there may be several organizational factors that would have impeded the improvements originally brought about by the given training.



Figure 9 : Levels of Training Evaluation

4. MODES OF TRAINING EVALUATION

Training evaluation can be majorly of the following modes.

1. Internal Evaluation
2. External Evaluation
3. Third Party Evaluation



Internal Evaluation

This is a mode of evaluation where the evaluation process is carried out by the internal resources only. The Training Cell carries out this process right from design of evaluation criteria to carrying out the process to preparation of the Training Evaluation Report.

External Evaluation

This is another mode of evaluation, wherein, the evaluation process is carried out by the superior offices that are external to the Department / Ministry, such as the Cadre Controlling Authority. The Training Cell facilitates the process by providing required data and information and also assisting in the evaluation process.

Third Party Evaluation

This is yet another mode of evaluation, wherein, the evaluation process is carried out by an organization that is not at all related to the Department / Ministry. This organization can be a Consultant, a Private Agency or an NGO. The Training Cell facilitates the process by providing required data and information and also assisting in the evaluation process.

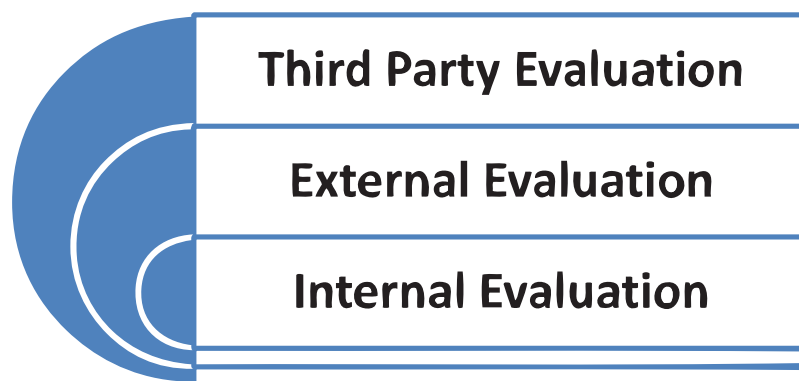


Figure 10 : Modes of Training Evaluation

5. TRAINING EVALUATION PROCESS

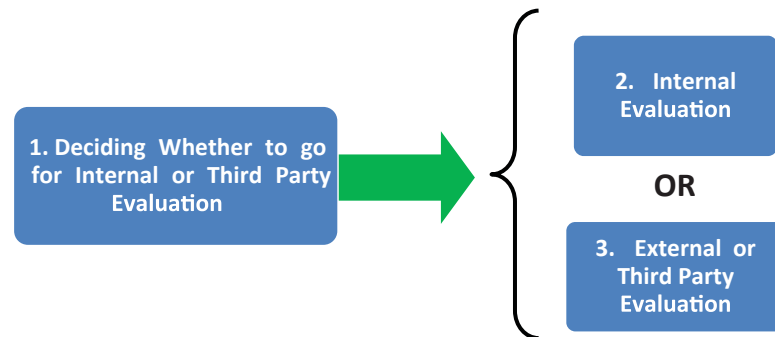
Competency Approach in Training Evaluation

While evaluating the training program, the competency-based approach has to be kept in mind. The advantage is that the evaluation will establish whether the intended competencies have been developed in the trainees or not, not only with respect to knowledge, but also with respect to skills and behaviours. This will reiterate the need for focus on skills and behaviours. Evaluation with competency



approach can throw clear light on whether competency approach has been incorporated right from the TNA stage to Design & Development stage to Implementation stage. Training Managers should ensure that this approach is adopted in training evaluation – be it internal or external.

The detailed description of these key processes is given in the process diagram below, followed by the Standard Operating Procedures (SOPs) concerned.



**1. DECISION ON INTERNAL / THIRD PARTY EVALUATION**

What	Who	Why	Where	When	Records
1. Decision making on whether to go for Internal or Third Party Evaluation	Training Manager HoD	To determine whether to conduct Training Evaluation with internal sources or by a third party	Department / Ministry	At the beginning of the Training Evaluation process	
		How			
		✓ The Training Manager takes stock of the situation in the Department, with respect to –			
		<ul style="list-style-type: none"> • The availability of required Subject Matter Experts and other human resources • The ability to spare the identified resources for this exercise • The availability of other required resources • The availability of time on hand 			
		✓ Based on the above analysis, the Training Manager suggests whether the Department can afford to go for an internal training evaluation or a third party evaluation, where it is outsourced to an external Consultant / agency			
		✓ If it is suggested to outsource the task, then one of the following resources may be considered			
		<ul style="list-style-type: none"> • DoPT Master Trainer, trained in training evaluation • A CTI or ATI • An agency / Consultant suggested by DoPT, if any • Any other Agency / Consultant / Institution of repute 			
		✓ The Training Manager discusses the matter with the HoD, with the above information and then obtains the necessary decision			



2. COMPETENCY-BASED TRAINING EVALUATION – INTERNAL

What	Who	Why	Where	When	Records
		To arrive at the program level effectiveness	Training Cell	At the end of the training program	
		How			
1. Programme Level Evaluation	Training Manager	✓ If the training program was organized in the Department / Ministry, then the Training Manager collects the feedback summary of the trainees concerned			Training Feedback Summary
		✓ In case the training program was conducted in a CTI / ATI / any other training institution, the Training Manager requests the institution concerned and collects feedback summary			
		✓ The Training Manager then prepares the Training Evaluation Report incorporating his / her analysis			Training Evaluation Report
		✓ While preparing the report, the following aspects need to be kept in mind			
		<ul style="list-style-type: none"> • Whether the training needs have been identified with a Competency Approach • Whether the design and development of the training module was in line with the Competency Approach • Whether the program delivery is planned in line with Competency Approach 			
		✓ This Report is then submitted to the HoD for perusal and approval			



What	Who	Why	Where	When	Records
2. Learning Level Evaluation	Training Manager	To arrive at the learning level effectiveness	Training Cell	During start and end of the training delivery process	Trainees' Evaluation Summary Training Evaluation Report
		How			
		✓ If the training program was organized in the Department / Ministry, then the Training Manager collects the Trainees' Test Results Summary containing the results of the tests / exams / practicals / viva / demonstrations / presentations etc. written or carried out by the trainees, before and after the training			
		✓ In case the training program was conducted in a CTI / ATI / any other training institution, the Training Manager requests the institution concerned to provide the same data			
		✓ The Training Manager then analyzes the data collected / received and prepares a Training Evaluation Report			
		✓ While preparing the report, it will be verified whether the trainee evaluation is in accordance with the competency approach			
		✓ This Report is then submitted to the HoD for perusal and approval			



What	Who	Why	Where	When	Records
3. Job Behaviour Level Evaluation		To arrive at the job behaviour level effectiveness	Training Cell	After 3 months of the training program	
		How			
	Training Manager	✓ The Training Manager circulates the Post-Training Feedback Forms to all the Trainees and their immediate superior officers – after 3 months of the training program			Post-Training Feedback Form
	Trainee	✓ The trainees and their superior officers fill the forms and send to the Training Manager			
	Trainee's Superior Officer	✓ The Training Manager consolidates all the data and analyzes the same ✓ The Training Manager then prepares the Training Evaluation Report, duly incorporating the following <ul style="list-style-type: none"> • Results and analyses of the evaluation at the program level • Results and analyses of the evaluation at the learning level • Results and analyses of the evaluation at the job behavior level • Any evidence that supports the job behavior change – such as reduced citizen / customer complaints, improved performance or improved citizen / customer satisfaction (from any citizen satisfaction survey) • Suggested improvement measures ✓ This Training Evaluation Report is then submitted to the HoD for perusal and approval			Training Evaluation Report

**3. COMPETENCY-BASED TRAINING EVALUATION – EXTERNAL / THIRD PARTY**

What	Who	Why	Where	When	Records
1. Engaging the external Consultant / Agency	Training Manager HOD	To engage a third party resource for the training evaluation	Department / Ministry	After taking decision of engaging a third party resource	
		How			
		✓ On getting the decision to engage a third party resource for the training evaluation, the Training Manager initiates the process			
		✓ The Training Manager carries out correspondence with the suggested external resources and seek technical and financial proposals from them			
		✓ The Training Manager follows an appropriate process and in consultation with the HoD, finalizes the external Consultant / agency			
		✓ The Training Manager completes the contracting formalities and the work gets initiated			



What	Who	Why	Where	When	Records
2. Facilitation of Training Evaluation by the Third Party		To facilitate the evaluation process by third party	Department / Ministry	Soon after completing the contracting formalities	Training Evaluation Report
		How			
	Training Manager	✓ Training Manager will provide required facilitation support to the external Consultant / agency			
		✓ The Training Manager provides them the following details			
		<ul style="list-style-type: none">• Summaries of program feedback given by the participants• Summaries of the trainees' test results• Any other information that they may need			
	HoD	✓ The Training Manager facilitates the filling of the questionnaires, forms etc. by the trainees and their immediate supervisors			
		✓ The third party prepares and submits the Training Evaluation Report to the Training Manager, who will then review it and give comments / remarks			
		✓ The third party incorporates the comments / remarks and submits the final Training Evaluation Report			
		✓ The Training Manager then submits the same to the HoD for perusal and approval			
		✓ The Training Manager then processes required payments to the third party agency / Consultant			



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TRAINING INFORMATION MANAGEMENT

1. INTRODUCTION TO TRAINING INFORMATION MANAGEMENT

Training Information Management is the activity of recording and maintenance of the crucial data related to the training activities that are carried out in the Ministry / Department. As the saying goes, "What is not recorded cannot be measured . . . and what is not measured cannot be improved." Therefore, it is required that the various data items pertaining to the training management should be captured and recorded so that the various efficiency / effectiveness factors can be measured. Similarly, if the efficiency and effectiveness factors are measured, then they can be analyzed and required improvement measures can be arrived at.

Training Information Management System helps tracking of different aspects of training that include identification of competencies required for each cadre to plan trainings, implementing the training programmes, collection of feedback during and after the training, maintenance of the data about the employees and the trainings that they have undergone and also maintenance of budgets and where applicable, calculate Return on Investment on the training.

The following benefits can be reaped, if the training information is maintained properly.

1. Data will be available for analyzing different factors of training
2. Execution of the training activities becomes more structured and methodical
3. Training budgets and expenditure can be tracked and alerts can be thrown, in case of discrepancies
4. Training history of employees is available to check who has been trained and who has not been
5. Competencies mapped to employee cadres are available for required management decision making



6. Training needs identified for all the cadres are available to plan for required training
7. Competencies, training needs and training modules are mapped to one another to throw light on which module has to be implemented for what training need
8. Details of internal and external trainers, their qualifications, experience, training history, subject areas etc. can be maintained so that it becomes easier to identify a trainer for the training intended
9. Details regarding the various training programs offered through CTIs, ATIs and other institutions can be maintained to quickly identify a suitable training program to which the trainees can be nominated
10. The effectiveness levels of the various training programs can be maintained to choose a more effective training program
11. Trainee feedback, their knowledge / skill / behaviour evaluation details can be maintained to evaluate the effectiveness of the training program
12. Several analyses carried out with the training data can serve as a decision making tools to management and also in the continual improvement of the training function

2. HOW TO MANAGE TRAINING INFORMATION

It is required to maintain comprehensive training information at different levels of the Training Function. The Information maintained at each level of the training helps the Training Manager in tracking the progress and also acts as repository of the activities. The Training Manager is required to maintain minimum training data as described in this manual. The training information is better managed through on-line training information management system software, in the absence of which, it may be maintained manually.

The table below specifies the minimum training data that needs to be captured through appropriate Standard Record Formats (SRFs), at various stages of the SAT cycle.



Sl. No.	Training Activity	Data to be Captured and Maintained
1.	Mapping of Competencies	<ul style="list-style-type: none"> ✓ Staff Services with Cadres ✓ Cadres with Roles and Responsibilities ✓ Competencies of Roles (Knowledge, Skills and Behaviours) with brief descriptions
2.	Training Needs Analysis	<ul style="list-style-type: none"> ✓ Training Needs identified for each Role of a Cadre ✓ Relevant Training Programs for the Identified Training Needs
3.	Review / Design & Development of Training Modules	<ul style="list-style-type: none"> ✓ Training Framework details <ul style="list-style-type: none"> • Title of the program • Program contents in detail (topics and sub-topics) • Program objectives • Trainee Evaluation Criteria • Program duration • Mode of training • Target group ✓ Session Plan Details <ul style="list-style-type: none"> • Division and distribution of sessions • Session objectives – for each session • Content covered – session-wise • Session timings, incorporating tea / lunch breaks • Methodologies used – session-wise • Training Materials / Training Aids required – session-wise ✓ Availability of the Trainer's material with required standards ✓ Availability of the Trainee's material with required standards ✓ Details of Review of the existing training modules



Sl. No.	Training Activity	Data to be Captured and Maintained
4.	Training Plans	<ul style="list-style-type: none">✓ Cadre Training Plans<ul style="list-style-type: none">• Staff Service with Cadres, their Roles and Responsibilities• Competencies Mapped to the Roles of the Cadres• Training Needs identified to build the mapped Competencies• Relevant Training Programs for the Identified Training Needs✓ Annual Training Plans<ul style="list-style-type: none">• Competency-based TNA exercises planned for the year• Training module review / design and development exercises planned for the year• Training evaluation exercises planned for the year• Induction training for the new recruits• Mid-career training for the cadres, who get eligibility for promotion• On-the-job Training for those who are transferred into new roles• Competency-based training (as per the identified competency-based training needs) to the employees who are yet to be covered, including deputation and independent posts• Training of Trainers to address the identified training needs• Important seminars / workshops / conferences• DFFT
5.	Training Implementation	<ul style="list-style-type: none">✓ Training Calendar<ul style="list-style-type: none">• Title of the program• Venue of the Programme• Start Date and End Date of the Programme• Trainer Details• Names of the employees identified for the Programme• Course Duration



Sl. No.	Training Activity	Data to be Captured and Maintained
		<ul style="list-style-type: none"> ✓ Checklist of the activities to be carried out for different modes of training (Classroom / Outbound/ OJT etc.) <ul style="list-style-type: none"> • Name of the Training Programme • Number of Participants and their Cadres • Availability of Training Material, Faculty Details & Confirmation along with Backup, Training Aids indented by the Trainer, List of Trainees with contact details, Venue confirmation details ✓ Attendance of the Training Programme <ul style="list-style-type: none"> • Name of the Training Programme • Names of all the participants • Signatures of the participants on daily basis ✓ Schedule of the training along with the Agenda of the Training <ul style="list-style-type: none"> • Name of the Training Programme • Duration of the Training (No. of Days) • Timings of the Training • Session Plans of the Trainings along with the faculty details ✓ Checklist of the activities to be carried out pre and during the Training programme <ul style="list-style-type: none"> • Name of the Training Programme • Duration of the Training (No. of Days) • Timings of the Training • Availability of the logistics as per the indent of the Trainer • Collection of the attendance • Collection of Acknowledgement for issuance of the Training Material and/or other material ✓ Trainee feedback and its summary ✓ Trainee evaluation and its summary



Sl. No.	Training Activity	Data to be Captured and Maintained
6.	Database of Trainings undergone by the Employees	<ul style="list-style-type: none">✓ Database of Trainings Attended by employees<ul style="list-style-type: none">• Name of the Employee• Training Programmes attended• Period of Training• Competency imparted✓ Detailed report on the trainings Conducted, external as well as internal<ul style="list-style-type: none">• Name of the Training Programme• Number of employees that have attended the training• Period of Training• Competencies imparted
7.	Training Database	<ul style="list-style-type: none">✓ Database of Trainings<ul style="list-style-type: none">• Name of the Programme• Name of the Institute / Organisation conducting the Programme• Contact Details of the Institute – e-mail & phone• Website Address✓ Database of Institutes that provide relevant / Specialised Trainings<ul style="list-style-type: none">• Name of the Institute / Organisation• Location• Contact Details of the Institute – e-mail & phone• Website Address• Specialised / Relevant Trainings offered

Sl. No.	Training Activity	Data to be Captured and Maintained
8.	Trainers Database	<ul style="list-style-type: none"> ✓ Database of Trainers for organising In-house Training Programme • Name of the Trainer • Expertise / Subject • Contact Details of the Trainer – e-mail & phone • Cost of the Trainer • Average Earlier programme Feedback • Travel Flexibility • Notice Period for confirmation of the Training • Logistics support required • Other Miscellaneous aspects
9.	Evaluation of Training	<ul style="list-style-type: none"> ✓ Collection and Analysis reports of the feedback of the Trainees • Separately for each Trainer's performance • Training Material • Methodology of Delivery • Learning take away from the training • The best aspects of Training • The grey areas of training that need improvement • Logistics and other aspects of the Training ✓ Collection of the feedback from the participant on the learning from the training after 3 months of completion of training • Name of the Training Programme attended • Learning take away from the training • Learning that are being practiced • What could have been added in the training • Usefulness of Training Material



Sl. No.	Training Activity	Data to be Captured and Maintained
		<ul style="list-style-type: none">✓ Collection of the Feedback after completion of 3 months of training from the trained employee's reporting officer / Cadre Controlling authority regarding the impact of the training<ul style="list-style-type: none">• Name of the Training Programme• Number of Employees nominated from the team• Changes observed in the participants of the training, post training• What could be added further to the Training to make it more productive• Comments on enhancement of the Productivity of the employees after attending the Training (if quantifiable)• Training Impact on performance of the employees
10.	Financial Aspects of Training	<ul style="list-style-type: none">✓ Annual Budgets<ul style="list-style-type: none">• The fixed expenditure such as staff salaries, infrastructure maintenance cost and other such expenditure is to be budgeted under Training Cell Management Cost• The variable expenditure such as the cost of training interventions, cost of TNA exercise, cost of design and development of training modules, cost of training evaluations etc.✓ Maintenance of Training Expenditure<ul style="list-style-type: none">• Cost of infrastructure maintenance, accommodation charges, training institution fee, other petty expenditure• Faculty / Consultant costs• Cost of the Training Content printing & other Stationery• Venue and accommodation costs• Cost of other logistics such as Transport / Lunch/Other incidental costs✓ Budget Variance Details



Review of the Training Management Function

If the data mentioned in the table above is captured and maintained, then several MIS Reports, which can aid the management decision making, can be generated. These reports can provide quantitative and qualitative inputs on the efficiency and effectiveness of the Training Function so that the HoD can periodically review the training management in the Ministry / Department and take appropriate improvement measures.

The table below mentions the aspects on which MIS Reports need to be generated and also their purpose to enable a proper management review.

Sl. No.	Aspect / Content of the Report	Purpose of the Report
1.	Status of Competency Mapping	To understand how many staff services, deputation and independent posts are covered in competency mapping and how many more are still there to be covered
2.	Status of TNA	To understand for how many staff services, deputation and independent posts the training needs have been mapped and how many more are still there to be covered
3.	Status of Training Module Review, Design and Development	To understand for how many training needs, the training modules have been made ready and for how many more it is still to be done
4.	Budget Variance	To understand and get alerted as to the following <ul style="list-style-type: none"> ✓ how much is the budget allocation ✓ what has been utilized so far ✓ what is the training left out ✓ is the budget overshoot? By how much?
5.	Variance in Annual Training Plan	To understand what is planned and what has been achieved and how much more is still there
6.	Variance in Quarterly Training Calendar	To understand what is planned for a month, what has been achieved and how much more is still there and what the spill over is
7.	Training Implementation Status	To understand what are the training programs planned, how many completed and what the pendency is
8.	Training Program Effectiveness	To understand the efficiency and effectiveness of the training intervention



Sl. No.	Aspect / Content of the Report	Purpose of the Report
9.	Internal Trainers and their Utilization	To understand the utilization of the internal trainer resources
10	Training Expenditure	To keep a tab on the training expenditure

The reports mentioned above are the minimum reports that the Training Manager has to prepare. In case there is a requirement of MIS reports on any other aspect that is not covered above, still the Training Manager should be able to meet the requirement – if the data mentioned in the manual is properly captured and maintained.



REFERENCES

- ✓ National Training Policy 2012
- ✓ Guidelines issued by DoPT, on National Training Policy 2012
- ✓ The following modules of the Trainer Development Program (TDP) have been referred to, in order to ensure compatibility of the Functional Manual with the same.
 - Direct Trainer Skills (DTS)
 - Design of Training (DOT)
 - Evaluation of Training (EOT)
 - Management of Training (MOT)
 - Training Needs Analysis (TNA)



PART – B:

Standard Record Formats

(SRFs)





LIST OF STANDARD RECORD FORMATS (SRFS)

Sl. No.	Chapters	Formats	Purpose of the Format
1.	Competency Approach to Training	1. Staff Services Data Sheet	This format captures the existing staff services in the Department / Ministry to further work on
		2. Staff Service Format	This format captures the cadres existing in a staff service and the various roles played by each cadre, to further work on
		3. Roles, Responsibilities and Competencies Format	This format captures the roles, responsibilities and competencies for each cadre of a staff service so that training needs can be arrived at based on these details
		4. Deputation / Independent Posts Format	This format captures the cadres, services, roles, responsibilities and competencies for deputation and other independent posts, so that their training needs can be arrived at subsequently
2.	Training Needs Analysis	5. TNA Report	This format captures the competency-based training needs for each cadre of a staff service and also of the deputation / independent posts, so that required training interventions can be planned
		6. Training Needs Summary	This format is used to summarize the training needs of all the roles of cadres of staff services and deputation / independent posts
3.	Design and Development of Training	7. Module Review Teams Format	This format contains the details of the various Module Review Teams formed for reviewing the respective training modules
		8. Training Module Review Format	This format provides a checklist to review an existing format to decide whether that format addresses the identified training needs
		9. Training Module Framework Format	This format specifies the broad contours of the new / modified training module, to lay down a fundamental structure to the training module
		10. Session Plan	This format describes the session-wise details of the training module, which is a further detailing of the Module Framework
		11. New Training Module Checklist	This format is used by the Training Manager to check and ensure that the new module designed and developed meets the requirements



Sl. No.	Chapters	Formats	Purpose of the Format
4.	Trainers	12. List of Internal Trainers	This format contains a list of Internal Trainers with required details, so that a trainer can be picked up for delivery of training, based on his / her details
		13. Internal Trainers' Development Plan	This format captures the training plans proposed for the development of Internal Trainers
5.	Training Plans	14. Cadre Training Plan	This format contains the roles, competencies and the training plans proposed thereof, for each cadre of a staff service
		15. ATP Data Sheet	This format captures the data items required for preparation of the Annual Training Plan
		16. Annual Training Plan (ATP) format	This format contains all the training interventions and other training programs planned for respective employees for the year
6.	Implementation of Training	17. Training Budget Format	This format contains the budget allocation details such as fixed and variable expenditure, planned for the year, based on the Annual Training Plan
		18. Budget Tracking Format	This format contains the budget allocations vis-a-vis expenditure incurred so far, to give a clear understanding of the utilization of budgets and also to take course corrections
		19. Training Expenditure Register	This is a register maintained in the Training Cell and captures all training related expenditure clearly written down using appropriate financial procedures
		20. Quarterly Training Calendar	This format contains the details of the training programs and other interventions planned for a quarter. This is prepared every month for the next three months, in a revolving manner, based on the Annual Training Plan
		21. List of External Trainers	This format contains a list of external trainers with required details, so that a trainer can be picked up for delivery of training, based on his / her details
		22. List of Trainees	This format contains the list of the trainees proposed for a particular training program and the details of the training program



Sl. No.	Chapters	Formats	Purpose of the Format
		23. Training Program Checklist	This is a checklist used by the Training Manager to ensure that all the required arrangements and other training requirements are taken care of properly
		24. Trainee Registration Form	This is a form used at the beginning of a training program to capture trainee registrations and issue of the kits to the registered trainees
		25. Trainee Attendance Sheet	This form is to be used for taking the attendance of the trainees during the training programs
		26. Training Program Schedule	This is the agenda of the training program, given to the trainees, and contains the session details of the program
		27. Training Feedback Form	This is a format circulated to all the trainees at the end of the training program. This is used to capture the feedback from trainees, on various aspects of the training program
		28. Training Feedback Summary	This format is used to summarize the feedback gathered from the trainees at the end of a training program
		29. Trainee Evaluation Summary	This format is used to summarize the details of evaluation of the trainees, containing both the pre and post evaluations carried out, and the learning that has taken place in the training program
		30. Post-Training Report	This is a report that summarizes the proceedings of a training program
7.	Evaluation of Training	31. Post-Training Evaluation Form	This is a format that is circulated to the trainee and also his / her immediate supervisor, for their feedback on the performance of the trainee so that the change in his / her job behaviour can be evaluated
		32. Training Evaluation Report	This is a report that contains the details of evaluation of a training program, at the levels of program, learning and job behaviours. This report is useful in arriving at the training effectiveness and taking required improvement measures

Note : The above list specifies only the minimum required formats for management of training function and does not prohibit the Training Manager from maintaining any other formats that he / she may deem fit, based on Department-specific requirements.



1. STAFF SERVICES DATA SHEET

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Sl. No.	Name of the Staff Service	Remarks
	(Name of the Staff Service Identified)	(Any details regarding the staff service that are relevant)

Other Remarks, If Any

(Any other details that are relevant to the staff services identified in the Ministry / Department)



2. STAFF SERVICES FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Name of the Staff Service		(Name of the Staff Service)		
Sl. No.	Name of the Cadre	Level of the Cadre	Roles	Remarks
1.	(Name of the Cadre in the Staff Service – from top-most cadre to the last cadre)	(Level of this cadre – Managerial / Supervisory / Operational)	1. (Role-1, played by this cadre)	(Any relevant remarks on this cadre / roles)
			2. (Role-2, played by this cadre)	
			3. (Role-3, played by this cadre)	
2.				
3.				
4.				

Other Remarks, If Any

(Any other details that are relevant to the cadres and roles of the staff service)



3. ROLES, RESPONSIBILITIES AND COMPETENCIES FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
Name of the Staff Service	(Name of the Staff Service)		
Name of the Cadre	(Name of the Cadre)	Level of the Cadre	(Managerial / Supervisory / Operational)

Role	(Key Responsibility of the Role)
Sl. No.	Key Responsibilities
1.	(Key Responsibility of the Role)
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	



Competencies Mapped to the Role						
Sl. No.	Knowledge		Skills		Behaviours	
	Subject	Job Behaviour	Subject	Job Behaviour	Subject	Job Behaviour
1.	(Technical / functional subject in which this role should have proper knowledge)	(Description of how this role should demonstrate knowledge in the said subject area)	(Name of the technical / functional skill that this role should possess)	(Description of how this role should demonstrate the said skill)	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Other Remarks, If Any
(Any other details that are relevant to the cadres and roles of the staff service)



4. DEPUTATION / INDEPENDENT POSTS FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Name of the Post	(Name of the Post)	Working In	(Function / Section in which the post is existing)
Nature of the Post	(Deputation / Independent)	Level of the Post	(Managerial / Supervisory / Operational)
Staff Service, If any	(Name of the staff service, if it belongs to one, which is controlled by some other Cadre Controlling Authority)	Cadre, If Any	(Name of the cadre, if there is one)

Role	(Name of the Role)
Sl. No.	Key Responsibilities
1.	(Key Responsibility of the Role)
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	



Competencies Mapped to the Role						
Sl. No.	Knowledge		Skills		Behaviours	
	Subject	Job Behaviour	Subject	Job Behaviour	Subject	Job Behaviour
1.	(Technical / functional subject in which this role should have proper knowledge)	(Description of how this role should demonstrate knowledge in the said subject area)	(Name of the technical / functional skill that this role should possess)	(Description of how this role should demonstrate the said skill)	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10						

Other Remarks, If Any

(Any other details that are relevant here)



5. TNA REPORT FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Nature of the Post	(Regular Post / Deputation Post / Independent Post)	Level of the Cadre	(Managerial / Supervisory / Operational)
Name of the Cadre	(Name of the Cadre)	Name of the Staff Service	(Name of the Staff Service)

Role – 1	(Name of the Role)
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Knowledge and Skills			Functional / Technical Training Needs
Sl. No.	Subject	Job Behaviour	
1.	(Technical / functional subject in which this role should have required knowledge or skill)	(Description of how this role should demonstrate the knowledge / skill in the said subject area while on job)	(Training need for the knowledge / skill in the subject mentioned)
2.			
3.			
4.			
Behavioural			Behavioural Training Needs
Sl. No.	Subject	Job Behaviour	
1.	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)	(Training need related to the behavioural aspect)
2.			
3.			
4.			



Role – 2

(Name of the Role)

Knowledge and Skills			Functional / Technical Training Needs
Sl. No.	Subject	Job Behaviour	
1.	(Technical / functional subject in which this role should have required knowledge or skill)	(Description of how this role should demonstrate the knowledge / skill in the said subject area while on job)	(Training need for the knowledge / skill in the subject mentioned)
2.			
3.			
4.			
Behavioural			Behavioural Training Needs
Sl. No.	Subject	Job Behaviour	
1.	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)	(Training need related to the behavioural aspect)
2.			
3.			
4.			

Role – 3

(Name of the Role)

Knowledge and Skills			Functional / Technical Training Needs
Sl. No.	Subject	Job Behaviour	
1.	(Technical / functional subject in which this role should have required knowledge or skill)	(Description of how this role should demonstrate the knowledge / skill in the said subject area while on job)	(Training need for the knowledge / skill in the subject mentioned)
2.			
3.			
4.			



Behavioural			Behavioural Training Needs
Sl. No.	Subject	Job Behaviour	
1.	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)	(Training need related to the behavioural aspect)
2.			
3.			
4.			

Other Remarks, If Any

(Any other details that are relevant to the Training Needs)



6. TRAINING NEEDS SUMMARY FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Sl. No.	Cadre	Staff Ser- vice	Role	Training Needs	
				Functional / Technical	Behavioural
1.			1.		
			2.		
			3.		

Sl. No.	Cadre	Staff Ser- vice	Role	Training Needs	
				Functional / Technical	Behavioural
2.			1.		
			2.		
			3.		



Sl. No.	Cadre	Staff Service	Role	Training Needs	
				Functional / Technical	Behavioural
3.			1.		
			2.		
			3.		

Other Remarks, If Any

(Any other details that are relevant to the Training Needs)



7. MODULE REVIEW TEAMS FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Team No.	Role in the Team	Name	Designation	Training Modules Assigned for Review
1	Chairperson	(Name of the Subject Matter Expert)	(Designation of the Subject Matter Expert)	1. (Name of the Training Module)
	Team Member	(Name of the Function / Section Head)	(Designation of the Function / Section Head)	2. (Name of the Training Module)
	Team Convenor	(Name of the Training Manager)	(Designation of the Training Manager)	3. (Name of the Training Module)

Team No.	Role in the Team	Name	Designation	Training Modules Assigned for Review
2	Chairperson			
	Team Member			
	Team Convenor			

Team No.	Role in the Team	Name	Designation	Training Modules Assigned for Review
3	Chairperson			
	Team Member			
	Team Convenor			

Other Remarks, If Any

(Any other details that are relevant to the Module Review Teams)



8. TRAINING MODULE REVIEW FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Module Details			
Name of the Module	(Name of the Module)	Internal / External	(Whether designed and developed internally or externally)
Module Designed & Developed By	(Name and brief address of the institution / Consultant that designed and developed the module)		
	(The training need that this training module is proposed to address)		
Related Training Need	Training Module Reviewed By		
		Designations	

Training Module Review			
Sl. No.	Review Criteria	Whether Available or Not	Remarks / Modifications
I. Module Framework			
1.	Objectives of the Training Module	('Yes / No')	(Relevant remarks)
2.	Scope of the Training Module (What is to be covered and what not to be covered, of the selected subject(s))		
3.	Detailed Outline of the Module (Topics & Sub-topics)		
4.	Target Group		
5.	Training Duration		
6.	Mode of Training	(Trainer-led, Self-study, On-the-job, Field Trip, CBT etc.)	
7.	Trainee's Evaluation Plan (A scheme of conducting pre and post evaluation of the Trainees)		



Sl. No.	Review Criteria	Whether Available or Not	Remarks / Modifications
II. Session Plans			
1.	Sessions with day-wise break-up	('Yes / No')	(Relevant remarks)
2.	Session Objectives		
3.	Session Timings		
4.	Training Methodologies (Session-wise)		
5.	Training Materials Required (Session-wise)		
6.	Training Aids Required (Session-wise)		
III. Trainer's Material			
1.	Instructions to the Trainer (Session-wise)	('Yes / No')	(Relevant remarks)
2.	Any important anecdotes, stories, best practices, experiences to be quoted in particular sessions		
3.	Instructions on the briefing and de-briefing of the case studies, group discussions, exercises, role plays etc.		
4.	Availability of Power Point presentations, where required		
5.	Quality of the Power Point presentations		
IV. Participant's Material			
1.	Horizontal Coverage of the Module, as Required by the Training Objectives	('Yes / No')	(Relevant remarks)
2.	Vertical Coverage of the Module, as Required by the Training Objectives		
3.	Content being more Pictorial and less Textual, where required		
4.	Readability / Simplicity of the Text, where the content is textual		
Other Remarks, If Any			
(Any other details that are relevant to the Training Module Review)			



Recommendations of the Module Review Team	
Sl. No.	Recommendations
1.	(Recommendations of the Module Review Team on the reviewed Training Module)
2.	
3.	
4.	
5.	
6.	
7.	
8.	



9. TRAINING MODULE FRAMEWORK FORMAT

Department / Ministry	(Name of the Department / Ministry)		Date	(Current Date)
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Module Details			
Training Need to be Addressed	(The training need that this training module is proposed to address)		
Name of the Module	(Name of the Module)		
Internal / External	(Whether designed / developed / modified internally or externally)	Module Type	(New Module / Modified Module)
Designed & Developed By	(Name and brief address of the institution / Consultant that designed and developed the module)		
Names of the Original Module and the Institution / Consultant Designed & Developed it (In case of modification of an existing module)	(Name and brief address of the institution / Consultant that designed and developed the original module – in case the module is getting modified)		

Training Module Framework			
Sl. No.	Aspect	Description	Remarks, If any
1.	Objectives of the Training Module	(Write down what the training module is proposed to achieve upon completion)	(Relevant remarks, if any)
2.	Scope of the Training Module	(Write down broadly, what is to be covered and what not to be covered, of the selected subject(s))	
3.	Detailed Outline of the Module	(Topics & Sub-topics of the proposed subject(s), in bulleted outline form with proper indentation)	
4.	Target Group	(Write down the group of trainees, for whom, this training module is prepared – roles and cadres of the staff service concerned)	
5.	Training Duration	(Duration of the training program suggested)	
6.	Mode of Training	(Write down the mode in which the training module is proposed to be delivered – such as Trainer-led, Self-study, On-the-job, Field Trip, E-learning, CBT, Distance learning etc.)	
7.	Trainee's Evaluation Plan	(A scheme of conducting pre and post evaluation of the Trainees – such as what aspects of learning have to be tested pre and post and how to test them)	

Other Remarks, If Any
(Any other details that are relevant to the Training Module Framework)



10. SESSION PLAN FORMAT

Department / Ministry		(Name of the Department / Ministry)		Date	(Current Date)
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Module Details		
Training Need to be Addressed	(The training need that this training module is proposed to address)	Name of the Module (Name of the Module)
Internal / External	(Whether designed / developed / modified internally or externally)	Module Type (New Module / Modified Module)

Session Plan						
Training Day – 1 : (Date)						
Session No.	Session Title	Session Objectives	Session Contents	Methodologies Suggested for Training Delivery	Training Materials Required	Training Aids Required
Opening Ceremony / Session : __ Minutes (from time – to time)						
1	(Name of the Session)	(What this session is proposed to achieve)	(Topics and Sub-topics that are going to be covered in this session)	(Training methods, through which the proposed contents are to be delivered)	(Any materials required for training – such as print outs, instruments, tools, objects etc.)	(Training aids that are required during training – such as LCD projector, laptop, white board, markers, flip charts etc.)
2						
Tea Break : 15 Minutes (from time – to time)						
3						
4						



Lunch Break : 60 Minutes (from time – to time)						
5.						
6.						
Tea Break : 15 Minutes (from time – to time)						
7.						
8.						
Training Day – 2 : (Date)						
Session No.	Session Title	Session Objectives	Session Contents	Methodologies Suggested for Training Delivery	Training Materials Required	Training Aids Required
1.	(Name of the Session)	(What this session is proposed to achieve)	(Topics and Sub-topics that are going to be covered in this session)	(Training methods, through which the proposed contents are to be delivered)	(Any materials required for training – such as print outs, instruments, tools, objects etc.)	(Training aids that are required during training – such as LCD projector, laptop, white board, markers, flip charts etc.)
2.						
Tea Break : 15 Minutes (from time – to time)						
3.						
4.						
Lunch Break : 60 Minutes (from time – to time)						
5.						
6.						
Tea Break : 15 Minutes (from time – to time)						
7.						
8.						



Training Day – 3 : (Date)						
Ses- sion No.	Session Title	Session Objectives	Session Contents	Methodologies Suggested for Training Delivery	Training Materi- als Required	Training Aids Required
1.	(Name of the Session)	(What this session is proposed to achieve)	(Topics and Sub-topics that are going to be covered in this session)	(Training methods, through which the proposed contents are to be delivered)	(Any materials required for training – such as print outs, instruments, tools, objects etc.)	(Training aids that are required during training – such as LCD projector, laptop, white board, markers, flip charts etc.)
2.						
Tea Break : 15 Minutes (from time – to time)						
3.						
4.						
Lunch Break : 60 Minutes (from time – to time)						
5.						
6.						
Tea Break : 15 Minutes (from time – to time)						
7.						
8.						
Closing Ceremony / Valedictory Session : __ Minutes (from time – to time)						
Other Remarks, If Any						
(Any other details that are relevant to the Session Plan)						



11. NEW TRAINING MODULE CHECKLIST

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Module Details			
Name of the Module	(Name of the Module)	Internal / External	(Whether designed and developed internally or externally)
Module Designed & Developed By	(Name and brief address of the institution / Consultant that designed and developed the module)		
Related Training Need	(The training need that this training module is proposed to address)		

New Training Module Checklist			
Sl. No.	Checklist	Whether Available or Not	Remarks / Modifications
I. Module Framework			
1.	Objectives of the Training Module	(‘Yes / No’)	(Relevant remarks)
2.	Scope of the Training Module (What is to be covered and what not to be covered, of the selected subject(s))		
3.	Detailed Outline of the Module (Topics & Sub-topics)		
4.	Target Group		
5.	Training Duration		
6.	Mode of Training	(Trainer-led, Self-study, On-the-job, Field Trip, CBT etc.)	
7.	Trainee’s Evaluation Plan (A scheme of conducting pre and post evaluation of the Trainees)		
II. Session Plans			
1.	Sessions with day-wise break-up	(‘Yes / No’)	(Relevant remarks)
2.	Session Objectives		
3.	Session Timings		



Sl. No.	Checklist	Whether Available or Not	Remarks / Modifications
4.	Training Methodologies (Session-wise)	('Yes / No')	(Relevant remarks)
5.	Training Materials Required (Session-wise)		
6.	Training Aids Required (Session-wise)		
III. Trainer's Material			
1.	Instructions to the Trainer (Session-wise)	('Yes / No')	(Relevant remarks)
2.	Any important anecdotes, stories, best practices, experiences to be quoted in particular sessions		
3.	Instructions on the briefing and de-briefing of the case studies, group discussions, exercises, role plays etc.		
4.	Availability of Power Point presentations, where required		
5.	Quality of the Power Point presentations		
IV. Participant's Material			
1.	Horizontal Coverage of the Module, as Required by the Training Objectives	('Yes / No')	(Relevant remarks)
2.	Vertical Coverage of the Module, as Required by the Training Objectives		
3.	Content being more Pictorial and less Textual, where required		
4.	Readability / Simplicity of the Text, where the content is textual		

Other Remarks, If Any

(Any other details that are relevant to the review of the New Training Module Checklist)

**12. LIST OF INTERNAL TRAINERS**

Department / Ministry		(Name of the Department / Ministry)		Date	(Current Date)	
Sl. No.	Name of the Internal Trainer	Designation & Section Working In	Cadre & Staff Service	Date of Joining the Service	Contact Details	
1.	(Name of the internal trainer)	(Designation and the Section in which the Internal Trainer is presently working)	(Cadre and Service to which the Internal Trainer Belongs)	(The DoJ of the Internal Trainer in the service)	Mobile No.	(Mobile number of the Internal Trainer)
		Educational Qualifications	TDP Modules Attended	(Names of the TDP modules the Internal Trainer attended)	Landline No.	(Land line of the Internal Trainer)
					E-Mail ID	(E-mail of the Internal Trainer)
					Relevant Certifications	Other ToTs / Workshops / Seminars Attended
		Training Experience	(Names of other relevant certifications, including that from DoPT)	(Names of other trainings the Internal Trainer attended)	Average Feedback Rating	(Average training feedback rating of the Internal Trainer so far)
		(Number of training programs the Internal Trainer has taken up so far)	(Training Modules assigned to the Internal Trainer for delivery)			



Sl. No.	Name of the Internal Trainer	Designation & Section Working In	Cadre & Staff Service	Date of Joining the Service	Contact Details
2.					Mobile No.
					Landline No.
					E-Mail ID
		Educational Qualifications	TDP Modules Attended	Relevant Certifications	Other ToTs / Work-shops / Seminars Attended
		Training Experience	Training Modules Assigned	Average Feedback Rating	



Sl. No.	Name of the Internal Trainer	Designation & Section Working In	Cadre & Staff Service	Date of Joining the Service	Contact Details		
3.					Mobile No.		
					Landline No.		
					E-Mail ID		
		Educational Qualifications		TDP Modules Attended	Relevant Certifications	Other ToTs / Work-shops / Seminars Attended	
		Training Experience		Training Modules Assigned		Average Feedback Rating	



13. INTERNAL TRAINER'S DEVELOPMENT PLAN

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Details of the Internal Trainer	
Name of the Internal Trainer	(Name of the Internal Trainer)
Designation & Section Working In	(Designation and Section in which he / she is working)
Cadre & Staff service	(The cadre and staff service to which the Internal Trainer belongs)

Trainer Development Plan		
Sl. No.	Intervention Suggested	Remarks, If any
1. Modules of Trainer Development Program		
	(Name of the TDP module planned for the Internal Trainer)	(Relevant remarks)
2. Relevant Certifications		
	(Name of the relevant certification, including DoPT Certification, planned for the Internal Trainer)	(Relevant remarks)
3. Other Training of the Trainer (ToT) Programs		
	(Name of any other ToT planned for the Internal Trainer)	(Relevant remarks)
4. Relevant Workshops, Seminars, Conferences etc.		
	(Name of any workshop, seminar, conference etc. planned for the Internal Trainer)	(Relevant remarks)

**14. CADRE TRAINING PLAN FORMAT**

Department / Ministry		(Name of the Department / Ministry)		Date	(Current Date)
Name of the Cadre	(Name of the Cadre)	Name of the Staff Service	(Name of the Staff Service to which this cadre belongs)	Level of the Cadre	(Managerial / Supervisory / Operational)
Role – 1		(Name of the Role)			

Knowledge and Skills		Functional / Technical Training Needs	Training Modules Identified	Training Institution	
Sl. No.	Subject				Job Behaviour
1.	(Technical / functional subject in which this role should have required knowledge or skill)	(Description of how this role should demonstrate the knowledge / skill in the said subject area while on job)	(Training need for the knowledge / skill in the subject mentioned)	(Training module proposed to address the identified training need)	(Training institution that is offering the said module)
2.					
3.					
Behavioural		Behavioural Training Needs	Training Modules Identified	Training Institution	
Sl. No.	Subject				Job Behaviour
1.	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)	(Training need related to the behavioural aspect)	(Training module proposed to address the identified training need)	(Training institution that is offering the said module)
2.					
3.					



Role – 2		(Name of the Role)			
Knowledge and Skills		Functional / Technical Training Needs	Training Modules Identified	Training Institution	
Sl. No.	Subject				Job Behaviour
1.	(Technical / functional subject in which this role should have required knowledge or skill)	(Description of how this role should demonstrate the knowledge / skill in the said subject area while on job)	(Training need for the knowledge / skill in the subject mentioned)	(Training module proposed to address the identified training need)	(Training institution that is offering the said module)
2.					
3.					
Behavioural		Behavioural Training Needs	Training Modules Identified	Training Institution	
Sl. No.	Subject				Job Behaviour
1.	(Name of the behavioural aspect that this role should exhibit)	(Description of how this role should demonstrate the said behaviour)	(Training need related to the behavioural aspect)	(Training module proposed to address the identified training need)	(Training institution that is offering the said module)
2.					
3.					



Role – 3		(Name of the Role)			
Knowledge and Skills		Functional / Technical Training Needs	Training Modules Identified	Training Institution	
Sl. No.	Subject				Job Behaviour
1.	(Technical / functional subject in which this role should have required knowledge or skill)	(Training need for the knowledge / skill in the subject mentioned)	(Training module proposed to address the identified training need)	(Training institution that is offering the said module)	
2.					
3.					
Behavioural		Behavioural Training Needs	Training Modules Identified	Training Institution	
Sl. No.	Subject				Job Behaviour
1.	(Name of the behavioural aspect that this role should exhibit)	(Training need related to the behavioural aspect)	(Training module proposed to address the identified training need)	(Training institution that is offering the said module)	
2.					
3.					
Other Remarks, If Any					
(Any other details that are relevant to the Training Needs)					



15. ATP DATA SHEET

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Sl. No.	ATP Parameter	Information on the ATP Parameters
1.	Cadre training plans for all cadres concerned	
2.	Training needs of the deputation / independent posts	
3.	Any TNA exercise to be taken up this year	
4.	Any design and development of new modules and modification of existing training modules to be taken up this year	
5.	Details of any TOTs to be conducted this year	
6.	Details of any training evaluations to be taken up this year	
7.	Details of seminars / workshops, conferences etc. that the Department / ministry needs to participate in	
8.	Details of the recruitment planned for the year in the Department / ministry	
9.	Details of the transfers planned for the year	
10.	Details of the promotions planned for the year	
11.	Status of implementation of training to all employees (target vs. Completed) – after the competency-based training needs are identified and relevant training modules are designed and developed	
12.	Requisitions from any senior officers on any need-based requirement of training for their staff	
13.	Foreign training requirements	
14.	Budgets available for the year	

Any general points that may be useful

(Any other details that are relevant to the ATP Data Sheet Particulars)

**16. ANNUAL TRAINING PLAN**

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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1. TNA Exercises Planned

Regular Cadres					
Sl. No.	Cadre	Staff Service	Level of the Cadre	Role	Remarks
1.	(Name of the Cadre)	(Name of the Staff Service)	(Managerial / Supervisory / Operational)	(Name of the Role)	(Any relevant remarks)
2.					
3.					

Deputation / Independent Posts						
Sl. No.	Post	Nature of the Post	Working In	Level of the Cadre	Staff Service & Cadre, If any	Remarks
1.	(Name of the Post)	(Deputation / Independent)	(Function / Section in which the post is existing)	(Managerial / Supervisory / Operational)	(Name of the staff service, if it belongs to one, which is controlled by some other Cadre Controlling Authority)	(Any relevant remarks)
2.						
3.						



2. Design & Development of Training Modules Planned

Sl. No.	Name of the Module	Training Need Addressed	Trainees of the Module				Internal / External	
			Cadre / Post	Staff Service	Nature of Post	Role		Level of the Post / Cadre
1.	(Name of the Module proposed for design and development)	(Training need that this modules is proposed to address)	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Module design & development is taken up internally or externally)
Remarks								
(Any relevant remarks)								
2.								
Remarks								
3.								
Remarks								



3. Training Evaluations Planned

Sl. No.	Name of the Training	Training Conducted By	Trainees of the Module				Internal / External	
			Cadre / Post	Staff Service	Nature of Post	Role	Level of the Post / Cadre	
1.	(Name of the Training proposed for Evaluation)	(Name of the Institution)	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Training Evaluation is to be taken up internally or externally)
Remarks								
(Any relevant remarks)								
Sl. No.	Name of the Training	Training Conducted By	Trainees of the Module				Internal / External	
			Cadre / Post	Staff Service	Nature of Post	Role	Level of the Post / Cadre	
2.								
Remarks								
Sl. No.	Name of the Training	Training Conducted By	Trainees of the Module				Internal / External	
			Cadre / Post	Staff Service	Nature of Post	Role	Level of the Post / Cadre	
3.								
Remarks								



4. Implementation of Cadre Training Plans

Sl. No.	Cadre	Staff Service	Level of the Cadre	Role	Training Need	Training Module	
1.	(Name of the Cadre)	(Name of the Staff Service)	(Managerial / Supervisory / Operational)	(Name of the Role)	(Training need identified)	(Training module identified)	
		Tentative Schedule	Type of Program	Any Remarks			
		(Tentatively, in which quarter of the year, the training is to be implemented)	(Whether the proposed training is Entry Level / Mid-Career / Short-term Thematic / Orientation / Workshop or Seminar or Conference)	(Any relevant remarks)			
Sl. No.	Cadre	Staff Service	Level of the Cadre	Role	Training Need	Training Module	
2.							
		Tentative Schedule	Type of Program	Any Remarks			
Sl. No.	Cadre	Staff Service	Level of the Cadre	Role	Training Need	Training Module	
3.							
		Tentative Schedule	Type of Program	Any Remarks			



5. Training of Deputation / Independent Posts

Sl. No.	Name of the Post	Nature of the Post	Working In	Level of the Post	Staff Service & Cadre, If any	Training Need
1.	(Name of the Post)	(Deputation / Independent)	(Function / Section in which the post is existing)	(Managerial / Supervisory / Operational)	(Name of the staff service, if it belongs to one, which is controlled by some other Cadre Controlling Authority)	(Training need identified)
		Training Module		Tentative Schedule	Type of Program	Any Remarks
		(Training module identified)		(Tentatively, in which quarter of the year, the training is to be implemented)	(Whether the proposed training is Entry Level / Mid-Career / Short-term Thematic / Orientation / Workshop or Seminar or Conference)	(Any relevant remarks)

2.						
		Nature of the Post	Working In	Level of the Post	Staff Service & Cadre, If any	Training Need
		Training Module		Tentative Schedule	Type of Program	Any Remarks

3.						
		Nature of the Post	Working In	Level of the Post	Staff Service & Cadre, If any	Training Need
		Training Module		Tentative Schedule	Type of Program	Any Remarks



6. Trainer Development Programs & Other ToTs

Sl. No.	Name of the Internal Trainer	Designation	Function / Section Working In	Training Program Suggested	Training Institution
1.	(Name of the Internal Trainer)	(Designation of the Internal Trainer)	(Function / Section in which the Internal Trainer is working)	(Suggested training program such as any of TDP modules or any other ToT program or Certification program or any seminar / conference / workshop – as per the Internal Trainer Development Plan)	(Training institution / Consultant suggested)
		Tentative Schedule	Any Remarks		
		(Tentatively, in which quarter of the year, the training is to be implemented)	(Any relevant remarks)		
Sl. No.	Name of the Internal Trainer	Designation	Function / Section Working In	Training Program Suggested	Training Institution
2.					
		Tentative Schedule	Any Remarks		
Sl. No.	Name of the Internal Trainer	Designation	Function / Section Working In	Training Program Suggested	Training Institution
3.					
		Tentative Schedule	Any Remarks		



7. On-the-Job Training Programs / Orientation Programs

Sl. No.	Name of the Person	Cadre (Name of the Cadre)	Staff Service (Name of the Staff Service)	Level of the Cadre (Managerial / Supervisory / Operational)	Role (Name of the Role)	Training Need (Training need identified)
1.	(Name of the Person)	Tentative Schedule (Tentatively, in which quarter of the year, the training is to be implemented)	Training Program (Training program identified)	Supervisor / Trainer (Name of the Supervisor / Trainer to whom the trainee is assigned)	Any Remarks	
Sl. No.	Name of the Person	Cadre	Staff Service	Level of the Cadre	Role	Training Need
2.						
		Tentative Schedule	Training Program	Supervisor / Trainer	Any Remarks	
Sl. No.	Name of the Person	Cadre	Staff Service	Level of the Cadre	Role	Training Need
3.						
		Tentative Schedule	Training Program	Supervisor / Trainer	Any Remarks	



8. Department Funded Foreign Training (DFFT) Programs

Sl. No.	Name of the Person	Cadre	Staff Service	Level of the Cadre	Role	Training Need
1.	(Name of the Person)	(Name of the Cadre)	(Name of the Staff Service)	(Managerial / Supervisory)	(Name of the Role)	(Training need identified)
		Tentative Schedule	Training Program	Name of the Institution & Country	Any Remarks	
		(Tentatively, in which quarter of the year, the training is to be implemented)	(Training program identified)	(Name and address of the institution)	(Any relevant remarks)	
Sl. No.	Name of the Person	Cadre	Staff Service	Level of the Cadre	Role	Training Need
2.						
		Tentative Schedule	Training Program	Name of the Institution & Country	Any Remarks	
Sl. No.	Name of the Person	Cadre	Staff Service	Level of the Cadre	Role	Training Need
3.						
		Tentative Schedule	Training Program	Name of the Institution & Country	Any Remarks	
Any Other Remarks						
(Any other details that are relevant to the Annual Training Plan)						

**17. TRAINING BUDGET FORMAT**

Department / Ministry	(Name of the Department / Ministry)		
Budget Year	(The financial year for which the budget is being prepared)	Date	(Current Date)

Sl. No.	Budget Head	Amount (INR)	Remarks
Training Interventions Cost			
1.	Cost of TNA exercises (Internal & External)	(Amount budgeted)	(Any relevant remarks)
2.	Cost of Module Design & Development (Internal & External)		
3.	Cost of Training Programs (Internal & External)		
4.	Cost of Training Evaluations (Internal & External)		
5.	Training of the Trainer (ToT) Programs (Internal & External)		
6.	Cost of DFFT		
7.	Any other Training Related Costs		
Total Budget for Training Interventions (A)			
Training Cell Maintenance Cost			
8.	(Capture the Training Cell management cost – staff salaries, infrastructure maintenance, miscellaneous expenditure etc.)	(Amount budgeted)	(Any relevant remarks)
9.			
10.			
Total Budget for Training Cell Maintenance (B)			
Total Training Budget (C=A+B)			

Other Remarks, if any
(Any other related remarks)



18. BUDGET TRACKING FORMAT

Department / Ministry	(Name of the Department / Ministry)				
Budget Year	(The financial year for which the budget is being prepared)	Date	(Current Date)		

Sl. No.	Budget Head	Amount Budgeted (INR)	Amount Spent (INR)	Balance Amount (INR)	Remarks
Training Interventions Cost					
1.	Cost of TNA exercises (Internal & External)	(Amount budgeted)	(Amount spent so far)	(Amount remaining)	(Any relevant remarks)
2.	Cost of Module Design & Development (Internal & External)				
3.	Cost of Training Programs (Internal & External)				
4.	Cost of Training Evaluations (Internal & External)				
5.	Training of the Trainer (ToT) Programs (Internal & External)				
6.	Cost of DFFT				
7.	Any other Training Related Costs				
Total Budget for Training Interventions (A)					
Training Cell Maintenance Cost					
8.	(Capture the Training Cell management cost – staff salaries, infrastructure maintenance, miscellaneous expenditure etc.)	(Amount budgeted)	(Amount spent so far)	(Amount remaining)	(Any relevant remarks)
9.					
10.					
Total Budget for Training Cell Maintenance (B)					
Total Training Budget (C=A+B)					

Other Remarks, if any
(Any other related remarks)



19. TRAINING EXPENDITURE REGISTER

Department / Ministry	(Name of the Department / Ministry)	Budget Year	(The financial year for which the budget is being prepared)	
Training Expenditure				
Month				
Date	Expenditure Details	Budget Head	Amount (INR)	Remarks
(Date of expenditure)	(Capture the Training Cell management cost – staff salaries, infrastructure maintenance, miscellaneous expenditure etc.)	(Budget Head to which the expenditure belongs)	(Amount spent)	(Any relevant remarks)
Total Expenditure for the Month				



20. QUARTERLY TRAINING CALENDAR

Department / Ministry		(Name of the Department / Ministry)			Date		(Current Date)	
Quarterly Calendar Months								
(Month-1 – Month-2 – Month-3)								
Month – 1								
(Name of the Month-1)								
Training Intervention Planned	Sl. No.	Post / Cadre	Nature of the Post / Cadre	Staff Service	Internal / External	Function / Section Working In	Week Planned	
1. Training Needs Analysis	1.	(Name of the Post / Cadre)	(Regular Cadre / Deputation Post / Independent Post)	(Name of the Staff Service)	(Whether to be internally taken up or outsourced to an external agency / Consultant)	(Any relevant remarks)	(Week in which the training is planned)	
	2.							
	3.							
	4.							
Remarks								
(Any relevant Remarks)								



Training Intervention Planned	Sl. No.	Training Need Addressed	Training Module	Trainees of the Module					Internal / External	Week Planned
				Cadre / Post	Nature of Post	Staff Service	Role	Level of the Post / Cadre		
2. Training Module Design & Development	1.	(Training need that this modules is proposed to address)	(Name of the Module proposed for design and development)	(Name of the Cadre)	(Deputation / Independent)	(Name of the Staff Service)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Module design & development is taken up internally or externally)	(Week in which the training is planned)
	2.									
	3.									
	4.									
	Remarks									
(Any relevant Remarks)										

Training Intervention Planned	Sl. No.	Training Need Addressed	Training Module	Trainees of the Module					Internal / External	Week Planned
				Cadre / Post	Nature of Post	Staff Service	Role	Level of the Post / Cadre		
3. Training Evaluation	1.	(Name of the Training proposed for Evaluation)	(Name & address of the training institution)	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Training Evaluation is to be taken up internally or externally)	(Week in which the training is planned)
	2.									
	3.									
	4.									
	Remarks									
(Any relevant Remarks)										



Training Intervention Planned	Sl. No.	Cadre	Staff Service	Nature of Post	Role	Level of the Post / Cadre	Name of the Training	Training Conducted By	Week Planned
4. Cadre Training Plans	1.	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Name of the Training)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
(Any relevant Remarks)									

Training Intervention Planned	Sl. No.	Cadre	Staff Service	Nature of Post	Role	Level of the Post / Cadre	Name of the Training	Training Conducted By	Week Planned
5. Training of Deputation / Independent Posts	1.	(Name of the Cadre)	(Deputation / Independent)	(Name of the Cadre and Staff Service, if any)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Name of the training module)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
(Any relevant Remarks)									



Training Intervention Planned	Sl. No.	Name of the Internal Trainer	Designation	Function / Section Working In	Training Program Suggested	Training Institution	Week Planned	Remarks
6. Training of the Trainer Programs	1.	(Name of the Internal Trainer)	(Designation of the Internal Trainer)	(Function / Section in which the Internal Trainer is working)	(Suggested training program such as any of TDP modules or any other ToT program or Certification program or any seminar / conference / workshop – as per the Internal Trainer Development Plan)	(Training institution / Consultant suggested)	(Week in which the training is planned)	(Relevant remarks)
	2.							
	3.							
	4.							

Training Intervention Planned	Sl. No.	Name of the Person	Cadre & Staff Service	Level of the Post / Cadre	Role	Training Need	Name of the Training	Super-visor / Trainer	Week Planned
7. On-the-Job / Orientation Training	1.	(Name of the Person)	(Name of the Cadre and Staff Service)	(Managerial / Supervisory / Operational)	(Name of the Role)	(Training need identified)	(Name of the Training)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
(Any relevant Remarks)									



Training Intervention Planned	Sl. No.	Name of the Person	Cadre & Staff Service	Level of the Post / Cadre	Role	Training Need	Name of the Training	Name of the Institution & Country	Week Planned
8. Department Funded Foreign Training (DFFT)	1.	(Name of the Person)	(Name of the Cadre and Staff Service)	(Managerial / Supervisory)	(Name of the Role)	(Training need identified)	(Name of the Training)	(Name and address of the institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks									
(Any relevant Remarks)									



Month – 2					(Name of the Month-2)			
Training Intervention Planned	Sl. No.	Post / Cadre	Nature of the Post / Cadre	Staff Service	Internal / External	Function / Section Working In	Week Planned	
1. Training Needs Analysis	1.	(Name of the Post / Cadre)	(Regular Cadre / Deputation Post / Independent Post)	(Name of the Staff Service)	(Whether to be internally taken up or outsourced to an external agency / Consultant)	(Any relevant remarks)	(Week in which the training is planned)	
	2.							
	3.							
	4.							
Remarks								
(Any relevant Remarks)								

Training Intervention Planned	Sl. No.	Training Need Addressed	Training Module	Trainees of the Module				Internal / External	Week Planned
				Cadre / Post	Nature of Post	Staff Service	Role		
2. Training Module Design & Development	1.	(Training need that this modules is proposed to address)	(Name of the Module proposed for design and development)	(Name of the Cadre)	(Deputation / Independent)	(Name of the Staff Service)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks									
(Any relevant Remarks)									



Training Intervention Planned	Sl. No.	Training Need Addressed	Training Module	Trainees of the Module					Internal / External	Week Planned
				Cadre / Post	Nature of Post	Staff Service	Role	Level of the Post / Cadre		
3. Training Evaluation	1.	(Name of the Training proposed for Evaluation)	(Name & address of the training institution)	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Training Evaluation is to be taken up internally or externally)	(Week in which the training is planned)
	2.									
	3.									
	4.									
Remarks										
(Any relevant Remarks)										

Training Intervention Planned	Sl. No.	Cadre	Staff Service	Nature of Post	Role	Level of the Post / Cadre	Name of the Training	Training Conducted By	Week Planned
4. Cadre Training Plans	1.	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Name of the Training)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks									
(Any relevant Remarks)									



Training Intervention Planned	Sl. No.	Cadre	Staff Service	Nature of Post	Role	Level of the Post / Cadre	Name of the Training	Training Conducted By	Week Planned
5. Training of Deputation / Independent Posts	1.	(Name of the Cadre)	(Deputation / Independent)	(Name of the Cadre and Staff Service, if any)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Name of the training module)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
	(Any relevant Remarks)								

Training Intervention Planned	Sl. No.	Name of the Internal Trainer	Designation	Function / Section Working In	Training Program Suggested	Training Institution	Week Planned	Remarks
6. Training of the Trainer Programs	1.	(Name of the Internal Trainer)	(Designation of the Internal Trainer)	(Function / Section in which the Internal Trainer is working)	(Suggested training program such as any of TDP modules or any other ToT program or Certification program or any seminar / conference / workshop – as per the Internal Trainer Development Plan)	(Training institution / Consultant suggested)	(Week in which the training is planned)	(Relevant remarks)
	2.							
	3.							
	4.							



Training Intervention Planned	Sl. No.	Name of the Person	Cadre & Staff Service	Level of the Post / Cadre	Role	Training Need	Name of the Training	Supervisor / Trainer	Week Planned
7. On-the-Job / Orientation Training	1.	(Name of the Person)	(Name of the Cadre and Staff Service)	(Managerial / Supervisory / Operational)	(Name of the Role)	(Training need identified)	(Name of the Training)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks (Any relevant Remarks)									

Training Intervention Planned	Sl. No.	Name of the Person	Cadre & Staff Service	Level of the Post / Cadre	Role	Training Need	Name of the Training	Name of the Institution & Country	Week Planned
8. Department Funded Foreign Training (DFFT)	1.	(Name of the Person)	(Name of the Cadre and Staff Service)	(Managerial / Supervisory)	(Name of the Role)	(Training need identified)	(Name of the Training)	(Name and address of the institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks (Any relevant Remarks)									



Month – 3					(Name of the Month-3)			
Training Intervention Planned	Sl. No.	Post / Cadre	Nature of the Post / Cadre	Staff Service	Internal / External	Function / Section Working In	Week Planned	
1. Training Needs Analysis	1.	(Name of the Post / Cadre)	(Regular Cadre / Deputation Post / Independent Post)	(Name of the Staff Service)	(Whether to be internally taken up or outsourced to an external agency / Consultant)	(Any relevant remarks)	(Week in which the training is planned)	
	2.							
	3.							
	4.							
Remarks								
(Any relevant Remarks)								

Training Intervention Planned	Sl. No.	Training Need Addressed	Training Module	Trainees of the Module				Internal / External	Week Planned
				Cadre / Post	Nature of Post	Staff Service	Role		
2. Training Module Design & Development	1.	(Training need that this modules is proposed to address)	(Name of the Module proposed for design and development)	(Name of the Cadre)	(Deputation / Independent)	(Name of the Staff Service)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks									
(Any relevant Remarks)									



Training Intervention Planned	Sl. No.	Training Need Addressed	Training Module	Trainees of the Module					Internal / External	Week Planned
				Cadre / Post	Nature of Post	Staff Service	Role	Level of the Post / Cadre		
3. Training Evaluation	1.	(Name of the Training proposed for Evaluation)	(Name & address of the training institution)	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Training Evaluation is to be taken up internally or externally)	(Week in which the training is planned)
	2.									
	3.									
	4.									
	Remarks									
(Any relevant Remarks)										

Training Intervention Planned	Sl. No.	Cadre	Staff Service	Nature of Post	Role	Level of the Post / Cadre	Name of the Training	Training Conducted By	Week Planned
4. Cadre Training Plans	1.	(Name of the Cadre)	(Name of the Staff Service)	(Deputation / Independent)	(Name of the Role)	(Managerial / Supervisory / Operational)	(Name of the Training)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
Remarks									
(Any relevant Remarks)									



Training Intervention Planned	Sl. No.	Cadre	Staff Ser-vice	Nature of Post	Role	Level of the Post / Cadre	Name of the Training	Training Conducted By	Week Planned
5. Training of Deputa-tion / Inde-pendent Posts	1.	(Name of the Cadre)	(Deputation / Independent)	(Name of the Cadre and Staff Service, if any)	(Name of the Role)	(Managerial / Supervisory / Opera-tional)	(Name of the training mod-ule)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
(Any relevant Remarks)									

Training Intervention Planned	Sl. No.	Name of the Internal Trainer	Designation	Function / Section Working In	Training Program Suggested	Training Institution	Week Planned	Remarks
6. Training of the Trainer Programs	1.	(Name of the Internal Trainer)	(Designation of the Internal Trainer)	(Function / Section in which the Internal Trainer is working)	(Suggested training program such as any of TDP modules or any other ToT program or Certification program or any seminar / conference / workshop – as per the Internal Trainer Development Plan)	(Training institution / Consultant suggested)	(Week in which the training is planned)	(Relevant remarks)
	2.							
	3.							
	4.							



Training Intervention Planned	Sl. No.	Name of the Person	Cadre & Staff Service	Level of the Post / Cadre	Role	Training Need	Name of the Training	Supervisor / Trainer	Week Planned
7. On-the-Job / Orientation Training	1.	(Name of the Person)	(Name of the Cadre and Staff Service)	(Managerial / Supervisory / Operational)	(Name of the Role)	(Training need identified)	(Name of the Training)	(Name & address of the training institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
(Any relevant Remarks)									

Training Intervention Planned	Sl. No.	Name of the Person	Cadre & Staff Service	Level of the Post / Cadre	Role	Training Need	Name of the Training	Name of the Institution & Country	Week Planned
8. Department Funded Foreign Training (DFFT)	1.	(Name of the Person)	(Name of the Cadre and Staff Service)	(Managerial / Supervisory)	(Name of the Role)	(Training need identified)	(Name of the Training)	(Name and address of the institution)	(Week in which the training is planned)
	2.								
	3.								
	4.								
	Remarks								
(Any relevant Remarks)									

**21. LIST OF EXTERNAL TRAINERS**

Department / Ministry		(Name of the Department / Ministry)		Date	(Current Date)
Sl. No.	Name of the External Trainer	Designation	Name of the Institution / Organization	Contact Details	
		(Designation of the External Trainer)	(Name of the institution in which the external trainer is working)	Mobile No.	(Mobile number of the Trainer)
				Landline No.	(Land line of the Trainer)
				E-Mail ID	(E-mail of the Trainer)
		Educational Qualifications	Training related Qualifications	Relevant Certifications	
1.	(Name of the external trainer)	(Educational qualifications of the Trainer)	(Names of the training related qualifications)	(Names of relevant certifications)	
		Training Experience	Training Modules offered by the External Trainer	Average Feedback Rating	
		(Training programs the Trainer has conducted so far)	(Training Modules offered by the External Trainer)	(Average training feedback rating of the External Trainer so far)	



Sl. No.	Name of the External Trainer	Designation	Name of the Institution / Organization	Contact Details
2.				Mobile No.
				Landline No.
				E-Mail ID
		Educational Qualifications	Training related Qualifications	Relevant Certifications
		Training Experience	Training Modules offered by the External Trainer	Average Feedback Rating

Sl. No.	Name of the External Trainer	Designation	Name of the Institution / Organization	Contact Details
3.				Mobile No.
				Landline No.
				E-Mail ID
		Educational Qualifications	Training related Qualifications	Relevant Certifications
		Training Experience	Training Modules offered by the External Trainer	Average Feedback Rating

**22. LIST OF TRAINEES**

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Training Need Training Institution	(Training Need Identified)	Name of the Training Program	(Name of the Training Program)
	(Name of the Training Institution)	From-Date to To-Date	(Starting and ending dates of the training)

Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Contact Details	
1.	(Name of the trainee)	(Designation and the Section in which the trainee is presently working)	(Cadre and Service to which the trainee belongs)	(Managerial / Supervisory / Operational)	Mobile No.	(Mobile number of the trainee)
					Landline No.	(Land line of the trainee)
					E-Mail ID	(E-mail of the trainee)
		Remarks				
(Any relevant remarks)						

Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Contact Details	
2.					Mobile No.	
					Landline No.	
					E-Mail ID	
		Remarks				



Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Contact Details
3.					<div>Mobile No.</div> <div>Landline No.</div> <div>E-Mail ID</div>
Remarks					
Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Contact Details
4.					<div>Mobile No.</div> <div>Landline No.</div> <div>E-Mail ID</div>
Remarks					
Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Contact Details
5.					<div>Mobile No.</div> <div>Landline No.</div> <div>E-Mail ID</div>
Remarks					
Other Remarks, If Any					
(Any other details that are relevant to the training program)					



23. TRAINING PROGRAM CHECKLIST

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
Training Need	(Training Need Identified)	Name of the Training Program	(Name of the Training Program)
Training Institution	(Name of the Training Institution)	From-Date to To-Date	(Starting and ending dates of the training)

Program Aspect	Whether Available or not	Remarks
Trainee Related		
1. Confirmation of Trainee's names	(Yes or No)	(Any relevant remarks)
2. Consolidated list of Trainees		
3. Reminder to participants and confirmation		
4. Transport & accommodation facility		
Trainer Related		
5. Identified resource persons / faculty		
6. Suitable communication to faculty		
7. Reminder to faculty and confirmation		
8. Transport & accommodation facility		
Programme Material Related		
9. Collect course material from resource persons		
10. Trainee material review /draft preparation		
11. Trainee material finalization and copies		
12. Training kit – folder, pen, pad, Trainee material		
13. Collect PPTs		
14. Films, video, chart paper, markers		
15. Stationery set – papers, pencil, pen, highlighter, eraser, sharpener, stapler & pins, clips, cellophane tape, scissors, glue, chart paper, sketch pens, rubber bands etc.		
16. Registration Forms		



Program Aspect	Whether Available or not	Remarks
17. Attendance Sheets		
18. Programme Schedules		
19. Training Feedback Forms		
20. Trainee Evaluation Forms		
21. Training certificates (If any)		
Venue Related		
22. Conference hall booking		
23. Seating arrangements		
24. Checking AC, public address system, LCD projector, PC, pen drive, flip chart stand, screen, white board, markers, duster etc.		
25. Camera, video, battery, TV, mics		
26. Name boards, water bottles		
27. Flower bouquets		
28. Identified persons for handing over bouquets		
29. Booking accommodation, transport for faculty and participants		
30. Food / refreshments arrangements on training days		

Other Remarks, if any

(Any other details related to the Checklist)

**24. TRAINEE REGISTRATION FORM**

Department / Ministry		(Name of the Department / Ministry)		Date		(Current Date)	
Name of the Training Program		(Name of the Training Program)		Training Institution		(Name of the Training Institution)	
Name of the Trainee		(Name of the trainee)		Staff Service		(Name of the Staff Service)	
From-Date to To-Date		(Starting and ending dates of the training)		Email Id		(Official / personal mail IDs)	
Mobile No.		(Mobile number of the trainee)		Office Land-line No.		(Office contact number)	
Cadre		(Name of the Cadre)		Staff Service		(Name of the Staff Service)	
Gender		(M/F)		Mobile No.		(Mobile number of the trainee)	
Signature		(Signature of the trainee)		Email Id		(Official / personal mail IDs)	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							



25. TRAINEE ATTENDANCE FORM

Department / Ministry		(Name of the Department / Ministry)	Name of the Training Program	From-Date to To-Date	(Starting and ending dates of the training)	
Training Institution		(Name of the Training Institution)			Date of Attendance	(Date on which attendance is taken)
Sl. No.	Name of the Trainee	Gender	Designation & Section working In	Cadre	Staff Service	Signature
1.	(Name of the trainee)	(M/F)	(Designation of the Trainee and the Section in which he / she is working)	(Name of the Cadre)	(Name of the Staff Service)	(Signature of the trainee)
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						



26. TRAINING PROGRAM SCHEDULE

Department / Ministry	(Name of the Department / Ministry)		Date	(Current Date)	
Name of the Training Program	(Name of the Training Program)	Training Institution	(Name of the Training Institution)	From-Date to To-Date	(Starting and ending dates of the training)
Program Schedule					
Training Day – 1 : (Date)					
Ses- sion No.	Session Title	Session Objectives	Session Contents	Faculty	
Opening Ceremony / Session : __ Minutes (from time – to time)					
1.	(Name of the Session)	(What this session is proposed to achieve)	(Topics and Sub-topics that are going to be covered in this session)	(Faculty proposed to take the session)	
2.					
Tea Break : 15 Minutes (from time – to time)					
3.					
4.					
Lunch Break : 60 Minutes (from time – to time)					
5.					
6.					
Tea Break : 15 Minutes (from time – to time)					
7.					
8.					



Training Day – 2 : (Date)				
Ses- sion No.	Session Title	Session Objectives	Session Contents	Faculty
1.	(Name of the Session)	(What this session is proposed to achieve)	(Topics and Sub-topics that are going to be covered in this session)	(Faculty proposed to take the session)
2.				
Tea Break : 15 Minutes (from time – to time)				
3.				
4.				
Lunch Break : 60 Minutes (from time – to time)				
5.				
6.				
Tea Break : 15 Minutes (from time – to time)				
7.				
8.				

Training Day – 3 : (Date)				
Ses- sion No.	Session Title	Session Objectives	Session Contents	Faculty
1.	(Name of the Session)	(What this session is proposed to achieve)	(Topics and Sub-topics that are going to be covered in this session)	(Faculty proposed to take the session)
2.				
Tea Break : 15 Minutes (from time – to time)				
3.				
4.				
Lunch Break : 60 Minutes (from time – to time)				
5.				
6.				



Training Day – 3 : (Date)				
Ses- sion No.	Session Title	Session Objectives	Session Contents	Faculty
Tea Break : 15 Minutes (from time – to time)				
7.				
8.				
Valedictory Session : ____ Minutes (from time – to time)				

Other Remarks, If Any
(Any other details that are relevant)



27. TRAINING FEEDBACK FORM

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Name of the Training Program	(Name of the Training Program)	From-Date to To-Date	(Starting and ending dates of the training)
Training Institution	(Name of the Training Institution)		

We request you to give your valuable feedback on the training program that you have just gone through. Based on your feedback, we can improve the training program further and train you better in future!

Training Module & Content

Rating Scale

**1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent,
4 : To a Great Extent, 5 : To the Greatest Extent**

Parameter	1	2	3	4	5
1. To what extent has this training addressed your training requirements?	(Tick)	(Tick)	(Tick)	(Tick)	(Tick)
2. To what extent has this training met the training objectives?					
3. To what extent has the training content been customized to your practical job situation?					
4. To what extent has the training content been properly structured and sequenced?					
5. To what extent have the games, exercises, case studies, group discussions, role plays etc. helped you to understand the training content better?					
6. To what extent, is the material provided to you, useful for your further reference?					



Trainers / Facilitators

Rating Scale

1 : Poor, 2 : Average, 3 : Good, 4 : Very Good, 5 : Excellent

Parameter	1	2	3	4	5
1. Authority in the respective subject	(Tick)	(Tick)	(Tick)	(Tick)	(Tick)
2. Presentation skills					
3. Interactivity with the participants					
4. Clearing the doubts of the participants					
5. Whether paid individual attention					
6. Whether made efforts to make the sessions interesting					

Training Facilities

Rating Scale

1 : Poor, 2 : Average, 3 : Good, 4 : Very Good, 5 : Excellent

Programme Effectiveness	1	2	3	4	5
1. Class Room Facilities	(Tick)	(Tick)	(Tick)	(Tick)	(Tick)
2. Lunch, Dinner and Refreshments					
3. Accommodation (if relevant)					
4. Transportation (if relevant)					
5. Response of support staff to your needs					

Other Remarks, if any

(Any other remarks)

Name of the
Trainee (Optional)

Signature
(Optional)

Thank you very much for your valuable feedback!



28. TRAINING FEEDBACK SUMMARY FORMAT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Name of the Training Program	(Name of the Training Program)	From-Date to To-Date	(Starting and ending dates of the training)
Training Institution	(Name of the Training Institution)		

Training Module & Content		
Rating Scale 1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent, 4 : To a Great Extent, 5 : To the Greatest Extent		
Parameter	Average Feed-back Rating	Remarks
1. To what extent has this training addressed your training requirements?	(Average of the feedback rating given by the trainees to this parameter)	(Related remarks by the Reviewer)
2. To what extent has this training met the training objectives?		
3. To what extent has the training content been customized to your practical job situation?		
4. To what extent has the training content been properly structured and sequenced?		
5. To what extent have the games, exercises, case studies, group discussions, role plays etc. helped you to understand the training content better?		
6. To what extent, is the material provided to you, useful for your further reference?		
Overall Remarks on the Training Module & Content		
(Related remarks by the Reviewer)		



Trainers / Facilitators		
Rating Scale		
1 : Poor, 2 : Average, 3 : Good, 4 : Very Good, 5 : Excellent		
Parameter	Average Feedback Rating	Remarks
1. Authority in the respective subject	(Average of the feedback rating given by the trainees to this parameter)	(Related remarks by the Reviewer)
2. Presentation skills		
3. Interactivity with the participants		
4. Clearing the doubts of the participants		
5. Whether paid individual attention		
6. Whether made efforts to make the sessions interesting		
Overall Remarks on the Trainers / Facilitators		
(Related remarks by the Reviewer)		

Training Facilities		
Rating Scale		
1 : Poor, 2 : Average, 3 : Good, 4 : Very Good, 5 : Excellent		
Parameter	Average Feedback Rating	Remarks
1. Class Room Facilities	(Average of the feedback rating given by the trainees to this parameter)	(Related remarks by the Reviewer)
2. Lunch, Dinner and Refreshments		
3. Accommodation (if relevant)		
4. Transportation (if relevant)		
5. Response of support staff to your needs		
Overall Remarks on the Training Facilities		
(Related remarks by the Reviewer)		



Qualitative Remarks of the Trainees	
Sl. No.	Gist of the Remarks Given by the Trainees
	(Gist of the remarks of the Trainees)

Improvement Measures Suggested	
Sl. No.	Suggestions
	(Suggestions for improvement by the Reviewer)

**29. TRAINEE EVALUATION SUMMARY FORMAT**

Department / Ministry		(Name of the Department / Ministry)	Date	(Current Date)
Name of the Training Program	(Name of the Training Program)		From-Date to To-Date	(Starting and ending dates of the training)
	(Name of the Training Institution)			

Subjects & Methods of Testing		
Sl. No.	Subjects	Method of Testing
1.	(Subject in which the trainee was tested)	(Method used in testing - such as Exam, presentation, quiz, exercise, practical exercise etc.)
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Re-marks
1.	(Name of the trainee)	(Designation and the Section in which the trainee is presently working)	(Cadre and Service to which the trainee belongs)	(Managerial / Supervisory / Operational)	(Any relevant remarks)
	Pre-Training Evaluation		Post-Training Evaluation		Learning
	S-1	S-2	S-3	S-4	S-5
	(Marks of Sub-ject-1)	(Marks of Sub-ject-2)	(Marks of Sub-ject-3)	(Marks of Sub-ject-4)	(Marks of Sub-ject-5)
	Avg.		Avg.		Avg.
	(Average)		(Average)		(Average)
	(Marks of Sub-ject-5)		(Marks of Sub-ject-5)		(Post – Pre)

Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Re-marks
2.	(Name of the trainee)	(Designation and the Section in which the trainee is presently working)	(Cadre and Service to which the trainee belongs)	(Managerial / Supervisory / Operational)	(Any relevant remarks)
	Pre-Training Evaluation		Post-Training Evaluation		Learning
	S-1	S-2	S-3	S-4	S-5
	(Marks of Sub-ject-1)	(Marks of Sub-ject-2)	(Marks of Sub-ject-3)	(Marks of Sub-ject-4)	(Marks of Sub-ject-5)
	Avg.		Avg.		Avg.
	(Average)		(Average)		(Average)
	(Marks of Sub-ject-5)		(Marks of Sub-ject-5)		(Post – Pre)

Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Re-marks
3	(Name of the trainee)	(Designation and the Section in which the trainee is presently working)	(Cadre and Service to which the trainee belongs)	(Managerial / Supervisory / Operational)	(Any relevant remarks)
	Pre-Training Evaluation		Post-Training Evaluation		Learning
	S-1	S-2	S-3	S-4	S-5
	(Marks of Sub-ject-1)	(Marks of Sub-ject-2)	(Marks of Sub-ject-3)	(Marks of Sub-ject-4)	(Marks of Sub-ject-5)
	Avg.		Avg.		Avg.
	(Average)		(Average)		(Average)
	(Marks of Sub-ject-5)		(Marks of Sub-ject-5)		(Post – Pre)



Sl. No.	Name of the Trainee	Designation & Section Working In	Cadre & Staff Service	Level of Cadre / Post	Re-marks	
4.	(Name of the trainee)	(Designation and the Section in which the trainee is presently working)	(Cadre and Service to which the trainee belongs)	(Managerial / Supervisory / Operational)	(Any relevant remarks)	
	Pre-Training Evaluation				Learn-ing	
	S-1	S-2	S-3	S-4	S-5	Avg.
	(Marks of Sub-ject-1)	(Marks of Sub-ject-2)	(Marks of Sub-ject-3)	(Marks of Sub-ject-4)	(Marks of Sub-ject-5)	(Average)
						(Post – Pre)
5	(Name of the trainee)	(Designation and the Section in which the trainee is presently working)	(Cadre and Service to which the trainee belongs)	(Managerial / Supervisory / Operational)	(Any relevant remarks)	
	Pre-Training Evaluation				Learn-ing	
	S-1	S-2	S-3	S-4	S-5	Avg.
	(Marks of Sub-ject-1)	(Marks of Sub-ject-2)	(Marks of Sub-ject-3)	(Marks of Sub-ject-4)	(Marks of Sub-ject-5)	(Average)
						(Post – Pre)
Remarks of the Reviewer						
(Remarks of the reviewer on the evaluation scores)						



30. POST-TRAINING REPORT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Training Program Details

Name of the Training Program : (Name of the Training Program)

Training Need Addressed : (Training Need Identified)

Name of the Training Institution : (Name of the Training Institution)

Program Duration : : (Starting and ending dates of the training)

Trainees' Details

Cadre : (Name of the cadre)

Staff Service : (Name of the staff service)

Level of Cadre : (Name of the Training Institution)

Role : (Starting and ending dates of the training)

Attendance : (Percentage of attendance)

Names of Trainees : (Names of the Trainees)

Training Program Schedule

(Include the details of the Training Program schedule here – session-wise. The details can be culled out from the Training Program Schedule prepared earlier for the same training program)

Training Feedback Summary

(Include the details of the feedback given by the trainees at the end of the Training. The details can be culled out from the Training Feedback Summary prepared earlier for the same training program)

Trainee Evaluation Summary

(Include the details of evaluation of the trainees carried out during the training. The details can be culled out from the Trainee Evaluation Summary prepared earlier for the same training program)

Any other Important Details

(Any other relevant and important details of the training program)

Suggestions for Improvement

(Suggestions culled out from the Training Feedback Summary and the Trainee Evaluation Summary)



31. POST-TRAINING EVALUATION FORM

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Details of the Training Program

Training Need	(Training Need Identified)	Name of the Training Program	(Name of the Training Program)
Training Institution	(Name of the Training Institution)	From-Date to To-Date	(Starting and ending dates of the training)

Details of the Trainee

Name of the Trainee	(Name of the trainee)	Designation	(Designation of the trainee)
Nature of the Post	(Regular / Deputation / Independent)	Cadre	(Name of the Cadre)
Staff Service	(Name of the Staff Service)	Level of Cadre	(Managerial / Supervisory / Operational)
Function / Section Working In	(Function / Section in which the trainee is working)		

Evaluation of the Trainee during Training

Sl. No.	Subjects	Pre-Training	Post-Training	Learning
1.				
2.				
3.				
4.				
5.				



Feedback by the TRAINEE on the Impact of Training on his / her Job

Rating Scale

1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent, 4 : To a Great Extent, 5 : To the Greatest Extent

Parameter	Rating	Remarks
1. To what extent did the said training address your training needs?	(Rating as per the above scale)	(Any related remarks)
2. To what extent can you relate the learning of the training to your job?		
3. To what extent are you able to apply the learning of the said training in your job?		
4. To what extent did the training help you improve your job performance?		
5. To what extent has been the improvement in your job performance, when you compare the pre-training scenario and the post-training scenario?		
Question	Answers	
1. Has there been required learning derived from the said training program?	(Relevant answer to the question beside)	
2. Have been there any other factors that inhibited you from applying in your job, the learning derived from the said training? If so, what are they?		
3. What are your suggestions to effectively improve the application of learning from the said training?		
4. What are the major improvements in your job performance, after attending the said training?		
5. Any other remarks you wish to make?		



Feedback by the TRAINEE'S SUPERVISOR on the Impact of Training on his / her Job

Rating Scale

1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent, 4 : To a Great Extent, 5 : To the Greatest Extent

Parameter	Rating	Remarks
1. To what extent did the said training address the trainee's training needs?	(Rating as per the above scale)	(Any related remarks)
2. To what extent is the trainee able to relate the learning of the training to the job?		
3. To what extent is the trainee able to apply the learning of the said training in the job?		
4. To what extent did the training help the trainee improve his / her job performance?		
5. To what extent has been the improvement in the trainee's job performance, when you compare the pre-training and the post-training scenarios?		
Question	Answers	
6. Has there been any other factors that inhibited the trainee from applying the learning in his / her job? If so, what are they?		
7. What are your suggestions to effectively improve the application of learning from the said training?		
8. What are the major improvements in the trainee's job performance, after attending the said training?		
9. Any other remarks you wish to make?		



32. TRAINING EVALUATION REPORT

Department / Ministry	(Name of the Department / Ministry)	Date	(Current Date)
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Details of the Training Program

Training Need	(Training Need Identified)	Name of the Training Program	(Name of the Training Program)
Training Institution	(Name of the Training Institution)	From-Date to To-Date	(Starting and ending dates of the training)

Details of the Trainee

Sl. No.	Name of the Trainee	Designation	Nature of the Post	Cadre & Staff Service	Level of Cadre
1.	(Name of the trainee)	(Designation of the trainee)	(Regular / Deputation / Independent)	(Name of the Cadre & Staff Service)	(Managerial / Supervisory / Operational)
2.					
3.					
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Program Level Evaluation

Training Module & Content		
Rating Scale 1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent, 4 : To a Great Extent, 5 : To the Greatest Extent		
Parameter	Average Feedback Rating	Overall Remarks on Training Module & Content
1. To what extent has this training addressed your training requirements?	(Average of the feedback rating given by the trainees to this parameter)	(Related remarks by the Reviewer)
2. To what extent has this training met the training objectives?		
3. To what extent has the training content been customized to your practical job situation?		
4. To what extent has the training content been properly structured and sequenced?		
5. To what extent have the games, exercises, case studies, group discussions, role plays etc. helped you to understand the training content better?		
6. To what extent, is the material provided to you, useful for your further reference?		
Average Rating on Training Module & Content		

Trainers / Facilitators		
Rating Scale 1 : Poor, 2 : Average, 3 : Good, 4 : Very Good, 5 : Excellent		
Parameter	Average Feedback Rating	Overall Remarks on Training Module & Content
1. Authority in the respective subject	(Average of the feedback rating given by the trainees to this parameter)	(Related remarks by the Reviewer)
2. Presentation skills		
3. Interactivity with the participants		
4. Clearing the doubts of the participants		
5. Whether paid individual attention		
6. Whether made efforts to make the sessions interesting		
Average Rating on Trainers / Facilitators		



Training Facilities		
Rating Scale		
1 : Poor, 2 : Average, 3 : Good, 4 : Very Good, 5 : Excellent		
Programme Effectiveness	Average Feedback Rating	Overall Remarks on the Training Facilities
1. Class Room Facilities	(Average of the feedback rating given by the trainees to this parameter)	(Related remarks by the Reviewer)
2. Lunch, Dinner and Refreshments		
3. Accommodation (if relevant)		
4. Transportation (if relevant)		
5. Response of support staff to your needs		
Average Rating on Training Facilities		

Gist of the Qualitative Remarks Given by the Trainees	
Sl. No.	Remarks of the Trainees
1.	(Gist of the remarks of the Trainees)
2.	
3.	
4.	
5.	
6.	
7.	

Remarks of the Reviewer
(Remarks on the program level evaluation)



Learning Level Evaluation

Subjects & Methods of Testing		
Sl. No.	Subjects	Method of Testing
1.	(Subject in which the trainee was tested)	(Method used in testing - such as Exam, presentation, quiz, exercise, practical exercise etc.)
2.		
3.		
4.		
5.		

Details of the Trainees					
Sl. No.	Name of the Trainee	Designation	Average Pre-Training Evaluation Score	Average Post-Training Evaluation Score	Learning
1.	(Name of the trainee)	(Designation of the trainee)	(Average score of the trainee in the pre-training evaluation, in all the subjects put together)	(Average score of the trainee in the post-training evaluation, in all the subjects put together)	(Learning score, i.e. post-training score – pre-training score)
2.					
3.					
4.					
5.					
6.					
Average Scores for the Entire Trainee Batch					

Remarks of the Reviewer
(Remarks on the learning level evaluation)



Job Behaviour Level Evaluation

Feedback by the TRAINEES on the Impact of Training on their Job

Rating Scale

1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent, 4 : To a Great Extent, 5 : To the Greatest Extent

Parameter	Average Rating of the Trainees	Overall Remarks
1. To what extent did the said training address your training needs?	(Rating as per the above scale)	(Any related remarks)
2. To what extent can you relate the learning of the training to your job?		
3. To what extent are you able to apply the learning of the said training in your job?		
4. To what extent did the training help you improve your job performance?		
5. To what extent has been the improvement in your job performance, when you compare the pre-training scenario and the post-training scenario?		
Average Rating		
Question	Gist of the Answers given by the Trainees	
1. Has there been required learning derived from the said training program?	(Gist of the answers of the trainees, to the question beside)	
2. Have been there any other factors that inhibited you from applying in your job, the learning derived from the said training? If so, what are they?		
3. What are your suggestions to effectively improve the application of learning from the said training?		
4. What are the major improvements in your job performance, after attending the said training?		
5. Any other remarks you wish to make?		



Feedback by the TRAINEES' SUPERVISORS on the Impact of Training on Trainees' Job

Rating Scale**1 : To the Least Extent, 2 : To Some Extent, 3 : To a Considerable Extent, 4 : To a Great Extent, 5 : To the Greatest Extent**

Parameter	Average Rating of the Supervisors	Overall Remarks
1. To what extent did the said training address the trainee's training needs?	(Rating as per the above scale)	(Any related remarks)
2. To what extent is the trainee able to relate the learning of the training to the job?		
3. To what extent is the trainee able to apply the learning of the said training in the job?		
4. To what extent did the training help the trainee improve his / her job performance?		
5. To what extent has been the improvement in the trainee's job performance, when you compare the pre-training and the post-training scenarios?		
Average Rating		
Question	Gist of the Answers given by the Trainees' Supervisors	
6. Have been there any other factors that inhibited the trainee from applying the learning in his / her job? If so, what are they?	(Gist of the answers of the trainees' supervisors, to the question beside)	
7. What are your suggestions to effectively improve the application of learning from the said training?		
8. What are the major improvements in the trainee's job performance, after attending the said training?		
9. Any other remarks you wish to make?		

Remarks of the Reviewer

(Remarks on the job behaviour level evaluation)



Improvement Measures

Sl. No.	Observations	Suggestions
1.	(Overall observations of the Reviewer considering the above evaluations – program level, learning level and job behaviour level)	(Suggestions for improvement by the Reviewer)
2.		
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14.		
15.		

DOPT VISION

"To create an enabling environment for the development and management of human resources of the Government for efficient, effective, accountable, responsive and transparent governance"



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