



NATIONAL SYMPOSIUM ON EXCELLENCE IN TRAINING

**11–12 April 2015
Vigyan Bhawan, New Delhi**

Organized by

**Department of Personnel and Training, Ministry of Personnel, Public Grievances & Pensions,
Government of India**

United Nations Development Programme (UNDP), India





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LIST OF ABBREVIATIONS

ATI	Administrative Training Institution
CTI	Central Training Institution
DoPT	Department of Personnel and Training
GoI	Government of India
ICAR	Indian Council of Agricultural Research
IIRS	Indian Institute of Remote Sensing
ITI	Industrial Training Institute
MFP	Minor Forest Produce
MOOC	Massively Open Online Course
NAARM	National Academy of Agricultural Research Management
NARS	National Agricultural Research Systems
NSET	National Symposium on Excellence in Training
NTP	National Training Policy
RTC	Regional Training Centre
SHG	Self-Help Group
TRIFED	Tribal Co-operative Marketing Development Federation of India Limited
UNDP	United Nations Development Programme

EXECUTIVE SUMMARY

Given the pivotal role of government employees in facilitating growth and development in the country, the Government of India formulated the National Training Policy 2012 to train government functionaries across all levels towards realizing the goals of effective and citizen-centric delivery of public service. In this context Gol's Department of Personnel and Training (DoPT) organized the first two-day National Symposium on Excellence in Training (NSET)—a national platform to exchange experiences and learn from collective wisdom—in collaboration with UNDP India, in New Delhi on April 11–12, 2015.

The first NSET was targeted at faculty, trainers and administrators of national/state training institutes; master/recognized trainers and training managers of various ministries, departments, cadre controlling authorities. The Symposium brought various stakeholders face-to-face with senior state and central government officials, training experts and subject specialists from within India and abroad to share and discuss issues and experiences, and learn from experts in training.

In addition to plenary sessions, the Symposium also showcased select good practices/innovations from Central Training Institutions (CTIs) and State Administrative Training Institutions (ATIs) under four thematic tracks/categories, viz., Development of Training Content, Pedagogy and Methodology, Management of Training and Training Establishments, Trainer/Faculty Development.

The pilot programme to expand the training to C-level government officials was welcomed. Motivational speakers shared their experiences on conducting training with meagre resources to achieve exemplary outcomes. The role of motivation and attitude in performance and how a trainer can ensure a high degree of engagement with the trainees were some of the key learning points.

The shift to a systematic approach necessitates training at all levels of hierarchy in any government department, ministry or organization, while ensuring a holistic approach towards organizational goals. The training programmes can then be seamlessly linked to performance and service delivery, which in turn will be more effective in citizen-centricity.

However, training needs to go beyond imparting skills and knowledge and help develop an attitude to continuously improve and persistently chase perfection. Only a motivated official with the right attitude can create an enabling environment to elicit the best out of his/her co-workers. Suggestions were made to emphasize developing the communication and soft skills of trainees during training programmes.

Government functionaries need to continually innovate in order to provide timely and high quality, citizen-focused services with constrained resources and very challenging delivery circumstances. This is even truer for training institutions. Innovation to fight obsolescence and gain a cutting edge is an ongoing battle for training organizations, training content and training methodologies and techniques. Simulation, films, storytelling, hybrid classroom, flipped classrooms, inexpensive game platforms and other learner-centric teaching methodologies are highly successful, innovative ways to engage with the participants during training. The use of case method was emphasized in order to retain the attention and enthusiasm of participants.

Organizational leadership can ill-afford to remain complacent or insensitive to changing public demands and to the needs of workers. Senior officials of an institution often need to unlearn, relearn and implement updated processes. Such learning and upgrading of skills and knowledge are, therefore, an implicit need of training programmes. Organizations need autonomy with accountability to manoeuvre and take quick decisions, and thus remain responsive.

The trainer has a significant role to play as the facilitator of the training programme. The essence of efficient training lies in the ability to gauge the mental level of the trainees and customize the content and methodology to their specific needs. A good trainer should be able to not just impart knowledge, skills and techniques, but also motivate, influence attitudes and build confidence amongst the trainees to achieve their goals. An ideal trainer never stops training him/herself. Emphasis on trainer development, bringing in experts from outside and suitable compensation to keep the trainers motivated are other key interventions that would ensure an effective training setup for government functionaries.

Training needs to address not just capacity building but also capacity evolution, capacity modification and capacity overhauling to ensure delivery of governance in a continuously changing milieu. Training needs to be optimal—sufficient to guide, while allowing the individual to learn from his/her life and professional experiences. Training must also be able to demarcate the responsibilities and rights at every level of hierarchy to avoid conflicts across levels, functions and departments, and promote conscientious discharge of duties.

Leadership, professionalism, autonomy, and research and innovation are the key underpinnings of a successful training institution. Institutions of excellence are identified through their track-record in providing effective training and research activities, developing think-tanks and acting as a source of inspiration to other similar institutions.

Training also needs to bring in the most current techniques and methodologies to reach the trainees across the length and breadth of the country in an economical manner. The deployment of multimedia tutorials, e-discussions, interactive simulations, digital collaboration, webinars, massively open online courses (MOOCs) for distance learning, and other online tools can prove to be effective in this context.

The need was felt to link training programmes with post-training impact assessment. It was suggested that alongside monitoring the performance of trainees, trainers should also track whether the programme objectives had been met. Training should be seen as learning transfer, and evaluation should have both qualitative and quantitative criteria.

During the first NSET, good practices at CTIs and ATIs were showcased across four themes: development of training content, methodology and pedagogy, management of training and training establishments, and trainer/faculty development.

To overcome funding challenges, ideas were exchanged on pooling resources across CTIs and ATIs as well as forging partnerships with other institutes of repute. The development of a knowledge repository on training with a database on specific expert trainers, practices and innovations taking place across training institutions in India and abroad, and the production of training and teaching manuals were also proposed during the two-day symposium.

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SETTING THE CONTEXT

BACKGROUND

In its quest for growth and development the country needs to interact with its citizens continuously. Government employees facilitate these interactions for programmes, statutory requirements, citizen benefits, public services and other government regulated processes. Consequently, the government's two key goals are **effective delivery of public service and ensuring citizen-centric governance**. To achieve these, the government proposed the infusion of sensitivity and responsiveness amongst government employees in its National Training Policy (NTP) 2012.

To expand the ambit of training across various levels of bureaucracy, build capacity to deliver public service in a citizen-centric manner and improve efficiency in its overall functioning, the Department of Personnel and Training (DoPT), Government of India, organized the first annual National Symposium on Excellence in Training (NSET) on 11–12 April 2015 in New Delhi, in collaboration with United Nations Development Programme (UNDP), India.

OBJECTIVE OF NSET

In line with the recommendations of NTP 2012, the first NSET attempted to sensitize and orient training institutions towards the latest international trends in training and build a learning platform to continuously upgrade the skills of trainers and faculty members in new and emerging training techniques and methodologies. With participation from faculty, trainers and administrators of National/State Training Institutes, Master/Recognized Trainers, and Training Managers of various Ministries/ Departments/Cadre Controlling Authorities, NSET 2015 had an ambitious agenda:

- To promote sharing of good practices and build a platform for the purpose;
- To reemphasize
 1. Key recommendations of NTP 2012, and
 2. Importance of Systematic Approach to Training (SAT);
- To share global best practices in latest training methodologies and techniques; and
- To create an ecosystem to continuously build the capacity of trainers, training managers and administrators from the government sector.

SCHEDULE

The symposium included plenary sessions by international and national experts on the following topics:

- Comprehensive Training Strategy
- Building Institutions of Excellence
- Developing Effective Trainers
- Innovative Training Methodologies like Case Study Writing and Teaching, and E-learning
- Evaluation and Assessment

These sessions offered knowledge sharing by leading national and international experts from institutions like the Lal Bahadur Shastri National Academy of Administration (LBSNAA), Indian Institute of Management (IIM), Tata Institute of Social Sciences (TISS), the Australia and New Zealand School of Government, Eastern Michigan University, Georgetown University, The World Bank and UNDP.

THEMES

In addition to the plenary sessions, NSET 2015 also showcased select good practices/innovations from Central Training Institutions (CTIs) and State Administrative Training Institutions (ATIs) under four categories or themes:

- Development of Training Content
- Pedagogy and Methodology
- Management of Training and Training Establishments
- Trainer/Faculty Development

To recognize good practices and instil a culture of quality and excellence in organizations, the selected entries in each category were felicitated with an 'Award for Excellence in Training' and their work was showcased at an exhibition at the symposium venue.

Alongside the presentations and interactive sessions, NSET initiated a platform for continuous knowledge sharing in the form of a dynamic contact hub through its website, www.dopt-nset.in.



1 INAUGURAL SESSION

SPEAKERS

- **Dr. Jitendra Singh**, Hon'ble Minister of State for Personnel, Public Grievances and Pensions, Government of India
- **Shri Bhaskar Khulbe**, Additional Secretary, Prime Minister's Office, Government of India
- **Shri Sanjay Kothari**, Secretary, Department of Personnel & Training, Ministry of Personnel, Public Grievances & Pensions, Government of India
- **Shri Pramod Kumar Das**, Joint Secretary (Training), Department of Personnel and Training, Ministry of Personnel, Public Grievances & Pensions, Government of India
- **Mr. Jaco Cilliers**, Country Director, UNDP India

In the current socio-economic milieu, citizens need efficiency, sensitivity and responsiveness in public service delivery, which, in turn, calls for a more comprehensive and contemporary outlook towards training of government functionaries at all levels. A change in the mindsets of all public officials and government departments and the repurposing of the entire training and performance ecosystem are prerequisites to attain a citizen-centric administration.



NTP 2012 recognized these interdependencies and therefore recommended that the training programmes be linked to performance of the individuals, evaluated in terms of its impact on individual capacities and service delivery. This initiated the process of transitioning from traditional training methods to a competency-based approach that objectively links an individual's development to the competencies needed for the current or future job.



Training has witnessed a gradual shift to a systems approach, which identifies training as an integral part of an organization that pervades all levels of hierarchy and prepares the organization as a unified entity to deliver citizen-centric public service for all departments and ministries.

It is important for every official to keep his conscience clear. Only when we believe that righteousness is the norm and practice it at all levels, are we able to create a healthy environment for others to achieve ambitions with compassion. Training programmes need to instil confidence in individuals to dispense duties righteously, without any fear, prejudice or inconsistency. To begin with, the responsibilities and rights of an official must be clearly defined. A systematic approach to training can enable a functionary to maintain accountability and transparency by taking informed decisions and exercising authority while maintaining the dignity and integrity of the office.

An induction level training programme was put in place for Group A and B employees to instil a sense of service and sense of accountability to the citizenry. For Group C employees, who directly interact with citizens, the state level institutions are progressively working to bridge the gap between the government and citizens through efficient training. Maharashtra, Jammu and Kashmir and Tamil Nadu trained Group C government employees in 2014, on a pilot basis.

It is necessary to evaluate the performance of training programmes by the impact they are able to have on individual capacities. The outcome of any training programme depends not only on the trainers but also on trainees. Therefore, developing the right attitude amongst government functionaries to persistently chase perfection and innovate within the constraints is critical to continually fighting obsolescence and building competitive advantage. Sufficient freedom and flexibility are preconditions to innovation.

Even as we move towards a more open and flexible ecosystem a lot remains to be done, like the simplification of documentation procedures, such as for affidavits and attestations. Initiatives like the 'Self attested single affidavit scheme' are noteworthy steps in building a conducive, service-oriented work environment. Getting rid of orthodox, cumbersome procedures will not only reduce wastage and pilferage but also discourage elements that may wish to exploit the system and breed malpractices for personal gains. Efficient and good practices should be fine-tuned through experience sharing and crystallized into new sets of procedures. Documentation of best practices and the institutionalization of training facilities have been major steps towards improving overall efficiency of training outcomes.

The experience of Indian public service has helped identify various aspects of effective training. The first of these is quality control with regard to the manpower recruited for training through stringent screening. Perhaps, even more important than screening is the nurturing of recruits—adequate motivation, appreciation and encouragement are imperative for keeping a budding civil servant engaged, enthused and willing to stretch the extra mile to achieve his/her full potential.



A motivated official must endeavour to create an enabling environment to get the best out of co-workers and subordinates. In the bureaucracy, with its nearly impermeable vertical compartmentalization, this can only be achieved through simplified ways of working. Thus, imbibing the ethos of 'keep it simple' is a key strand in training officialdom.

Training should also be optimal—sufficient to guide and enable an individual and yet allowing the freedom to choose the best from the free spirit of life and experiences. While in-classroom training is relevant, especially to know from a skilled trainer 'what to learn' and 'what to unlearn', experiences from one's life and profession are much more impactful. Unlearning boosts one's capacity to absorb new knowledge, free from the baggage of previously learnt lessons that could be contradictory.

To remain relevant in a rapidly changing context, training programmes must also encompass capacity evolution, capacity modification and capacity overhauling to deliver citizen-centric governance on a continuous basis. Investment in upgrading training techniques and technology along with research and innovation are crucial in this regard.

All organizations need to synchronize, institutionalize and integrate training with the new schemes and vision of the government. This will not only help efficiently fulfil the expectations of citizens—the end-consumer of government programmes—but also foster a comprehensive excellence-driven ecosystem.

LEARNING POINTS

1. Training programmes are most effective when they are synchronized and integrated for individuals at all levels of an organization through a systems approach and evaluated by the impact on individual capacities and service delivery.
2. Training programmes need to constantly infuse innovation through freedom and flexibility to fight obsolescence and remain cutting edge, not only for the programme itself, but also as a leitmotif for the trainees to pursue while discharging their duties.
3. Training must help build the right attitude with adequate motivation, appreciation, and encouragement of trainees/recruits to get the best out of them.
4. Training programmes need to be optimal and able to demarcate the responsibilities and rights at every level of hierarchy to avoid conflicts and promote righteousness.
5. Training needs should not only focus on capacity building but also include capacity evolution, capacity modification and capacity overhauling in a constantly changing context.
6. Training programmes need to be supported by sufficient investment in technique and technology in tandem with research and innovation.
7. Training objectives and goals for departments and ministries need to be aligned to the latest schemes and vision of the government.

2 INNOVATIVE TRAINING METHODOLOGIES

2.1 Technical Session 1: Motivational Speakers

SPEAKERS

- **Shri Anand Kumar**, Founder, Super 30, Patna
- **Ms Shaheen Mistri**, Founder and CEO, Teach for India

Super 30 is a residential tutoring institute that trains underprivileged students from remote areas of India to clear engineering entrance examinations in the country without any fees or charge. The training is cross-subsidized by resources generated from tutoring other well-to-do students. Students voluntarily contribute to the running of residential operations along with the family members of Anand Kumar, the creator of the institution.

From a pedagogical perspective, Super 30 demonstrates that the essence of efficient training lies in a customized approach—gauging the present ability (and therefore need gap) of the trainee to formulate a specific strategy to address the learning needs. The Super 30 programme clarifies fundamental concepts in a way that the students gain confidence to solve one problem in multiple ways and multiple problems in a unique way. They not only focus on imparting knowledge and skills, but also motivate and instil confidence to endow the students with a strong will to excel.



The personal care and warm and friendly environment with healthy food and adequate lodging facilities for the students instil a sense of responsibility and accountability among them. This, in turn, positively influences the trainees and encourages them to perform optimally by giving their best.

The Super 30 programme has also been creating social impact by instilling desirable values. Successful students grow into conscientious citizens who are eager to contribute to society in their own capacities—by spreading awareness in remote villages about higher education, setting examples against social practices like dowry—and lead fruitful and wholesome lives that are marked not just by success but also humility and moral values.



The **Teach for India** fellowship programme trains young committed individuals in the art of teaching younger boys and girls studying in government schools across the country, with the objective of ending educational inequity. Started as a student volunteer initiative in 1989, Akanksha Foundation presently runs 60 centres and six official schools alongside the Teach for India fellowship programme to improve the quality and quantity of teachers working towards the goal of equal educational opportunities for all.

Education as a tool to empower involves imparting values, aspirations and the confidence to accomplish them, without narrowly focusing on academics or English communication. The Teach for India fellowship emphasizes believing in oneself and one's endeavours to be an effective trainer. This rejuvenates one's efforts to achieve the vision of ending educational inequity at a broad level.

The fellowship considers it the responsibility of the trainer to keep the trainee invested in the learning process. To achieve this, they ensure that training needs are accurately identified and the training programme is customized to the context and aspirations of the trainee.

The programme employs innovative ideas to help fellows understand people through experiential learning. A fellow may be asked to step into the shoes of the trainee to closely understand the student's socio-economic context and customize the training programme accordingly.

An ideal trainer never stops training his/her own self, thus practicing what he/she is professing. Teach for India gives fellows space to reflect on their thoughts and seeks to improve their capabilities through sharing of ideas, thus fostering excellence.

Learning Points

1. Identifying specific learning needs of trainees and customizing the programme to fulfil their aspirations while remaining sensitive towards the background of the recruits is at the core of effective training outcomes.
2. Training/education as a tool to empower can be successful only when it is combined with a strong will to excel amongst recruits. A good trainer not only imparts knowledge/skills/techniques but also motivates and positively influences attitudes, thus building confidence amongst trainees.
3. A training institution must innovate despite its constraints to achieve its objective, while ensuring that there are no compromises on the core values and proposition.
4. Providing space to trainers to reflect on their thoughts and exchange ideas amongst themselves is a critical link in continuously fine-tuning and upgrading their capabilities, thus fostering excellence in the learning process.

2.2 Technical Session 2: Comprehensive Training Strategy

EXPERT AND MODERATOR

- **Shri Sanjay Kothari**, Secretary, Department of Personnel & Training, Ministry of Personnel, Public Grievances & Pensions, Government of India

SPEAKERS

- **Ms Sumeeta Bannerji**, Assistant Country Director & Head Democratic Governance, UNDP India
- **Dr. Shubhro Sen**, Former Director, Tata Management Training Centre

India needs unprecedented levels of motivation and dedication from its people, especially those in the government, to be able to emerge as a major country in the world. Government employees work tirelessly—often without compensation— with a level of commitment that is difficult to find in the private sector across the world. On the other hand, it is very difficult to dismiss a government employee, even when the individual does not perform. Either way, it makes sense to motivate them and utilize their full potential. There is also a need to understand their aspirations and motivations.

Supervisors and senior officials need to understand this dynamic and work with employees at all levels to derive optimal productivity, learn to trust and empower them in every way, including doing away with affidavits for everything from date of birth to college degree and place of residence and, perhaps most importantly, provide training to class 3 government servants who make up 90 per cent of the staff strength.



Training for class 3 government officials did not exist until the pilot programmes were initiated in Jammu & Kashmir, Maharashtra and Tamil Nadu in 2014. These officials mostly learnt from their predecessors, on the job. Delivering an orientation and training programme that not only imparts knowledge and tools to enable them to efficiently discharge their duties but also motivates them in the context of their aspirations and socio-economic realities is a gargantuan task. A comprehensive training strategy entails a training budget to develop a network of trainers and training courseware to fulfil this task.

A comprehensive training strategy is a forward-looking, systematic approach that seeks to introduce the right generic skills—such as soft skills, leadership training, problem solving and decision making—as well as specific competencies for the job in order to attain organizational goals. As a management process, capacity building continually fosters an enabling environment, where the organization plans, executes and then evaluates the impact of the training intervention. Peer networking and hands-on training are essential components of the strategy.

Training or capacity building is best viewed as a process of transformation that positively affects the lives of people that an organization is trying to influence. Conducting surveys to find out what citizens expect from the administration is an increasing trend in many countries. Malaysia emphasizes the humanizing of public service in response to feedback from the citizenry, thus calling for a drastic change in the way training is imparted. Singapore focuses on customer orientation and leadership skills. Australia funds and develops learning programmes to infuse and enhance core skills relevant to all public servants.

India has an impressive talent pool in public service across all levels. However, the process of turning this potential into skills and outcomes is random and self-selecting. There is a need to re-imagine and redefine the outcomes that we are seeking, along with comprehensive linkages between training outcomes, job description and citizen expectations.

Over the years, training—at the cutting edge—has transformed into leadership development, which itself has morphed into strategic planning development. And since a higher multiplier effect is associated with seniority, small changes in the right places can have profound impact, as is often seen in the private sector. In order to develop a comprehensive approach in today's scenario, we need to define the desired outcomes and create a link between the culture of learning and the rewards reaped from it.

Focus on soft skills

During an experiment with 180 top officials from Italy, 90 were trained for three months by top tier professors, while the other 90 were asked to contemplate and meditate. It was found that the latter group reported greater impact. Emphasizing learning through development of the self during training is a fairly recent phenomenon.

A comprehensive training strategy maps the difference a person is able to make after the learning process is complete. There is a need to work on the persistence of learning in order to prevent learning decay, so that the learning process doesn't end with training. In-classroom training, which is only moderately effective in the case of adults, could be enhanced through technology-enabled, interactive, relevant and engaging training modules. The idea of including key stakeholders in the learning process as part of the strategy requires special attention as this is yet to see significant success anywhere in the world.

Comprehensiveness comes from individual motivation and drive, used in tandem with the latest economic theory. There is an urgent need to build a sense of purpose, pride and accountability amongst government officials. Technology that permits individuals to create specific learning plans could also be used to bring in accountability.

Learning Points

1. A comprehensive strategy draws from a systematic approach to training that entails a well-designed architecture for learning and leadership development. It is a continuous process with horizontal and vertical linkages that helps improve organizational performance in the long run.
2. International case studies show that countries that have built training strategies into their organizations are able to better align learning and training needs to suit organizational objectives. Civil servants in these nations are better equipped to deal with citizens' demands and needs. We need to go beyond taking feedback and co-relate training evaluation to improved service delivery to achieve citizen-centric governance.
3. Adult learning is effective when training is interactive, relevant and engaging. A range of training and capacity building techniques, such as peer learning, international exposure and networking, which help people share and learn from improvements in their sectors in a holistic way, must be adopted to enable learning well beyond the programme.
4. Training programmes should encourage introspection and self-assessment and lay emphasis on developing soft skills. Adequate infusion of technology for individuals to develop their own learning plans could foster a sense of purpose, pride and accountability.
5. Steps should be taken to roll out and implement the national as well as state training policies within a given timeframe, with a special focus on the frontline government functionaries

2.3 Technical Session 3: Building Institutions of Excellence

SPEAKERS

- **Mr. Patrick McNamara**, Organizational Consultant, Transform Konsult

MODERATOR

- **Prof N.R. Madhava Menon**, Eminent Jurist

PANELIST

- **Dr. Sushil Vachani**, Director, Indian Institute of Management, Bangalore

To implement a comprehensive training strategy, institutions of excellence with a track-record of providing effective training, domain and pedagogical research, developing think-tanks and inspiring other similar institutions are needed. Institutions of excellence are created when leadership, autonomy, professionalism, and research and innovation come together—physically or virtually.

Such institutions are characterized by visionary leadership, which could be individual or collective. A leader motivates and empowers and is concerned about the wellbeing of the team. A leader needs to constantly think out of the box, which comes with listening, observing and building relationships of trust and honesty. Collective leadership, if successfully implemented, can enhance expertise, temper risks, build confidence and make execution on the desired lines possible.



A leader needs to possess the characteristics of a manager, but has to be much more as well. He or she needs to step away from conventional thinking. This cannot be taught in a classroom.

It has other crucial components including,

1. **Self-awareness**, which could be nurtured through yoga, meditation, nature walks and engaging in creative activities;
2. Keenly **observing** people, one's physical surroundings, the environment and ecosystem help in seeing the bigger picture as well as understanding nuances; and
3. **Confidence**, which, contrary to the general view, can be acquired by improving
 - a. Self-esteem (the belief that I am competent),
 - b. Self-knowledge (drawing strength from my own knowledge and value system),
 - c. Self-mastery (understanding the creative tension between visions and realities), and
 - d. Self-efficacy (achieved through hard work and persistence);
4. Building **emotional intelligence**, which helps a leader listen to people around him/her and understand them through empathy.

These enable a leader to build relationships of trust and honesty, which are crucial in order to lead people. Usually, when faced with a problem, an individual analyses it, figures out a solution and then implements the solution in a linear progression. However, when there are few resources, a large number of stakeholders and a strong resistance to change, a leader must reflect and delve deeper—in essence, sleep over it to understand the bigger picture. This will enable the leader to come up with innovative ideas to experiment with on a pilot scale, and if successful, scale up.

Another important question that a leader must answer is how to shift behaviours. For this, one needs to look beneath the behaviour, at the values, ethics and beliefs of the organization, e.g., corridor conversations amongst employees. Eventually, the leader is required to observe the culture of the organization to be able to suitably influence it. Changing the culture can shift people's behaviour.

However, while a good leader is a necessary condition to building an institution of excellence, it is not sufficient. **Autonomy** encourages risk-taking ability with accountability. Autonomy also insulates the institution from any influence that could be counterproductive to its goal. To retain autonomy it is imperative to avoid conflict of interest and maintain high levels of morals and integrity.

Professionalism, a commitment towards progressively higher levels of performance with strict adherence to standards, is necessary for the smooth functioning of an institution of excellence. Efficient systems and an enabling administrative structure; financial and institutional support; support of a progressive statutory framework; strategic planning function and the ability to attract, motivate and retain good faculty and skilled human resources are all critical components of a professional setup that excels in training.

Evolving performance standards and measuring the impact of training on organizational objectives are functions of research and innovation. Linkages with other education, research and training institutions help institutes of excellence in maintaining their competitive edge. Success often depends on an innovation-oriented culture that stays ahead of the curve through adaptation to technology and cost-effective strategies for the upgradation of knowledge and skills. The pursuit of excellence is a continuous endeavour without any finishing point.

For adults there is no substitute for **experiential learning**. Therefore, these institutes of excellence need to prioritize experiential learning over the classroom lecture format. This also entails a degree of customization. The trainer has to not only understand the organizational objectives but also the training needs and aspirations of individual trainees, especially in the context of individual experiences. In some instances, training is about unlearning and re-learning—a challenge for both trainers and trainees.

Building an institution of excellence involves going through many paces, like evolving a shared vision between officers for aligned action in response to policies; networking between institutions to share skills and successes as well as address shortcomings; participation and adaption to figure out solutions to common problems and constant learning and transformation through a feedback mechanism.

Adopting best practices from across the world is a prerequisite for institutions of excellence to remain cutting-edge. At the Stanford Business School, students are trained for emotional intelligence in a nine-month training programme through community learning. A value-based anti-corruption programme in Mexico studies model values and adapts them at an organizational level. A collaboration with the Massachusetts Institute of Technology (MIT) to transform the health sector in India involved deep engagement with beneficiaries to understand the necessary policy changes that resulted in a positive impact on the immunization programmes.



Encouraged by the Indian Prime Minister, IIM Bangalore is studying models followed across countries to build institutions of excellence, with special emphasis on Japan, to provide a global perspective to its faculty and students. Through partnerships with various Japanese educational institutions, such as the University of Tokyo, faculty exchange programmes, student exchange programmes and joint research initiatives, IIM-B plans to eventually establish a Japan centre where trainers from all over the country can receive executive education as well as work in the capacity of host experts.

Another characteristic of an institute of excellence is that it is constantly upgrading itself and thinking ahead while also benefiting a significant number of people who want to learn. While there is no substitute for in-classroom training, IIM-B is in the process of deploying technology-based programmes for massively open online courses (MOOCs) on the Indian platform, Swayam and Edex of Harvard. These initiatives will be targeted at less privileged students in the country who are unable to attend classes.

Learning Points

1. Institutions of excellence in training not only deliver effective training but also perform relevant and futuristic research activities. They develop think-tanks and are a source of inspiration to other similar institutions. Leadership, professionalism, autonomy, research and innovation are critical factors that drive excellence in a successful training institution.
2. Leaders of training institutions need to become aware about themselves and their environment and surroundings. They must be keen observers of their physical surroundings, the ecosystem

and people. They also need to be resilient and confident without being arrogant and develop emotional intelligence. To bring about significant change in an organization, the leader needs to know about its culture, change requirement and levers of change in order to influence a desired shift in behaviour.

3. Building an institution of excellence also requires sharing of vision between officers; networking between institutions for mutual learning and support; participation and adaption for solutions to common problems; and constant learning and transformation through feedback.
4. Training goes beyond domain knowledge and understanding of related areas. It is inextricably linked with advances in knowledge and experiences gained at the workplace. It also implies unlearning and re-learning, a path most people are reluctant to adopt.
5. Networking between better funded and not-so-well funded institutions could initiate a platform for the exchange of ideas and potentially bring other institutions into the fold of excellence. A common knowledge hub sharing deeper cultural and relational elements to standardize processes at various institutions might also be desirable. Harmonious working of faculty and students may also drive higher levels of excellence.
6. Fund-strapped and/or remote institutes could take advantage of open online courses offered by institutes like the IIMs. They may even collaborate to translate these courses into different regional languages to reach a wider audience. Given the mismatch of skill sets in the country, where on the one hand, graduate students are unable to find employment, and on the other, more than 50 per cent of the skilled jobs in the country are going unfilled, institutions of excellence must provide training that will make the students employable.
7. Innovative methods of funding, in order to nurture training institutions to aim for and attain excellence, are a key necessity.

2.4 Technical Session 4: Developing Effective Trainers

EXPERT

- **Prof. Diana J. Wong**, Associate Professor of Strategy, OD and Entrepreneurship of Eastern Michigan University, USA

MODERATOR

- **Shri Padamvir Singh**, Former Director of the Lal Bahadur Shastri National Academy for Administration, Mussoorie

PANELIST

- **Dr. Pritam Singh**, Former Director General, International Management Institute, New Delhi

Faculty development is one of the key requirements to keep pace with the recent trends and to bring more efficiency in the functioning of an organization/institution. Effective trainers can both spearhead training programmes and contribute to the realization of the organization's goals and priorities.

With advancement in instructional methodologies, technology and training techniques, the faculty need to be acclimatized and trained to cope with the changing environment and emerging challenges.



There are 10 basic principles in any training activity that a trainer needs to be aware of in order to deliver an effective programme,

1. **Motivating the trainee:** While the trainer and the peer group contribute nearly 30 per cent each towards positively influencing his/her learning, the individual is still the largest stakeholder with a 40 per cent share drawn from what the trainee does to beat his/her own record.
2. **Developing robust expertise:** A trainer needs to be an expert and continuously enhance his/her knowledge and skills to remain so, in order to deliver an impactful training process.
3. **Creating a safe environment for training:** It is crucial to give the learner enough space to learn and at the same time enough care to keep him motivated for a bigger leap next time. For instance, while teaching her eaglet to fly, a mother eagle drops it from a very high altitude, confident that she will reach in time to save the fledgling, should it fail to take flight.
4. **Affirm one's strengths:** It is important to value oneself. A trainer must leverage positive experiences that increase commitment on the part of trainees for greater effectiveness in confronting challenges. A trainer can also seek feedback on his/her strengths from trainees, peers or those who manage his/her skill set.
5. **Self-determined learning:** When the professional learner is a mature adult, it is important that the path followed for capability development is self-determined learning or heutagogy, which is a double-loop process with the instructor loosening control as the professional learner matures in gaining knowledge and skill. This is significantly different from pedagogy—meant for children—or andragogy—a problem-centric approach used for adult learning.
6. **Building a learning ramp:** The path on which the trainee can experiment with his innovative breakthroughs has the potential to lead to transformational growth.
7. **The power of questions:** Debriefing on questions like how the event occurred, how it felt or any suggestions for improvement, and if the trainees can connect the work they do with what they have been trained at, etc. With stimulating discussions learners can better understand the implications of their training.
8. **Integrating the person as a whole:** In training the task is to address not only the cognitive aspect, but also the social, psychological and physical aspects of an individual trainee.
9. **Help the learner extract this tacit knowledge:** If a person has worked for 10 years, he/she has experience of more than 10,000 hours, which allows him/her to be a deep expert. This also forms the basis for tacit knowledge, which is 90 per cent of one's knowledge base. Knowledge that an individual possesses but does not have the capabilities to articulate is known as tacit knowledge.
10. **Value-added learning:** Delivering learning contributions that go beyond the obvious and enhance performance outcomes which help achieve goals for the entire team, is the prime duty of a trainer.

It is very important that the trainer is a good human being to begin with. Humility is the hallmark of a true leader, and brings one much respect. The experience of CEOs, bureaucrats and subordinates has shown that while IAS officers are highly intellectual and knowledgeable, at times they are very arrogant and unapproachable. Knowledge creates diverse opinions among people and divides them, whereas *karma* (action) and love unites them. For an IAS officer to lead his/her team to deliver public service empowerment of subordinates, walking the talk and leading by example are key leadership traits.

To become a successful trainer an individual usually goes through four evolutionary stages—the *Adhyapak* disseminates information; the *Upadhyay* mentors; the *Acharya* teaches by the power of his conduct and the *Guru* enlightens. There is a dearth of *Adhyapaks* in the system, as well as of *Gurus*. Not just developing but drawing effective trainers and retaining them is an issue. People need to be encouraged to get into the area of teaching.

A trainer must believe in him/herself. S/he should appreciate the gravity of the work involved in training—grooming people and giving direction to the lives of students, trainees and players. He/she shares with them learning from his/her lifetime experience. A master trainer has to believe that his/her success depends on the success of his/her students.

For an effective trainer, designing of a good training programme is an important enabling tool. Training needs assessment, to give the trainer an immediate sense of the objectives that should be set for the training programme.

The accumulated knowledge of key gaps in public service delivery is perhaps a good indicator of areas in which effective training of administrative personnel is needed.



- **Accountability:** Rules and regulations need to be reviewed both in terms of quality and enforcement so that citizens are not deprived of peace and security due to delays, complex procedures, corruption and inefficient use of technology. Address governance gaps to bring about accountability.
- **Personal competency:** Inadequate functional competencies in terms of knowing the laws, rules in the system, along with project appraisal at a personal level for government functionaries.
- **Imbibe constitutional values:** The core competencies of the public servant focus on leadership and constitutional values that are enshrined in the Preamble. If leaders in the bureaucracy can actually imbibe the values of equality and liberty, the resultant good human being will be a better trainer.
- **Inculcate virtuous traits:** Initiative and drive is usually missing in the government sector. People tend to aggrandize power and avoid delegating it. Being confident of one's words and speaking one's mind are now rarely observed qualities among civil servants.
- **Pursue and encourage excellence:** Management of excellence is shabby in the public domain. The Secretariat is usually extremely cluttered and disorganized. If the brain that is supposed to deliver governance to the citizenry is in a mess, it becomes difficult for the rest of the governmental body to function.
- **Better trainer development:** Exposure of trainers to better practices around the globe can improve attitudes and motivate them. There is a need to review the policies governing our trainer development programmes. Trainers should be given priority for national and global programmes to periodically upgrade their skills.
- **Decision making:** Decision-making capacity is a leadership quality which has seriously been lacking.
- **Networking:** A big challenge is to engage and network with global institutions.
- **Quality versus quantity trade-off:** Paucity of time and an unfavourable trainer-to-trainee ratio impact the quality of training. This can be addressed through measures such as motivation and government assistance for trainers; corporate trainers taking up training in the government sector as a Corporate Social Responsibility (CSR) activity and better compensation norms to attract better trainers from premium institutes.
- **Training a heterogeneous group of people:** The issues arising from having trainees with different IQ levels and backgrounds bunched together can only be resolved through excellent trainers who can observe their trainees closely and simplify complex issues as much as possible to address the needs of the entire audience.
- **Relevant training content:** The commonly perceived disconnect between training content and its practical application to official duties needs to be resolved. The trainers have to sharpen and groom themselves in both subject matter and communication and soft skills. They ought to be good at time management to facilitate the unpacking of interesting questions at the end of the sessions. The trainer should become more accountable to the trainee and him/herself. The trainer must introspect to find out if s/he has brought a significant change in the lives of the trainees. While imparting training, care needs to be taken to drive outcomes on both dimensions of competency and relevant knowledge.

Learning Points

1. A trainer must focus on self-development, both as a subject expert as well as a master in training methodology and techniques. S/he may adopt some of the techniques recommended in the training principles and learn relevant new methods from other sources.
2. Only a good human being can be a good trainer. A good trainer must simplify complex issues as much as possible and address the entire audience with diverse skill sets. A teacher should believe that his/her success is derived from the success quotient of his/her students.
3. Ensuring relevant training for a diverse group is a challenge that must be addressed while developing effective trainers. Disconnect between the training content and practical working can be bridged by competency-based training that imparts relevant knowledge.
4. The trainers have to sharpen and groom themselves in communication or soft skills. They also ought to be good at time management to facilitate the unpacking of interesting questions at the end of the sessions.
5. There has to be greater emphasis on the quality of trainers, with exposure to better practices around the globe, review of the policies related to trainer development and compensation to master trainers in order to upgrade the existing pool of trainers as well as attract the best ones from within the government and outside.

2.5 Technical Session 5: Innovative Training Methodologies-I

EXPERT

- **Prof. Diana J. Wong**, Associate Professor of Strategy, OD and Entrepreneurship of Eastern Michigan University, USA

MODERATOR

- **Shri N.C. Saxena**, IAS (Retd.), Advisor, United Nations Development Programme

PANELIST

- **Dr. Shubro Sen**, Former Director, Tata Management Training Centre

Innovation is often viewed as an exercise in combining, mobilizing and managing existing and potential resources to deliver efficient outcomes. Innovations are both desirable and necessary because they facilitate ease of work and improve productivity. The underlying objective of innovation is to break entrenched paradigms and re-look at some of the deepest assumptions that form the basis of the workplace. In fact, reviewing beliefs and assumptions from a fresh perspective is a crucial part of innovation because while knowledge and skills can be acquired over time, the real challenge is to change attitudes in a dynamic ecosystem. Building positive attitudes at the workplace and creating an ethos that is conducive to letting go of negative experiences and moving on is critical to fostering innovative ideation.

With changing times and contexts, it is essential to apply innovation to training in order to keep it relevant and effective. One of the biggest challenges in this regard lies in delivering innovative content in ways that would connect the ideas being communicated with the real experiences of the trainees on ground. In other words, the aim is to create live workspaces through content and scenarios that may have multiple outcomes which most trainees can identify with. Some innovative techniques that are widely and successfully used include simulation, films, storytelling, hybrid classroom and other learner-centric teaching methodologies. The real innovativeness and efficacy of such techniques lies in the way they are implemented.



Common innovative training techniques

One of the fundamental approaches to this is that of a Flipped Classroom. This is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to application-based exercises, projects, and discussions that help analyse the experience of the trainee as a whole. It is a challenging task because it involves not only assigning, but also designing the information based on insights into the knowledge base of the trainees. However, to usefully deploy innovations like the flipped classroom, participants need to be motivated through correct identification of their areas of interest and relevance as well as incentives.

Identifying high potential groups in an organization and encouraging them to bridge training- and knowledge-gaps through book learning, video conferencing, and interactive class sessions is another mechanism to facilitate innovation.

However, the fastest growing trend to engage trainees in effective learning, both young as well as adult, is gaming. Inexpensive game platforms are a novel and an innovative way to engage participants in training.

Effective implementation requires trainers to think outside the box and use enabling techniques. Such techniques need to encourage participant collaboration across geographic locations, as well as utilize a variety of media to connect to a global audience. However, a great deal of subjectivity is involved in designing such programmes and techniques, which has to be contextualized over multiple criteria such as subject matter of training, profile of trainees, the comfort level of the trainer and other considerations.

One such context is that of linguistic mismatch between anglicized, elite trainers and the grassroots level officers. This can be resolved through devices such as photovoice and telling stories through pictures. Another issue is that of designing enriched content for mid-career training programmes. These are different from induction training programmes in that the focus is on collective capability-scaling exercises rather than individual subject-focused ones. An appropriate body comprising representatives from the Secretariat, states and even district should engage in regular meetings to upgrade the quality and content of mid-career training programmes for civil servants.

With advances in technology and ease of translation and transliteration facilities, it has become very easy to access and bring to the trainers quality content at almost negligible cost. Thus, what innovation requires today is imagination and energy rather than vast additional monetary resources.

Learning Points

1. A radical change is required in methodologies to enrich training content. Innovations in training methodologies, such as simulation, films, storytelling, hybrid classroom and other learner- centric teaching methodologies provide simple ways for making training effective.
2. The exercise of developing training content has to take into account the profile of the trainees, their areas of interest, the relevance of the training imparted to live workplace experiences, the comfort level of the trainer and other, often subjective and context-specific considerations.
3. One of the most powerful innovative training techniques is that of a Flipped Classroom.
4. Identifying high potential groups in an organization and facilitating capacity enhancement through book learning, video conferencing, and interactive class sessions can drive perceptible improvement in performance.
5. Inexpensive game platforms are the most popular among innovative training methods across group and participant profiles.
6. Technology has enabled easy access to high quality training content at negligible cost. Organizations should explore the right technology for them to work with.

2.6 Technical Session 6: Innovative Training Methodologies-II—E-learning

EXPERT

- **Dr. Sheila Jagannathan**, Lead Learning Specialist & Program Manager, World Bank e-Institute, Washington DC

MODERATOR

- **Shri Alok Kumar**, Secretary, Central Vigilance Commission

PANELIST

- **Dr. Piyush Gupta**, Associate Vice president, National Institute for Smart Government



E-learning refers to the use of electronic technologies to deliver, facilitate and enhance learning. A major advantage of e-learning is its enormous scope. It can be applied to both formal and informal learning at any time, any place and at any pace, according to the learner's convenience. So, not only is it cost-efficient, as it requires no time out from work, but it also delivers better quality in terms of improved learning, customizability to local languages, and networking in terms of expanded participant reach. Thus, it can be justifiably associated with 'tectonic shifts in learning methods', i.e., revolutionary changes that completely alter the landscape of learning.

Some examples of e-learning are multimedia tutorials, e-discussions, interactive simulations, digital collaboration, webinars, MOOCs, etc. The next big advancement in e-learning methods is the emergence of 'the cloud', a common platform which enables training institutions to reach all corners of the country. Another recent component in the development of e-learning techniques is the use of metrics, which creates benchmarks against industry norms and thus facilitates continual improvement. Further, given the penetration rate of mobile phones and the convenience of using e-devices, the future of learning is surely mobile.

Several countries across the globe have adopted e-learning methods in many of their projects. In the context of India, two e-learning experiences merit attention and emulation. One is that of the National Institute of Disaster Management, which has scaled up disaster education in the country. The other is that of the National Institute of Urban Affairs, where urban land-use planning skills are scaled up to train mid-career planning professionals, urban practitioners, policy makers and city managers from various city and state government departments.

However, one challenge associated with e-learning is considerable upfront costs. Another is the huge digital divide in the country. These programmes are very difficult to replicate at the lowest level of the pyramid, such as the local village level, and are beset with issues of poor connectivity. Further, most learning theories argue in favour of greater interaction. For instance, the learning pyramid demonstrates 5 per cent retention by participants in passive lectures, 70–80 per cent in discussion groups, practice by doing and teaching, etc., 90 per cent when learning is application-based, and 95 per cent when the learning is applied to a project. Thus, for best results, learning should be immersive. A trainee who relies on e-learning, however, is a solo learner, so dealing with the isolation of the trainee is another important task.

The study of psychology dictates there are three domains of learning—the cognitive domain, psycho-motor domain and the affective domain. E-learning as a tool has a limitation in that it is able to impact only the cognitive domain and not the other two. Such pedagogical issues are seen to result in high drop-out rates. Then, there is the issue of attitudinal problems, such as narrow mindsets, resulting in low acceptability of technology. Thus, e-learning, despite its manifold advantages and merits, is not a standalone solution, but is highly recommended to scale up existing programmes where lakhs of people need to be trained in a cost-effective manner.

Being e-Governance-ready

The objective of the National e-Governance Plan (NeGP) is to develop in-house competencies within the government to design and implement e-governance initiatives. However, e-governance requires a whole new set of knowledge, skills and attitudinal training. Unfortunately, training is not a priority in most government departments, and there are no training-linked performance incentives to encourage officers. Most busy officers are deputed on e-governance projects as additional work. The government needs to work around these constraints, through blended learning methodologies such as Information and Learning Technology (ILT) classroom learning, virtual classroom, webinars, and standalone digital learning with a credit-based system leading to recognition and certifications.

The Government of India's pilot on e-learning courses in 2014 included components such as 'introduction to e-governance', 'introduction to e-governance project life cycle', and 'introduction to government process re-engineering (GPR)'. The outcomes of the pilot study were surprisingly positive, with a 95 per cent satisfaction rate. However, there should be a single-window front-end portal for all such programmes to avoid repetition of candidates in the same courses. There should also be proper alignment between these training courses and role-based competencies. Leveraging technical resources from the industry and setting up institutional centres of excellence within the selected ATIs can help in easing the resource constraints of the government.

Learning Points

1. Platforms like Cloud, Metrics, electronic devices and other ways of e-learning (like multimedia tutorials, e-discussions, interactive simulations, digital collaboration, webinars, massively open online courses, etc.) are the trending technologies for enhancing the reach of training and continual improvement.
2. In the context of training government officials in India, blended learning methodologies are needed to connect dispersed programmes such as ILT classroom learning, virtual classroom, webinars, and standalone digital learning. There is a need to develop a credit-based system leading to recognition and certifications. There should be a single-window front-end portal for all such e-learning programmes in India to avoid repetition of candidates in the same courses.
3. These training courses should be properly aligned to role-based competencies.
4. The lack of resources within the government can be mitigated by leveraging technical resources from the industry and by setting up institutional centres of excellence within the selected ATIs.



2.7 Technical Session 7:

Innovative Training Methodologies-III— Case Study Teaching and Writing

EXPERT

- **Prof. Kent R. Weaver**, Professor of Public Policy, Institute of Public Policy, Georgetown University, USA (through Skype)

MODERATOR

- **Shri Arun Jha**, Special Secretary, Department of Administrative Reforms and Public Grievances

PANELIST

- **Ms Anjali Raina**, Executive Director, India Research Centre, Harvard Business School

There is a large body of evidence to demonstrate that active learning is better than lecturing because students are less likely to forget information that they have been engaged in acquiring and applying immediately. In that context, the case study method of training is a highly effective interactive training tool.

The case study method is a research approach to training. It not only provides an analytical frame for the study, but also illuminates and explicates it by providing real life insights. Case teaching is a discussion led by faculty but driven by students. It uses “multilogue” or group interaction to compel students to collectively think through problems analytically. A similar tool is that of “best practice” cases. These cases have a right answer contained in them, at least implicitly. Here the objective is to encourage policymakers to replicate rather than analyse and create new best practices.

There are broadly three types of problem/decision cases:

- Decision-forcing cases, where the protagonist has to make a decision, for example, “what should be done to solve the problem of water shortage?”
- Retrospective cases, where the protagonist tries to understand why particular events occurred and whether the decisions made under those circumstances were good or not.
- Simulation exercises, which involve different groups of students who play different roles to get as close as possible to a real situation.

If we look at the global scenario in terms of cross-national case studies, there is a clear indication of growing interest in South Asia. Some prominent areas of interest that emerge out of these case studies are rural–urban transformation, inclusive growth mantra, infrastructural development, multigenerational workplace, the digital wave, and growing ambitions for size and scale.

The right physical environment is essential for immersive learning methods like the case study method. To make discussions more interactive and engaging, the classroom needs to have a conducive spatial arrangement where participants can see each other and the instructor, with ample space for the instructor to move around. This needs to be augmented with sufficient teaching aids and equipment. Time management, too, plays a crucial role in managing the classroom, keeping the discussions exciting and wrapping up before they become either boring or acrimonious.

To promote student engagement, an instructor should reveal something about the central issues to be taken up, right at the beginning of the class. This would facilitate absorption and reflection by the participants and make the subsequent discussions more meaningful. The class should end with some take-away points which are not too numerous and should be linked to the overall semester plan.

A word on the case studies developed by the government sector in India

India has a long way to go in terms of the quality of case studies it has produced in the recent past if one looks only at the government sector. All the case studies have been success stories and algorithmic in nature, with only a single decision which is presumed to be correct. They thus leave a lot to be desired in terms of the depth of insights and learning they impart to the trainees. The best that can be said for them is that they are a step better than plain and passive lectures. One hopes to see more conflictual and multi-dimensional case studies in the coming years.

Learning points

1. The case study method of training is an effective tool for interactive and immersive learning. It also results in participants developing public speaking and negotiation skills.
2. The spatial arrangement of the classroom, adequate teaching aids and equipment and time management play a crucial role in creating an environment conducive to learning.
3. India needs to drastically improve the quality of its case studies in the government sector. So far, they have all been success stories and algorithmic in nature, with only a single decision which is presumed to be correct. More conflictual and multi-dimensional case studies would provide greater depth to the learning process.

2.8 Technical Session 8: Evaluation and Assessment

EXPERT

- **Dr. George Argyrous**, Senior Lecturer at Australia New Zealand School of Government

MODERATOR

- **Shri Rajeev Kapoor**, Director, Lal Bahadur Shastri National Academy for Administration, Mussoorie

PANELIST

- **Prof. B. Venkatesh Kumar**, Chairperson, Tata Institute of Social Sciences, Mumbai
- **Mr. Anand Chandrashekhar**, Centre for Creative Leadership (CCL), Singapore

It is important for government institutions to select the right training models from the vast multitude of resources available to them. Only then can training make the greatest difference in terms of increasing efficiency in public service delivery and developing a citizen-centric attitude. Training should be seen as learning transfer, with synergy between the preparation of coursework and programme design that is issue based rather than concept based.

For this, there is a need to shift from reactive evaluation to proactive evaluation. The evaluator should be viewed as a business partner so that participants are able to demonstrate and apply the learning conferred upon them during the evaluation process. The important questions in this context are, what can the training provider do to maximize the transfer of learning (faculty, client services, coaches, programme support, learning products, etc.), and what can the sponsoring organization do to support participants and ensure opportunities for them to apply their learning.

A useful tool in this regard is **impact evaluation**, which assesses the changes in the attitude and performance of employees along with other outcomes that can be attributed to a particular training strategy and training programme. In this way, impact evaluation provides a guideline for evidence-based policy making, by answering questions about what works, what doesn't, where, why and for how much.

We discuss here the Kirkpatrick 4-Stage Model, which has been found to be the most effective evaluation tool for government training programmes in international circles.



Relevance of the Kirkpatrick Framework in training evaluation

The Australia New Zealand School of Government (ANZSOG) was established in 2002 as a unique initiative of governments, universities and business schools as a world-class centre to provide tailored learning opportunities for future public sector leaders, offering training courses such as “Executive Masters of Public Administration”, “Executive Fellows Programme”, and “Towards Strategic Leadership”.

Strong competition from other institutions and pressure from funding agencies to show the ‘value’ of the core programmes forced ANZSOG to evaluate their own training programmes. Review of the literature established that the Kirkpatrick 4-Stage Model is the most common approach.

Some important lessons that were learnt through the Kirkpatrick Framework applied to the evaluation of higher education at ANZOG included the need for training agencies to build evaluation from the start, and to focus on outcomes by understanding the sponsors’ needs. Further, evaluation and assessment need to target learning and building, not just for accountability, but because learning can be both passed forward to the training agency and communicated backwards to the sponsor/agency. Additionally, the training framework should be developed from within, without succumbing to pressure from outside. Trainers should evaluate the skills and track the performance of the participants over time and seek out the cases where the programme has not been beneficial and improve upon them.

The key challenges faced in applying the framework include achieving a high, unbiased response rate, continued engagement with alumni and tracking changes in participants’ skills and expertise.

Under this model it is important to have an understanding of the needs of all the relevant stakeholders (including but not just the participants) and of the outcomes relevant to them. The objective is to develop broad themes that capture training needs, to assign weights to these themes, and to develop survey items that measure each of these themes.

The Kirkpatrick 4-Stage Model assesses training programmes with regard to their design and delivery, and on whether the objectives of the programme have been met, and that can be examined through Bloom's framework.¹ The programmes are also assessed for their effectiveness, their capacity for upgrading, continuation and improvement, and their performance in terms of satisfying the needs of the sponsors and the participants. The evaluation process thus helps all three sets of stakeholders, the training institutions, sponsors and participants.

There are, however, certain issues with applying the Kirkpatrick Model to evaluating training programmes for civil servants. The foremost is that citizens are not considered business partners. So, the evaluation framework needs to be modified to include citizens' groups and communities as stakeholders in the evaluation and feedback process.

The Centre for Creative Leadership (CCL), Singapore has developed the 3X3X3 model to drive learning transfer and support participants:

- Think in 3 phases beyond the classroom: prepare, engage and apply;
- Build 3 strategies into the programmes that address the key leadership challenge, ensure collaborative learning across in-class accountability partners, and foster learning with at-work learning partners;
- Ensure that 3 partners take responsibility for the transfer of knowledge, namely the participant, the client organization and the training institution.

The tools of evaluation need to be a mix of qualitative and quantitative, to avoid value bias. To facilitate efficient knowledge transfer, individuals at the top levels should be made to undergo training first, with simultaneous feed to the individuals at the lower levels. Alumni insights into the effectiveness of the training (which could be obtained through use of technology), would serve as valuable inputs, as would trainer feedback, including negative inputs.



¹ Bloom's taxonomy is a way of distinguishing fundamental questions within the education system. It is named after Benjamin Bloom, eminent American educational psychologist. Bloom's taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective, and psychomotor (sometimes loosely described as "knowing/head", "feeling/heart" and "doing/hands", respectively). Within these domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. The goal of Bloom's taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education. www.learningandteaching.info/learning/bloomtax.htm

Learning Points

1. For assessing the efficacy of a training programme, evaluation which is proactive rather than reactive needs to be built in from the start, along with a framework developed internally without succumbing to pressure from outside.
2. While training government officials, senior officials should be made to undergo training first, with simultaneous feed to junior colleagues for efficient knowledge transfer.
3. Training should be seen as learning transfer. There should be synergy between the preparation of coursework, engaging participants, application of the programme and its evaluation.
4. The evaluation process must be aligned to the desired outcomes of the relevant stakeholders, that is, the training institutions, the participants as well as the sponsoring organization.
5. Technology could be used to track the effectiveness of training. Quantitative as well as qualitative methods should be used to avoid value bias.



3 SHOWCASING GOOD PRACTICES

In addition to plenary sessions, the Symposium also showcased select good practices/innovations from Central Training Institutions (CTIs) and State Administrative Training Institutions (ATIs) under four thematic tracks/categories:

- Development of Training Content
- Pedagogy and Methodology
- Management of Training and Training Establishments
- Trainer/Faculty Development

To recognize good practices and instil a culture of quality and excellence in organizations, the selected entries in each category were felicitated with an “Award for Excellence in Training”.

Thematic Track 1: Development of Training Content

Effective training depends on the trainers’ knowledge as well as interpretations and transformations of the subject-matter to facilitate trainee learning. Improvements in the quality of training and learning require a **significant investment in research and development** to fuel improved practices for informed trainer preparation. Developing training content entails developing training materials for trainees like manuals, documents, case studies, study materials, reference materials and other training resources.²

In this session three institutions showcased their innovations in developing training content to a panel of experts. These institutions are listed below in the order of their ranks:

- **Winner: Indian Institute of Remote Sensing, Indian Space Research Organization (Title: E-Learning Programme), www.iirs.gov.in**
- **Runner-up: Tribal Co-operative Marketing Development Federation of India (Title: Skill Development and Capacity Building of MFP Gatherers & Tribal Artisans), www.trifed.in**
- **Second Runner-up: Shri D. Ponnusamy, Sr. Associate Professor, Anna Institute of Management (Title: Indigenous Concepts for Training), www.annainstitute.org**

Learning Points

1. The focus of training should be on localized, value-based and Indianized content, with effective use of technology to deliver content in a meaningful way.
2. For adult audiences, text based training is usually ineffective; innovative ways like short films, storytelling, graphics, etc., should be used to retain their interest.
3. The scalability of training programmes in tribal areas becomes a challenge due to technological outreach constraints. Hence, a lot of grassroots work is required for in tribal areas.

² For session details see Annexe 3.1.

Thematic Track 2: Methodology and Pedagogy

Pedagogy is about a **combination of teaching methods and training techniques**. The training methodology is determined by the **training objective and the outcome** an event seeks to achieve. This includes tools and techniques used to train the trainees on a given topic. These tools can be many, such as lecture, role-play, group discussion and brainstorming, case study, computer assisted learning, short videos/film, project work, etc. Training methods and effective delivery are critical in the training strategy for an accurate, credible, clear, practical and successful training event.³

In this session three institutions showcased their innovations in developing training content to a panel of experts. These institutions are listed below in the order of their ranks:

- **Winner: Dr. Nikhil Jaiprakash Gupta, Sardar Vallabh Bhai Patel, National Police Academy (3iEF Model of making the classroom an interesting place), www.svpnpa.gov.in**
- **Runner-up: RCVN Noronha Academy of Administration and Management (Title: VIDYA, i.e. Video Interactive Didactics for Your Awareness), www.academy.mp.gov.in**
- **Second Runner-up: Indian Institute of Remote Sensing, Indian Space Research Organization (Title: Reach the Unreached IIRS), www.iirs.gov.in**

Learning Points

1. During classroom sessions, trainees can be engaged by ensuring their interest in the course material, involvement through participation, interaction with faculty and with fellow learners, evaluation and feedback.
2. Students in remote villages may be reached through virtual classroom technology. This is cost-effective, interactive and multi-mode; requires minimum inputs and is easily replicable; involves people at the local level; and ensures uniform delivery of quality inputs.
3. A blend of innovating teaching and communication methods is the backbone of an effective distance learning programme.

³ For session details, see Annexe 3.2.

Thematic Track 3: Management of Training and Training Establishments

Training establishments comprise of training institutions, infrastructure for training facilities; institutional, human and financial resources of the training institute. Institutions of excellence require **effective organizational environments** that strive for and succeed in developing high standards in the fields of research, innovation, learning, teaching and mentoring.⁴

In this session three institutions showcased their innovations in developing training content to a panel of experts. These institutions are listed below in the order of their ranks:

- **Winners: ICAR-National Academy of Agriculture Research Management, Ministry of Agriculture (Title: Learning and capacity Building Initiative under national Agricultural Innovation Project (NAIP), www.naarm.ernet.in**
- **Runner-up: RCVN Noronha Academy of Administration and Management (Title: Preparation of Training Calendar & follow-up with ERP), www.academy.mp.gov.in**
- **Second Runner-up: Administrative Training Institute, Department of Atomic Energy (Title: Training for All-setting up of Department Specific Administrative Training Institute in the Department of Atomic Energy), ati.dae.gov.in**

Learning Points

1. Changes in systems and processes mandate the strengthening of the existing human resource capacity.
2. Training management should be inspired by the A5 mantra (Anticipate, Adapt, Assign, Assess, & Assimilate) and follow a path of planning, training and evaluation.
3. The use of Enterprise Resource Planning (ERP) and systematic upgradation of IT infrastructure in training facilitates easy management of training activities.
4. Resource allocation for faculty development, infrastructure and IT, coupled with networking and performance related incentive schemes, helps in making effective training establishments.

⁴For session details, see Annexe 3.3.

Thematic Track 4: Trainer/Faculty Development

Trainer/ faculty development programmes are part of an **ongoing quest for excellence in training**, teaching, research, outreach, and leadership. To accomplish this goal, institutes need to engage in a broad range of seminars and programmes, services, and resources for developing capacities of trainers/faculty, by providing them opportunities to upgrade themselves with the latest knowledge in their respective domains on course development and curriculum design; teaching and learning strategies; testing and measurement; utilizing technology in teaching; and communication and creative skills.⁵

In this session three institutions showcased their innovations in developing training content to a panel of experts. These institutions are listed below in the order of their ranks:

- **Winner: Ministry of Environment, Forests and Climate Change, Jal Wing (Title: Trainer/Faculty Development), envfor.nic.in**
- **Runner-up: Administrative Training Institute, West Bengal (Title: Trainer Development for Decentralized Training through Regional Training Centres), atiwb.gov.in**
- **Second Runner-up: Directorate General of Employment and Training (DGET) (Title: Training of Trainers through Distance Learning (e-Kranti for Vocational Training)), www.dget.nic.in**

Learning Points

1. Changes in systems and processes mandate the strengthening of the existing human resource capacity.
2. Training management should be inspired by the A5 mantra (Anticipate, Adapt, Assign, Assess, & Assimilate) and follow a path of planning, training and evaluation.
3. The use of Enterprise Resource Planning (ERP) and systematic upgradation of IT infrastructure in training facilitates easy management of training activities.
4. Resource allocation for faculty development, infrastructure and IT, coupled with networking and performance related incentive schemes, helps in making effective training establishments.

⁵ For session details, see Annexe 3.4

4 OPEN HOUSE SESSION

The panellists responded to comments, suggestions and questions during the open-house session.

PANELISTS

- **Shri Ajit Seth**, Cabinet Secretary, Government of India (Chairperson)
- **Shri Sanjay Kothari**, Secretary, Department of Personnel and Training (Moderator)
- **Shri Bhaskar Khulbe**, Additional Secretary, Prime Minister's Office
- **Prof. N.R. Madhava Menon**, Eminent jurist
- **Shri B.S. Baswan**, IAS (Retd.)
- **Mr. Jaco Cilliers**, Country Director, United Nations Development Programme, India
- **Shri Pramod Kumar Das**, Joint Secretary (Training), Department of Personnel and Training

The panellists acknowledged the optimism expressed by speakers during various sessions regarding the benefits derived from training in various government departments and projects. While **knowledge and skills** constitute the central theme of a training session, facilitation of **attitudinal change** remained a key subliminal requirement. They agreed that continuous training and reinforcement of new approaches is the most reliable method of bring about attitudinal change. They felt an urgent need for a **change in the mindsets** of senior bureaucracy in favour of viewing the money spent on training as investment in human resource development rather than expenditure.

There was criticism of the fact that **innovation** brought about by trained officers within a department does not find a **favourable environment** where it can be sustained and institutionalized, even within a state, leave alone be transmitted to other states. There was also a need expressed to **upgrade training modules** to next-generation techniques and to **build knowledge portals** that can be accessed by all civil servants, to view the training content as and when required, rather than just to obtain training schedules, as is the case in the current DoPT infrastructure. The panellists agreed with all the observations but submitted that the onus of the initiative rested with training institutes and not DoPT.

There was also a call for **greater focus on the pre-training** and post-training phases and not just on classroom training, as well as for the resumption of trainer workshops. The panellists responded that towards this end the linking of training with promotion has already been implemented as a mandate for certain categories of officers in the government machinery, apart from Induction Training, which is mandatory for all.

In response to a call for an **independent finance commission** fully devoted to training, to help build the appropriate infrastructure required for it, the panellists declared that the focus must not be on the numbers and diversity of training programmes, but on how they should be imparted to bring about attitudinal changes on the ground. Unfortunately, senior bureaucrats are too inundated with daily chores to have an opportunity to sit back and reflect upon their actions; thus, inculcating a philosophical bent of mind to provide true leadership and carry people along is needed.

Responding to a call for **mandatory training in the state civil services**, the panellists said that training has been made mandatory at the central level and three states have already adopted induction training so far, with eight more in line. However, it must not be forced on the employees. The need must be realized and training must be proactively sought to enable generation of maximum benefits from the training exercises.

There was unanimous agreement on the need to absorb **excellent officers as trainers**. On the concern over **paucity of trainers** impacting the quality of training despite upgrading of training content, it was declared that if the quality of training content is in place, its proliferation can be enabled by appropriate use of technology.

Benchmarking of performance objectives of trainees as well as trainers, increase in the use of **IT-enabled systems** to spread the reach of training programmes and **widening the scope of training to junior levels** were some of the immediate requirements in the training of government functionaries. Constant analysis, feedback and innovation with regard to training content, cutting through the red tape and a focus on attitudinal change were acknowledged as crucial for true excellence in training methodologies.

The significance of the symposium's proceedings in strengthening capacity building in government departments and the commitment to continue efforts to bring together all the stakeholders to enable them to think more effectively to achieve their objectives, was also acknowledged.

Learning Points

1. Training needs to be looked at as an investment rather than expenditure.
2. There is a need for the creation of a knowledge portal, with training schedules as well as content, accessible to all civil servants as and when required, so as to improve efficiency and bridge time constraints of civil servants.
3. Pre- and post-training phases and the promotion of civil servants need to be better linked.
4. In view of the dearth of trainers, the quality of training must be monitored regularly, ensuring the quality of training content and its proliferation by appropriate use of technology.
5. There is a need to benchmark not only the performance objectives of the trainees but also the trainers to keep them abreast of the constant environmental changes in a fast-changing context.
6. There is a need to increase the use of IT-enabled systems to spread the reach of training programmes, while expanding the ambit of training to junior levels.

5 CLOSING SESSION

SPEAKERS

- **Shri P.K. Mishra**, Additional Principal Secretary, Prime Minister's Office (Chairperson)
- **Shri Sanjay Kothari**, Secretary, Department of Personnel and Training
- **Shri Rajeev Kapoor**, Director, Lal Bahadur Shastri National Academy of Administration
- **Ms Marina Walter**, Deputy Country Director, United Nations Development Programme, India
- **Shri Pramod Kumar Das**, Joint Secretary (Training), Department of Personnel and Training

A national symposium in training not only helps in motivating participants but also sensitizes everyone on the need for more such initiatives and programmes. The introduction of awards of excellence in training recognizes various innovations in governance by institutions and individuals and these successes pave the way for others to follow. On the basis of the insights and feedback from the symposium, UNDP encouraged the government to take steps in certain key areas to increase the efficacy of government training programmes.

The first of these is the development of a knowledge repository on training, containing a database on specific expert trainers, practices and innovations taking place across administrative training institutions in India and abroad. This is to be augmented by the production of training and teaching manuals. The core idea is to develop a community of practice which brings together experts from across the country to discuss challenges, troubleshoot and find solutions from among the best practices in the country.

The need for collating global examples and best practices in key areas that emerged during the symposium was also discussed. Motivating public officials to look at methods that enhance focus on the citizen or the client came out as an important requirement. Further, it was felt that training, mentoring and peer learning should be harnessed as tools to improve the service delivery of civil servants.



Although improvements have been made in the curriculum, design, and delivery of training, a lot of ground remains to be covered. Some key areas that need attention are strengthening of facilities like e-learning, faculty development, and competence-based, outcome-focused training, based on the needs of the participant and subject to evaluation. A change of attitude is needed, especially for Group C employees who largely deal with public and whose training needs to be aimed at inculcating citizen-centric mindsets.

There was a call for initiatives by DoPT to pool resources between CTIs and ATIs for better coordination between the two and funding of training at all levels for the elected representatives. The need was felt for a platform for the various ministries to interact. The importance of training civil servants in the minutiae of finance and accounts to evaluate economic sustainability was emphasized. The need for training related to development of general skills, e-governance and provisions for post-training impact assessment was also highlighted. Further, it is important to ensure complementarity of multiple training institutes and avoid overlaps and duplication of effort.

The objective is to ensure that the right kind of human resource is available in terms of motivation, leadership skills and overall perspective of the individual. There is thus a need for an institutionalized system of training, an administrative culture which values and demands capacity building services, that caters not only to central and state civil servants but also to individuals at the grassroots level.



6 WAY FORWARD

- The development of a knowledge repository on training containing a database of specific expert trainers, practices and innovations taking place across administrative training institutions in India and abroad, and the production of training and teaching manuals.
- Developing a community of practice which brings together experts from across the country to discuss challenges, troubleshoot and find solutions from among the best practices in the country.
- Collating global examples and best practices in key areas that emerged during the symposium, motivating public officials to look at methods that enhance focus on the citizen or the client and using training, mentoring or peer learning to improve on the service delivery of civil servants.
- Strengthening facilities like e-learning, faculty development and competence-based training which is outcome focused.
- Pooling resources across CTIs and ATIs for better coordination between the two and funding of training at all levels for the elected representatives.
- Developing a platform for the various ministries to interact.
- Post-training impact assessment needs to be built into the training programmes.
- Efforts should be taken to bring about a change in the attitudes of government employees and their motivation towards training, especially in relation to the frontline functionaries.
- Developing a common, integrated approach to be adopted by training institutions across the country to remove all silos and build the best human resource in the country. Steps need to be taken to avoid duplication of effort by training institutions, leading to wastage of time and resources, as well as dilution of efforts.



EPILOGUE: FEEDBACK ON THE SYMPOSIUM FROM PARTICIPANTS

The symposium was a forum for motivational speeches, brainstorming, and networking with trainers and experts. It was an enriching experience where the sharing of new ideas, experiences and innovative training techniques was facilitated. Towards the end of the event, the delegates were divided into groups for assessment and feedback on the usefulness of the symposium, which was sought through five key questions:

- What went well?/the best things that happened during the symposium
- What could be done better?/points of improvement
- What can be added next year?/ideas for next year
- What is my takeaway?/what did I learn?
- What am I going to apply to my work area?

The responses were expected to provide insights and useful inputs for integration, ideation and recommendations for the implementation of change in training agendas of government institutions.

Feedback from the delegates indicated that more case study sessions and sessions on best practices would have been useful. Time management of the sessions could have been better, to allow for more extensive interaction with the panellists. Further, if handouts or background readings had been shared with the participants beforehand, they would have been better informed about the content of each presentation. This might have allowed for shorter presentation time and more debate, discussion, and brainstorming in smaller groups.

Group games and interactive sessions could have led to richer engagement. It was also suggested that parallel/break-out sessions be avoided in the future so that participants can attend all sessions and not have to choose one over the other. It was felt that inputs from stakeholders and participants should be sought when the symposium is being planned. This will ensure that the agenda contains elements that are relevant to everyone and are of immediate value to their work lives.

Introduction to international best practices, methods of learning transfer, including improved e-learning, as well as access to experts, decision-makers, and motivational speakers like Anand Kumar left a lasting impression on the participants. The important lessons learnt include the effective use of case studies and the flipped classroom method, blending of training methodologies, motivation to influence change in attitude, and time management.

ANNEXES

ANNEXE 3.1

Thematic Track 1: Development of Training Content

In this session three institutions showcased their innovations in developing training content to a panel of experts.

PANELISTS:

- **Shri R.S. Dalal**, Director General, Haryana Institute of Public Administration
- **Dr. Sushil Vachani**, Director, Indian Institute of Management, Bangalore
- **Ms. Sumeeta Banerji**, Assistant Country Director & Head Democratic Governance, UNDP

The case studies are presented here as per their rank.

Winner: E-learning Programme⁶

The motto of the Indian Space Research Organization (ISRO) is to train the maximum number of people in minimum time through the concept of e-learning.

The Programmes

Distance Learning Courses:

The Indian Institute of Remote Sensing (IIRS) under ISRO has 12 dedicated earth observation programmes operated through various satellites: active remote sensing, passive remote sensing, communications satellite, etc. The data thus collected is widely used by various ministries for planning and decision-making. Diverse training programmes are conducted for government officials through IIRS at Dehradun. The organization has now started various education-based programmes for M.Tech and PhD students through international collaborations. However, in recognition of the fact that a single institution cannot possibly train everyone, it launched a dedicated satellite called Edusat in 2004. Through this satellite, IIRS set up 12 nodes all over the country for training 300 students in 2007, and these figures now stand at 225+ nodes training 20,000+ students. The distance learning courses are provided through the internet by means of a software developed by the Ministry of Human Resource Development, and are disseminated at 4 o'clock every evening.

⁶Indian Institute of Remote Sensing, Indian Space Research Organization, Department of Space, Government of India, Dehradun, Uttaranchal.

E-LEARNING

A major lacuna in the IIRS distance learning programme was that though it was able to reach students and academicians, it was unable to reach out to professionals. Professionals don't necessarily have a fixed time when they can sit and take a daily course. Thus the concept of e-learning was explored. It was felt that in order to train professionals, the courses and their content needed to be interactive. Therefore, the entire content was developed in the form of simulation games where an individual is constantly learning while playing.

Methodology

Content creation can be done through technologies like synchronous e-learning, asynchronous e-learning, linear learning, etc. The technology currently being used is called Web 2.0, and is similar to the ones used by various social networking websites. It enables collaborative learning and involves interaction among the participants in the learning process.

However, e-learning is not the same as e-reading. E-reading entails downloading content from a website and then reading it later. E-learning, on the contrary, involves active interaction with the content.

Instruments

IIRS has developed an important e-learning object called Sharable Content Object Reference Model (SCORM), which is a standardized model where an individual doesn't need to start from scratch to create a course. This model is equally efficient in creating courses in different languages. In 2013, IIRS developed a new e-learning object standard called Tin Can API.

The various courses conducted by IIRS include image statistics, basic remote sensing, photogrammetry and cartography, etc. All these work through reusable learning object, document type definition and learning content management system.

The Challenges

How is the syllabus developed for such a course? The educational qualifications of the professionals taking the course are seldom known beforehand. Various geo-spatial technologies are used to develop the content. The learning is made available through 2D, 3D animations, video, audio, etc. These animations and videos are indigenized and interactive. Further, IIRS is developing a cloud-computing environment where an individual can log into the system and conduct practical experiments in the lab.

The Impact

The target audience includes mid-career professionals, researchers, academia, fresh graduates, user department professionals from different states and central government ministries. Within two months of the launch of this initiative, 2000+ learners registered from both India and abroad. These learners are now spending 32 to 102 hours per course. These courses are free and the interest shown by participants proves the success of this initiative.

Runner-up: Skill Development and Capacity Building of Minor Forest Produce Gatherers and Tribal Artisans⁷

Minor forest produce (MFP) is any forest produce other than timber. Around 100 million forest dwellers depend on MFP for food, shelter, medicine and cash income. It has the potential to create 10 million workdays with strong linkages to women beneficiaries. MFP markets are generally unorganized with no major players; there is plenty of scope for the exploitation of tribals by middlemen. Skill development and capacity building of tribals in scientific methods of harvesting, collection, storage and marketing are a felt need.

⁷Tribal Co-operative Marketing Development Federation of India Ltd., New Delhi.

In this context, the Tribal Co-operative Marketing Development Federation of India Limited (TRIFED), under the Ministry of Tribal Affairs, has developed training programmes for tribal communities in scientific methods of harvesting, collection, storage and marketing of MFP. However, over the years, a decline in the number of tribals enrolled in the training programmes was observed. A survey conducted to assess and address the situation found that the regional offices and implementing agencies were finding it difficult to create appropriate training projects and were unwilling to assume the additional responsibility of expanding training programmes. Further, there were few implementing agencies, and greater reliance on state government agencies. As a result, there was no uniformity in preparing and implementing the projects.

The Programme

To address these challenges, TRIFED developed 'Management by Parenting'. Under this technique, the regional offices are guided, assisted, handheld, and encouraged to adopt appropriate methods. The steps initiated under this management technique are as follows:

Empanelment of Implementing Agencies: Implementing agencies can now register themselves at TRIFED, based on some very simple eligibility criteria. This has enabled TRIFED to work with a large number of agencies, and so far 92 implementing agencies have been empanelled.

Standardization of training module: Comprehensive need-based training modules for each MFP were developed, and customization of training modules was introduced. The duration of the training modules was standardized to four days, and the specifications for raw material and tool kits given at the end of the training were clearly defined. This has simplified the task of regional offices.

Expenses incurred on account of trainers, trainees, venue and others have been specified, no longer leaving them to the discretion of the implementing agencies or regional offices.

Formats have been devised for each step of the trainings, starting from proposal submission to completion of reports. This has reduced the workload of regional offices immensely.

Operational Level customization: The tribals used to be given a stipend to attend the training programme, which has now been converted to seed capital. They are required to form a self-help group (SHG), and after three to four months of its formation, an amount equal to the stipend is deposited directly into their account as seed capital. Service charges are released to the implementing agency with a lag of one year to ensure their prolonged engagement with the beneficiaries. Standardization of procedures for identification of potential craft, beneficiaries and training needs of artisans has also been ensured.

The quality of trainers has always been a major constraint. Now, a trainer must have a certificate outlining his/her qualifications, experience and capability, issued by an implementing agency to ensure good quality of trainers. Further, payments are directly released to the trainers by TRIFED.

The above steps have ensured improvement in the quality of trainers, and wherever implementing agencies claim non-availability of trainers, TRIFED arranges for trainers from other states.

Tackling Challenges

The issue of non-availability of quality trainers, especially for MFP, has been addressed by creating a trainers' bank. Members of this bank have been trained at identified institutions, such as the Indian Institute of Forest Management, Indian Council of Forestry Research and Education, Indian Institute of Natural Resins and Gums, etc. It has been mandated that only such certified trainers shall be utilized for training in the years to come.

To deal with the lack of timely availability of toolkits for the trainings, the toolkits, their specifications and processes have been standardized. Also, the toolkit suppliers have been empanelled.

The problem of shortfall during post-training follow-up and marketing linkages has been addressed by initiating an area-based approach under which training shall be imparted to the same beneficiaries for all the MFPs produced in their area round the year. The ambit of GoI's recently launched scheme of Minimum Support Price (MSP) for MFPs is also being planned (currently, there are eight MFPs under MSP). Information technology is also being used to keep in touch with trainees on a long term basis after the training.

However, though standardization and customization are helpful for MFP development training, they have limited scope in the artisanal sector as it is difficult to create artists through training.

Impact

As a result of these measures, the number of training proposals received from regional offices for approval increased to 19,500, which is six times the actual number of trainees during 2013–14. The actual number of trainees increased to 15,719 during 2014–15, as compared to 3,163 during 2013–14—an increase of almost five times.

Six new crafts and six groups have been identified in the state of Kerala (coconut fibre and palm leaf craft), Tamil Nadu (kotta pottery), Odisha (papier-mâché), Sikkim (cane and bamboo) and Tripura (water hyacinth). Sixty-three new artisans have been identified and empanelled as suppliers, and their products have been included in the product line.

Sustainability

Sustainability requires longer and continuous association with trainees. More emphasis should be laid on an area-based approach as it would result in a longer association between the implementing agency and trainees, and a reduction in per capita training cost. The focus should be on planning and executing next level interventions and creating a model for replication.

Takeaways

In tribal areas where technology is not easily accessible, scalability of training programmes becomes a challenge. In this context, the way TRIFED has deployed technology to deliver content (specifically, comprehensive modules for each MFP) is laudable. Emphasis should be laid on localized, value-based and Indianized content, and using technology meaningfully to train adult audiences—for whom text-based training is ineffective as they lose interest easily. Innovative ways like short films, storytelling, graphics, etc., should be used.

Second Runner-up: Indigenous Concepts of Training⁸

Our ancient literature and scriptures contain various management models and concepts dating back 5,000 years, which are being successfully applied by the Anna Institute of Management, Chennai, to serve contemporary needs. The applicability of management concepts developed in the Western world is diminished as the context changes to that of a developing country in the East. The Anna Institute of Management is exploring indigenous theories, e.g. Spider type of motivation, Mundaka Upanishad, cat teeth approach, etc., and motivational management tools in the Indian context.

The Core Concepts and their Implementation

Spider type motivation

The way a spider produces raw material to spin its own web, so also must each stakeholder/employee/worker/officer/manager/actor in the organization be able to induce from within the motivation to excel and be more productive.

⁸Shri D. Punnusamy, Sr. Associate Professor, Anna Institute of Management, Chennai, Tamil Nadu.

Cat teeth concept

Just as a cat can use its sharp teeth to rip open a rat, and equally, to gently lift or preen its kitten, so also must an organization have the clarity, intent and transparency to be able to penalize insincere workers and reward sincere ones. In government offices, it is often the opposite. Dedicated workers are overburdened and overworked while those who are indolent and slothful often get away with it and could even be rewarded with promotions if they play the politics well.

Monkey of Bharathidasan

The theory of the Monkey of Bharathidasan explains that as a government official moves up in the hierarchy, he gathers lot of negativity on his way, and by the time he reaches the topmost position, he will have already become a very inactive and de-motivated person. It is important to safeguard against the accumulation of such negative energy and cynicism.

Yaksha Prashna

The Yaksha Prashna of Mahabharata (the dialogue between Yaksha and Dharmaraj) addresses various contemporary dilemmas faced by an employee in the course of his work or otherwise. People in India believe that speaking the truth paves their path to heaven. However, they fail to realize that if they are truthful, they also create a heaven for themselves on earth. They lie to avoid discomfort and embarrassment without realizing that such lies tend to gain momentum over a period of time and could backfire at them with an even greater momentum. So, it is better to nip them in the bud.

People also often pursue money, fame and power through malpractices but they fail to realize the temporary nature of such happiness. It is good behaviour, contentment and renouncement of avarice that result in everlasting happiness.

Inculcating Values

Honesty is held to be the ultimate virtue. While it is true that an officer must be honest, it has been observed that this honesty is often accompanied by unmerciful and harsh behaviour towards his subordinates. An honest officer must combine his virtues with his knowledge of law and exercise discretionary power wherever required. Also, people believe that success is the key to happiness. However, it is actually the other way round; it is happiness that leads to success. Happiness motivates a person to perform good deeds and from there comes everything else, such as money, fame, power, etc.

In our scriptures, there is a very interesting concept called Avvaiyar's Diamond-Ring Model, which identifies four distinct ways of looking at people: approach cautiously, approach double-cautiously, minimum interaction, and out of sight. This categorization can be very helpful in interpersonal relations.

Tackling Challenges

Training institutes in our country face various constraints, such as lack of extensive research on the subject, lack of deep understanding of the ancient Indian systems, culture and literature, and also, lack of updated knowledge on modern concepts. The dharmas teach us to be liberal. Thus, we need to study modern western concepts, indigenize them and then apply them in our own country.

The enabling factors for an efficient system of training are as follows:

- (a) Passion for training and development
- (b) Taste of innovation
- (c) Pooling of resources

The impact of all this will be increased efficiency and effectiveness, better solutions to performance problems, high reliability, replicability, and sustainability.

ANNEXE 3.2

Thematic Track 2: Methodology and Pedagogy

In this session three institutions showcased their innovations in training pedagogy before a panel of experts.

PANELLISTS:

- Mr. Salim Haque, Additional Secretary, Central Vigilance Commission
- Dr. George Argyrous, Senior Lecturer, Australia New Zealand School of Government
- Ms. Shaheen Mistry, Founder and CEO, Teach for India

The case studies are presented here as per their rank.

Winner: 3iEF Model for Improving Classroom Experience⁹

At the Sardar Vallabhbhai Patel National Police Academy (SVPNPA), newly recruited IPS officers are trained according to a curriculum that includes a considerable proportion of outdoor activities in addition to classroom training.

For a number of years, poor concentration amongst trainees had been diagnosed as a major problem in training sessions. The probable reasons identified for this included heavy outdoor training early in the morning, followed by a heavy breakfast, and then lectures in air-conditioned rooms, which induced a soporific effect. An experiment of discontinuing outdoor training for a few days did not result in any improvement. Faculty members from other academies also shared similar problems. As a result, the institutes worked towards the common objective of introducing innovative interactive training methodologies that could replace/supplement passive classroom lectures.

The Programme

In a series of brainstorming sessions held in July 2013 helped identify factors pertinent to active learning, along with practical examples of how they were used in SVPNPA.

Interest: Choosing course material that is relevant to the participants' future. This can be achieved by quoting news articles while teaching different police procedures.

Involvement: Treating learning like a two-way process, eg., carrying out a role-play negotiation exercise which is recorded on video and then analyzed.

Interaction: Both between faculty and trainees as well as among trainees themselves. This is encouraged via peer learning, using coloured cards to answer multiple-choice questions. Opposing trainees then get to understand each other's perspectives, thereby achieving peer learning.

Evaluation: Different interaction and evaluation techniques may be used on the basis of what the faculty wishes to evaluate, e.g., comprehension, analysis, etc. Evaluation is comprehensive as end-to-end cases are solved.

Feedback: This emerged as an important factor to understand the quality of assignments and the pace of the class as well as to take recommendations from students. Feedback was collected via email, anonymous feedback, etc.

The 3iEF model is about understanding and accounting for the five important factors listed above. The pedagogy is applicable to all 15 subjects/modules at SVPNPA. The adoption of the 3iEF model has successfully transformed the role of a teacher from disseminator to that of a facilitator. It is an integrated approach that links interaction and involvement to evaluation that embodies the training needs.

⁹Sardar Vallabhbhai Patel National Police Academy, Hyderabad.

Challenges Faced

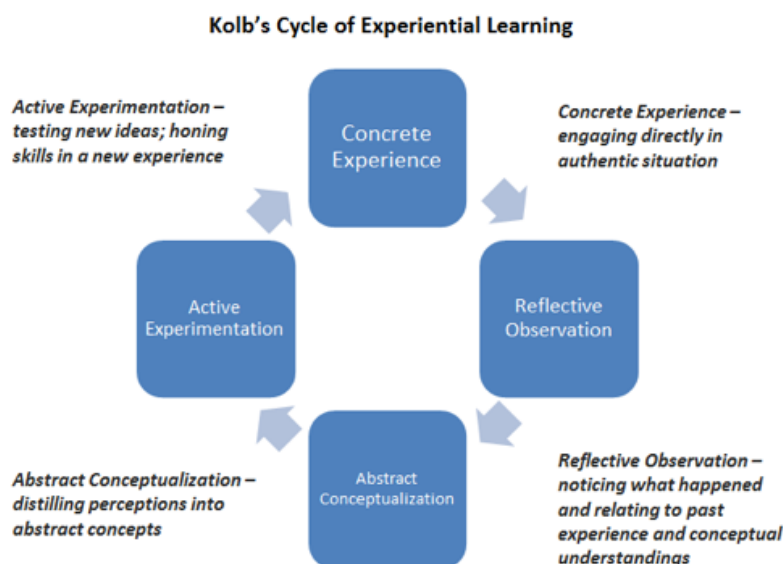
The initial reaction towards the model indicated the perception that more time was being spent on non-core teaching. However, the impact in terms of more alert and participative students was clear. There was also healthier interaction between teachers and students and amongst students themselves.

Impact

No initiative can be declared successful until its impact is tested. The pedagogy showed extremely encouraging results, with significant increase in student participation and alertness, and lessening of lethargy. This resulted in better performance during evaluation and a healthier and more vibrant environment in classrooms. Students were no longer passive listeners but active partners in the process. The classroom was no longer dominated only by the voice of the faculty.

Replicability and Sustainability of the 3iEF Model

The model has been found to be easily replicable, especially since it does not entail additional expenditure or technological upgradation. Further, it is also validated by Kolb's learning cycle, thus investing it with sound scientific credentials.



Lessons Learnt

Often it only takes a small change in methodology and pedagogy to achieve desired results. The classroom atmosphere can be transformed from a boring one to a stimulating one.

Questions Posed to the Institution

1. Of all that you have done, what worked and what didn't? What failed?

- The model is defined by five factors that occur at different stages, so it is difficult to say what works and what doesn't. Between different kinds of techniques for each factor, evaluations are conducted and then different methods are chosen. Each method has its own importance on the basis of evaluation. There has so far not been any instance where any of these methods have failed.
- As a trainer, the experience has been that students tend to be more inattentive if they do not get adequate rest at night. By fixing their time to go back to their rooms, we were able to eliminate this problem to a large extent.
- In order to deal with the lack of connect between student and teacher, the trainees were given some material before the lecture, which ensured that the trainees were more connected with the teacher and the subject at hand.

2. How do you finally ensure that the objective of developing knowledge and investigation skills has been passed on?

We have switched to a more integrated model of training wherein the trainees are given crime situations (with a mannequin, they are tasked to write a charge sheet, etc.) and asked to investigate as they would in the field. Such training helps assess the level of understanding.

3. Do different sessions entail different methods or is this model applicable across most sessions at SVPNPA?

This methodology is useful mostly for in-classroom training across a range of subjects like law, leadership, management, ethics, etc. This would not prove useful for outdoor training.

4. Some trainees emerge as natural leaders and cloud the group—how do you deal with that?

- a. As part of this method, individuals are given more opportunities to voice their opinions and be a part of the interactive session, eg., as part of reverse teaching. This allows all students to interact and for facilitators to encourage students who are otherwise quiet.
- b. There is extensive involvement in identifying different personalities over time and working with them accordingly.

First Runner-up: VIDYA-Video Interactive Didactics for Awareness¹⁰

Madhya Pradesh has 51 districts and 313 blocks, 28 per cent of which are tribal blocks. There are 432 government colleges, 2,857 high schools and 2,800 high secondary schools. The literacy rate of the state is 69.32 per cent, with the literacy of males standing at 79 per cent, compared to female literacy at 54 per cent, as per the 2011 Census.

The Programme

The need for VIDYA is defined by the challenge of bringing subject-specific teachers to remote areas. Being a large state, accessing remote areas has always been problematic. In view of this the then Honourable Chief Minister took the first steps towards adopting virtual class technology. Subsequently, VIDYA was launched on 5 September 2013.

The objectives of the programme include reaching places where teachers are not available, thus bridging the urban–rural divide when it comes to education because teachers refuse rural postings. Improving the quality of input by simplifying difficult subjects through the use of dynamic representation techniques is also an important component. The programme further aims to simultaneously increase lecture frequency and bring down the cost of teaching.

VIDYA was primarily achieved via two linkages:

1. Connection to the NICNET Pipe¹¹ → Server of NIC state → Core server → SWAN-NKN¹² → Schools & colleges having 2 Mbps internet connections
2. Server at SATCOM (in studio at RCVNPAAM) → Accessible to anyone with a 2 Mbps connection and a login ID/ password to access lectures

The stakeholders in the programme are:

- RCVN Noronha Academy of Administration and Management, Bhopal, Madhya Pradesh (RCVNPAAM), which controls the execution of lectures;
- IT Department of Madhya Pradesh, which owns and funds the IT department. They make the necessary hardware and software arrangements;
- National Informatics Centre/National Knowledge Network, which takes charge of the technological aspects;
- Beneficiaries: School education, tribal development and higher education departments.

¹⁰RCVN Noronha Academy of Administration and Management, Bhopal, Madhya Pradesh.

¹¹National Informatics Centre's satellite based computer-communication network (NICNET).

¹²State-wide Area Network–National Knowledge Network.

The programme now operates with 413 learning centres, with 50–100 students each. Classes are conducted frequently at various levels, with four classes for collegiate and five classes for school education being held on a daily basis. The final cost of each unit was a mere Rs. 2.28 lakh as against an estimated cost of Rs. 5 lakh. This cost can be curtailed further if a PC and certain other hardware are already available. The only thing desired in addition is a microphone, UPS, LCD and connectivity. Thus, with minimal set-up costs, this model is easily replicable.

For the purpose of capacity building, this initiative was introduced through video-conferencing to joint directors, deputy directors and divisional heads of education from the RCVN Noronha Academy.

Outstanding teachers, scrutinized by a screening committee, were invited and oriented and trained as per the VIDYA model. Teachers were given studio exposure in disciplines such as studio etiquette, how to make Powerpoint presentations, and how to use an LCD in classroom teaching. After a final selection of tele-teachers, they were deployed in the studios by rotation.

Enabling Factors

A budget of Rs. 18.50 crore was allocated for this project under the 12th Five Year Plan and excellent coordination amongst the stakeholder groups ensured its efficient execution. A close check is maintained through video-conferencing and periodic field visitation in classrooms to ensure the process is being carried out as intended.

The sustainability of the programme hinges on the availability of adequate funding, which ensures satisfactory maintenance of hardware and software, continuous development of the curriculum as well as ongoing capacity building efforts. Further, periodic monitoring of the process is conducted by the RCVN Noronha Academy.

Challenges Met

The foremost challenge encountered was the selection and creation of 413 schools and colleges and the 413 custodian teachers. Designing of course modules through brainstorming at a series of workshops, creating a set-up, the selection and skill upgradation of tele-teachers and ensuring delivery of quality inputs were the other challenges that were successfully met.

What does not work

Weak transmission signal due to improper bandwidth sometimes disrupts lectures. Another issue is lack of assistance for take-home lessons after the tele-lecture. Absence of a feedback mechanism makes it difficult to obtain effective feedback. A mechanism is being developed for the same.

Impact

Under this programme, 804 lectures for school education were delivered to 31 lakh beneficiaries and 695 lectures for higher education to 15 lakh beneficiaries. Lecture CDs were made available to the concerned schools and a hundred lectures were made available on YouTube and on the website. Tele-lectures were delivered in all compulsory subjects.

Lessons Learnt

VIDYA has proved to be a cost-effective, interactive and multi-mode tool for teaching, requiring minimum input and achieving maximum output. There is uniformity in delivery of quality inputs since a single source disseminates the lectures. It is easily replicable, and since the methodology has already been devised and experimented with, the future costs will be lower. It calls for local involvement in the form of support from principals and teachers to take attendance, etc. It is a proactive approach in terms of attendance and supplements teaching input. It promotes interaction with students at a personal level after the sessions, which is shared as feedback with the DG over video conference.

Questions Posed to the Institution

1. Where does pedagogy feature into your programme?

Using VIDYA makes the tele-teachers more professional. They gain confidence and become more competent due to the two-way interaction.

2. In the context of cost and replicability, would changes in fund flow lead to any change in methodology?

It is a one-time investment and requires only a one-time refresher-learning course. Since the hardware is under warranty for three years no maintenance cost is necessary for that time duration.

3. How do you identify stakeholders, get feedback and conduct outcome achievement assessments?

An adequate feedback mechanism is yet to evolve. As of now, we periodically talk to stakeholders, either via video conferencing by inspectors or through field visits. Random inspections are conducted to ensure compliance with specifications.

Second Runner-up: Reach the Unreached, IIRS–EDUSAT Programme¹³

The Programme

IIRS is the first of its kind to conduct a distance learning programme in India in the field of remote sensing (RS), geographic information system (GIS), global navigation satellite system (GNSS) and geo-informatics. This is a blend of innovating teaching methods and communication. While it started with transmission only over its own satellites—launched by EDUSAT in 2004—later various communication networks were established, eg., Vigyanprasad, thereby allowing anyone who was equipped with facilities to receive the programme.

There are three kinds of capacity-building exercises carried out through this programme:

- Training & Education
- Research
- Outreach

The first course was conducted in 2007, with 12 universities and 349 students. Since then, a total of 14 programmes have been conducted in the short span of eight years, reaching 230 institutions and 20,000 trainees as part of a live and interactive programme.

It features nine basic courses on RS, GIS & GNSS and five specialized courses on specific themes. The basic courses are conducted from August to November and the specialized courses from January to March, as part of the academic semester system.

Modes of Programme Delivery

Satellite Based (Satellite Interactive Terminal): Initially, classrooms were connected with IIRS through VSAT for receiving the IIRS programme, and interactions took place after the lecture. However, the quality varied with the video and was subject to variations in presentation features such as font, etc. It was difficult to adequately conduct demonstrations of software, etc. The programmes received through Trainnet suffered a considerable lag, thus causing difficulties.

Internet Based (A-View): The switch to this mode allowed the quality of the programme to improve and also led to an increase in connectivity. Through this mode, only an Internet connection was necessary to conduct a lecture and transmit it.

Internet Based (IIRS Interactive Server): Any individual who (may not be part of any institution) wished to learn could do so via this mode. A parallel arrangement was made with only the presentation and audio to ensure connectivity irrespective of bandwidth.

YouTube recordings: IIRS lectures are uploaded immediately after the live lecture. Users can also access and stream recorded lectures anytime later and complete the course.

¹³Indian Institute of Remote Sensing, Indian Space Research Organization (ISRO).

At the end of each programme, through identified co-ordinators at each centre, examinations are conducted and further interaction is enabled. Based on the performance of the trainees, they receive a certificate from IIRS. A feedback session is conducted at the end of each programme by inviting the trainees to IIRS on an annual basis to ensure the programme continually improves.

Impact

Through the programme, the best possible knowledge expertise is made available to a large number of users. As a result, the number of participating institutions has increased manifold since the inception of the programme. Thus, the number of participants has multiplied from hundreds to thousands as part of each course programme, and they have been trained in the specialized field of remote sensing and geoinformatics.

The target group has been widened, making the course available to users beyond institutions. There is a continuous process of feedback collection, incorporation, and sustained quality improvement. Capacity building and technology transfer are carried out with full support from ISRO.

Challenges Met

With the shift to an Internet-based platform, two major challenges, viz., limited availability of satellite based equipment at the classroom level, and technical expertise needed to operate the equipment, were resolved. This also rendered the cost of equipment negligible, while managing a large number of users. The design of the pedagogy successfully tackled issues such as how to keep the live programmes interesting.

Another constraint was finding a common time for live broadcast to maximize outreach. The time slot starting at 1600 hours was found to be acceptable to the majority of institutions. Additionally, recordings were made available on YouTube. The issue of quality of reception was addressed by making parallel arrangements for lower bandwidth trainees and enhancement in software tools. To deal with conflicting demands, users are given a variety of options to receive the programme—satellite based, AVIEW, YouTube, and IIRS.

Future Plans to Sustain from Lessons Learned

Future plans to increase the sustainability of the programme are focused towards expanding the exclusive programme facility to meet a large number of capacity building requirements of different users. These include a plan to establish a satellite communication network hub with a dedicated bandwidth to reach the remotest possible locations at the lowest cost (DTH-type facility) and GSM based interaction to replace the obsolete system in use. This would accompany smart-phone based applications.

There are also plans afoot to conduct tailor-made programmes as per user demands. Consequently, IIRS will be the hub of different outreach programmes, i.e., live and interactive/web-based e-learning that can be accessed anytime, anywhere/streaming recorded videos/webinars on specialized topics of interest.

Questions Posed to the Institution

- 1. In what sense is the programme different in pedagogy besides the fact that a very large audience is reached? What can this technology help you do that you wouldn't be able to do in a traditional fashion?**
EDUSAT is focused on the entire country while the other programme is focused on a particular state.
- 2. Where does pedagogy feature in your programme?**
IIRS has used various multi-dimensional animations to facilitate better understanding. There are also quizzes held between lectures to make the students more engaged. For every hour of lecture, there are 30 minutes of interaction. Satellite images are used to explain processes.
- 3. A large part of the success of this programme depends on user requirements. How are you able to account for those and adjust your pedagogy/methodology accordingly?**
IIRS informs users about the various programmes and conducts user-meets every year with participants from government departments, research institutions, students and coordinators. We incorporate their comments into our programme and tailor it better to suit their requirements.

ANNEXE 3.3

Thematic Track 3: Management of Training and Training Establishments

In this session three institutions showcased their innovations in management of training and training establishments before a panel of experts.

PANELLISTS:

- Shri Padamvir Singh IAS (Retd.), Former Director, Lal Bahadur Shastri National Academy for Administration, Mussoorie
- Dr. Pritam Singh, Former Director General, International Management Institute, New Delhi
- Prof. Patrick Mc Namara, Organizational Consultant, Transform Konsult

The cases are presented as per their rank.

Winner: Learning and Capacity Building Initiative under National Agricultural Innovation Project (NAIP)¹⁴

The Institution

The Indian Council of Agricultural Research (ICAR) is an autonomous organization under the Department of Agricultural Research and Education (DARE), Ministry of Agriculture, Government of India. ICAR is headquartered at New Delhi. The Council is the apex body for co-ordinating, guiding and managing research and education in agriculture including horticulture, fisheries and animal sciences in the entire country. ICAR has played a pioneering role in ushering the Green Revolution and subsequent developments in agriculture in India through its research and technology development. The National Academy of Agricultural Research Management (NAARM) was established by ICAR at Hyderabad in 1976 to address issues related to agricultural research and education management. In the initial years, the Academy primarily imparted foundation training to the new entrants of the Agricultural Research Service of ICAR. Subsequently, its role expanded to include research, capacity building of senior professionals of national and international National Agricultural Research Systems (NARS) in agricultural research and education management, and policy and consultancy support to NARS. The Academy also renders services for building IP portfolios like patents and geographical indications to various stakeholders including farmers and scientists.

The Programme

The transition of NARS to the more pluralistic National Agricultural Insurance Systems (NAIS) created a need to strengthen the existing human resource capacity. This could be done by imparting training in Knowledge, Attitude & Skills (KAS) in critical areas and in executing organizational change. The tools used for achieving these training objectives include multi-stakeholder partnerships, application of e-learning, and distance-learning modules. This aided NAARM in reaching 3,000–4,000 professionals of NARS and NAIP, including executives, managers, scientists and administrative staff.

The training management is inspired by the 'A5 mantra' (Anticipate, Adapt, Assign, Assess, and Assimilate) and follows a path of planning, training and evaluation. The chief characteristics of planning are strategic need analysis, setting up of a helpdesk for troubleshooting purposes, designing a Training Need Analysis (TNA) framework, and forming alliances and partnerships.

¹⁴ICAR-National Academy of Agriculture Research Management, Ministry of Agriculture, Hyderabad.

The training pedagogy encompasses the development of learning resources derived from research and constant innovation of training tools. Evaluation methodologies comprise a four-level evaluation module with periodic follow-up for completion of feedback, based on which learnings from the programme are internalized and institutionalized.

The systems approach thus adopted helps in enhancing the capacity of NARS in areas of specialization, such as consortium-based market research, research proposal writing skills for competitive funding, development and use of e-learning modules, and implementation of geo-spatial application in agricultural research and development.

A number of third-party agencies conducted a cost-benefit analysis of the programme. Ernst & Young calculated a cost-benefit ratio of 0.60 for National Training by NAARM and partners, whereas the cost-benefit ratio of International Training improved from 0.89 to 0.88.

Enabling Factors

Clarity and complementarity of objectives and resources among partners was one of the key factors responsible for this improvement in delivery of benefits. Anticipating likely problems and planning adequately to avoid them, along with adaptive flexibility in planned operations, and an attitude of amenability to mid-course corrections were behaviours that stood the programme in good stead. Credit also goes to mainstreaming the role of technical and administrative staff and to accepting accountability through periodic reporting and monitoring.

Lessons Learnt

The key learning from this experience is that consortia-based training can be extremely effective for addressing complex issues like agricultural innovation provided there exists an open-minded approach to reach agreement on major issues. To sum it up, “we cannot solve Fourth Generation Problems by Third Generation Solutions coming from Second Generation Systems with First Generation Management Styles”.

Runner-up: Preparation of Training Calendar & follow-up with ERP¹⁵

The Institution

Established in 1966 as the Lal Bahadur Shastri Institute of Public Administration, the RCVN Noronha Academy of Administration & Management (RCVPNAAM) is today the premier training institution of the Madhya Pradesh Government. RCVNNAAM organizes over 350 training programmes every year in the field of public administration. The Academy also organizes training programmes for public sector undertakings, for the elected representatives of local government bodies and for NGOs. As the apex training institute of the state it has played an advisory role for the state government in the area of human resource development.

In 1992, the Academy was identified as a Regional Centre in the field of Training of Trainers and for the Gender Planning Training Project, jointly sponsored by the Overseas Development Authority (now DFID), UK and the Government of India. As a regional centre, it is effectively performing the task of imparting training to the trainers of Madhya Pradesh, Orissa, Rajasthan, Bihar and Maharashtra. Around 10,000 employees have been trained so far by utilizing the facilities set up at RCVNNAAM.

The Programme

In the field of management of training modules, it was observed that manual record-keeping of training modules led to delays in the retrieval of specific information and was prone to error due to the lack of monitoring and control. Also, the entire process was extremely time and resource consuming.

¹⁵RCVP Noronha Academy of Administration and Management, Bhopal, Madhya Pradesh.

Therefore, a set of objectives was laid down to implement Training ERP modules for easy management of training activities. The objectives included saving time and resources, improvement in accuracy in training management, swift retrieval of specific information, better coordination amongst different sections of the Academy, and the implementation of effective monitoring and evaluation.

This paved the way for the development of a customized software to cater to the specific needs of training management. It enabled the linking of all resources and providing live data about the availability of resources like course directors, training halls, faculty, and hostel facilities. It also facilitated an entire range of activities, from registration or training to preparation and dissemination of the final report. A module for hostel room allocation also brought about operational ease.

A typical transaction process with RCVPNAAAM consists of receiving training proposals from sponsor departments, preparing the training calendar, intimating sponsors, nominating and registering participants, selecting faculties and preparing the training timetable, managing boarding facilities, training room and conference hall, handling payment of honorariums, and finally, issuing certificates and analyzing feedback.

Challenges Met

The implementation of the Training ERP had its own share of challenges. The most towering challenge was the internal resistance to change—adopting the systems approach and using information technology. A lack of trained manpower also added to the woes. These challenges were overcome by the systematic upgradation of IT infrastructure with the help of the Department of Personnel and Training (DoPT) and state government grant, by using hand-holding and training tools from the service provider.

The creation of a bilingual platform was a key factor in breaking the internal resistance to change as the desk assistants who were not well-versed in English could also feel empowered by the option of filling the various forms and assignments in Hindi. It was observed and highlighted that capacity building of the personnel is a prerequisite for the successful implementation of any technology or technical platform. Apart from this, the timely upgradation of infrastructure also increases efficiency.

Second Runner-up: Training for All: Setting up of Department Specific Administrative Training Institute¹⁶

The Institution

The Department of Atomic Energy (DAE) was formed on 3 August 1954. The initial manpower required for various support functions like administration, accounts, etc., was drawn mostly by deputation/transfer from other departments and also direct recruitment at lower levels. Various centralized cadres were also formed in the seventies. It was in 1988–89 that the department started organizing training programmes for its officials on a regular basis. However, this was done in a limited way mainly for those working in administration, accounts, etc., and also a few programmes for those involved in scientific and technical work. Later, a training hall with modest infrastructure was set up at the Vikram Sarabhai Bhavan in Mumbai. Since then, a variety of programmes for various categories of personnel and for different durations have been organized in the last 19 years. While most of the programmes run for five days, a few last a fortnight. The programmes conducted are in the nature of induction training for directly recruited Lower Division Clerks /Upper Division Clerks, refresher programmes for dealing hands in different branches, and orientation programmes for those getting promoted to the posts of Assistant Personnel Officer/Assistant Accounts Officer, etc. Programmes on Executive/Management Development, Vigilance, Reservation in Services, Material Management, etc., are also being conducted. A limited number of programmes on Project Management/Purchase/Works Procedure and Hospital Management are also conducted for the benefit of Scientific Officers and Doctors, etc.

¹⁶Department of Atomic Energy, Mumbai, Maharashtra.

The Programme

The ATI facilitates requisite training (both induction and in service) for various categories of staff and officers in support services. It also conducts training programmes for scientific and technical personnel to familiarize them with the various rules/procedures, to enable them to effectively discharge their higher responsibilities as they move up the hierarchy. Over the years, ATI has catered to a target population of 35,000 people, with an in-house developed faculty-strength of 150.

The wide range of training programmes conducted include induction to post-retirement counselling, generic as well as specific knowledge enhancement and skill development training, programmes for differently-abled people, and welfare programmes.

The methodology adopted for imparting training includes face to face interactions, distance learning or even a blend of both, with indoor and outdoor activities and field visits being an intrinsic part of the module. The highlight of this institute is the Training Management Information System. This system demonstrates the increasing use of technology to facilitate the task of maximum utilization of resources.

The key aspects managed by this information system are:

- Preparation of annual calendar, budget, etc., on the basis of course or period;
- Attendance management module;
- Nomination statistics on the basis of gender, division, category or the course;
- Database of faculty and feedback analysis module;
- Communication module for both trainees and faculty;
- Hall utilization details module.

Challenges Met

However, the successful journey of ATI so far has not been a road without bumps. The team has faced many constraints and challenges, such as heterogeneity of the trainees, who come from diverse backgrounds, identification of common yet specific skill-sets to club the needs of individuals and form cohesive teams, constraints due to the scattered locations of the trainees, imbalance of cadres in quantity and quality, and decisions on use of and dependency on technology.

In order to overcome these challenges, it was important to recognize the importance of training and communicating it across the board of various organizations. It was also essential to allocate funds and resources towards developing infrastructure, in-house processes and IT expertise, as well as to develop a performance related incentive scheme. Finally, it was crucial to the success of the endeavour to create a mix of internal and external faculty by networking with premier training institutes.

Impact

These steps helped in skill development of the human resources handled by ATI, and enabled quick retrieval of training information. The implementation of the information system reduced the need for audit observation routines and enabled the immediate and effective transfer of customized training packages. Moreover, it made it possible for a small team to cater to the needs of a large and diverse pool of trainees, through proper planning and networking techniques. The adoption of IT modules also aided the exponential growth of a number of programmes conducted and the number of trainees who attended them.

ANNEXE 3.4

Thematic Track 4: Trainer/Faculty Development

Three institutions showcased their innovations in Trainer/Faculty Development to a panel of experts.

PANELLISTS:

- **Shri N.C. Saxena**, IAS (Retd.), Advisor, United Nations Development Programme
- **Ms. Bhavna Bhatia**, Regional Coordinator, Leadership, Learning and Innovation, World Bank
- **Prof. Diana J. Wong**, Associate Professor, Strategy, OD, and Entrepreneurship, Eastern Michigan University

The cases are presented as per their rank.

Winner: Trainer and Faculty Development ¹⁷

The Programme

The aim of this programme is to lay more emphasis on the training of forestry staff in the state to help implement the policies of the government on the field.

The primary objective of the programme is to provide training and faculty development through the preparation of appropriate training material and the rehabilitation of state forest training institutions. This would subsequently serve to implement programmes effectively across the field staff.

This project exists in 13 states and has performed satisfactorily in a majority of the states. In some states, like Nagaland and Jharkhand, it is currently being implemented.

The ultimate aim is to create master trainers specifically for the forestry sector. Nominees for these master trainers were invited from the 13 states and they underwent direct skills training. Subsequently, organizing the training of trainers for them completed the training of master trainers, as per the National Training Policy of 2012 and accreditation was provided through MRP certificates.

These master resource persons in the forestry sector conduct the training of SFTI trainers, who then train the field staff.

Innovative Learning Methods

In the programme traditional blackboard and chalk training methods have been supplemented by transmitting interviews of senior officers and the adoption of the EDUSAT initiative. Powerpoint presentations have been introduced for forest field staff and similar methods of training are being adopted for senior and junior officers, involving case studies, films, role-play, etc.

Challenges

The primary challenges faced by the initiative include a generally negative or sceptical attitude towards capacity building, and very low availability of trainers. This is largely due to the meagre honorarium (Rs. 7,000 for two weeks) for Department of Personnel & Training (DoPT) trained master trainers and lack of incentives for trainers who opt for training in institutions.

Enabling Factors

Apprising senior state officials about the importance of capacity building was an effective measure, as were the monetary/non-monetary incentives offered (in consultation with the Head of Forest Force, GoI) to encourage the trainers to join forest training institutions. Preventing trainers from stagnating went a long way towards dispelling the notion: 'once a trainer, always a trainer'. For this, one needed to ensure that faculty development was a continuous process and trainers were kept in tune with international standards by sending them to other countries for training.

¹⁷Ministry of Environment, Forests and Climate Change, Jal Wing, New Delhi.

Impact

Fifty master trainers were trained in three years and 218 trainers have been trained so far, and they presently impart training to 1,600 forestry field staff in different state forestry training institutions.

Outcome & Sustainability

The programme is in the nature of a continuous process and is currently in the last stage of training. The training of Foresters/Forest Guards has been initiated in Kerala, Uttarakhand, West Bengal, Maharashtra and Mizoram. In other states, the improved training will begin by January 2016.

Lessons Learned

The programme fully recognizes the need for good trainers, as well as the fact that incentives are necessary for motivating officials to join SFTIs. The issue of training guidelines and Training Improvement Plan gave the programme a direction, wherein sample course materials and lesson plans are being prepared through PMTs and validated.

Continuous monitoring and evaluation have been found useful. This involves the submission of monthly and/or quarterly progress reports by SFTIs/SPMUs. This is augmented by the quarterly review meetings convened by the Project Director to review progress. Other measures include inspections by PD/CPMU-PMC/ JICA and meetings of the Steering Committee held from time to time to review progress.

Continuous engagement and upgradation of trainers is ensured by limiting their validation to five years. In order to be validated for another five years, they would have to improve themselves and carry out more trainings.

The declaration of master trainers as a national resource for use by state level institutions is in the process.

Trainer Development for Decentralized Training through Regional Training Centres¹⁸

The objective of the present initiative is to reach all personnel, down to the grassroots level. For this reason, the regional training centres (RTCs) have had to be developed in order to achieve this through the decentralization of training activities.

For each of the 19 districts in West Bengal, there are 19 RTCs under the Administrative Training Institute (ATI). Since a new district was formed most recently, one more RTC is in the process of development. The National Training Policy calls for training for all, and this is what the programme tries to accomplish. Through this programme we can achieve this goal without bringing them to ATI and conducting more trainings in less time.

Decentralization is essential for the efficient functioning of RTCs. Funds, functions and functionaries to the organizations are the three crucial aspects of decentralization. RTCs under ATI are normally supported by way of funding through the Infrastructural Support Fund and Training Support Fund. Sometimes, support is received from DoPT as well. ATI approves training proposals and schedules and is given training material.

However, since ATI found it infeasible to provide trainers to RTCs, it decided to develop the RTI trainers to make them self-sufficient. Trainer development for the RTI Act of 2005 included the selection of potential trainers from RTCs who were then trained at District RTCs on the basis of inputs regarding the RTI Act, rules, case laws and training techniques. This process has been in practice since 2009. These trainers then go on to develop an increasing number of trainers each year.

¹⁸Administrative Training Institute, Kolkata, West Bengal.

Constraints

The biggest constraint faced was that training was at the lowest priority for overburdened district collectors. So, in each ATI, each officer was given a particular RTC to look after. These officers were called to the ATI and if there were problems, efforts were made to solve them.

However, the need was recognized for good infrastructural support to RTCs by way of buildings, etc., not only for training in districts, but for other trainings as well.

Enabling Factors

The first breakthrough in terms of enabling factors was the generation of a demand for training at the grassroots level. Some factors responsible for this were the demand for knowledge as a result of the penal provisions of RTI, and the demand for computer training due to the onset of e-governance. In response to the demand for training at various levels, RTCs are being given handholding support from ATI in all regards.

Impact

RTCs have become self-sufficient in terms of the number of trainers available for various purposes. As a result, the number of trainings in RTCs has increased appreciably.

Sustainability

Training of trainers takes place on a regular basis to ensure minimum gaps due to transfers, etc. Refresher courses are conducted for updates in training material, e.g., amendments, new judgements, questions, etc. Additionally, there is handholding support to trainees from master trainers in case of difficult questions, which helps the RTC trainers solve their problems.

Lessons Learnt

Lessons and their internalization are important for the replication and sustainability of a programme. The first lesson learnt is that decentralization is the only solution to achieve “training for all”. For decentralization, capacity building of regional institutes is necessary to ensure their functioning. Further, continuous monitoring and evaluation of designated RTCs is a must. An effective feedback mechanism helps evolve the programme continuously to suit the needs of the trainers. Finally, continuous support for RTCs is necessary for the prompt resolution of problems.

Questions posed to the institution

1. What obstacles did you face in decentralization?

The methodology adopted evolved over time. Previously, districts had been clubbed together under RTCs but that proved ineffective, so further decentralization was carried out.

Training was not undertaken earlier since collectors were busy but with continuous developments in technology and law, the merit of these trainings became evident and the programme evolved from being supply-based to demand-based, in order to keep up with the new developments that aroused the curiosity of the trainers.

2. What motivational factors are built into your programme?

As developments like amendments and the compulsory move to e-governance occurred in West Bengal, the need for proper training was generated. Moreover, faced with a potential penalty for not being up-to-date has served as adequate motivation for the trainers.

3. Both short-term trainers and long-term trainers have motivation problems depending on the reasons for their transfers to respective locations. How do you maintain their motivation levels?

Officers become trainers on a voluntary basis and we are fortunate to have motivated individuals who want to come to ATI. There is only one permanent faculty member in ATI, and usually motivation is not an issue in the case of short-term trainers.

5.4.3 Training of Trainers through Distance Learning (e-Kranti for Vocational Training)¹⁹

The Programme

The Directorate General of Employment & Training (DGET) imparts training through various schemes. The flagship programmes include craftsman training. Currently DGET is concentrating on training of trainers through distance learning technology.

Background: Of the total workforce in India, only 2.5 per cent has any formal technical education, and unskilled labour hampers productivity. Further, trainers too need to stay up-to-date with the latest technological developments.

DGET imparts training through 12,000 Industrial Training Institutes (ITIs) across the country. These are responsible for training around 17 lakh trainees annually, and 1 lakh trainers are involved in training them. These trainers need to keep abreast with the latest technological developments in various fields.

The important things to consider in the training of trainers are content and mode of delivery, along with their various components.

Selection of Mode of Learning: The DGET training curriculum comprises the CTS scheme with 126 designated traits, apprenticeship schemes with 259 traits, modular employable skills with 569 models of short-term duration, altogether coming to 300-plus hours of training courses. The syllabi of these schemes and modules were revised recently in May 2015. Industry representatives, academicians and entrepreneurs helped select 11 priority sectors for which the curriculum was re-mapped.

The revisions were communicated immediately to the trainers so that the trainers could implement them in their trainings by August. Since the timeline was short, distance learning was selected as the mode of imparting training to the trainers.

Objective: The primary objective of the programme was to harness technology in order to increase training capacity. The secondary objectives included enhancing manpower development across large geographical areas of the country in a cost-effective manner. Motivating trainers to interact with industry personnel is another objective, which is yet to be realized.

Implementation: The programme is implemented in line with the Hub and Spoke model, the 'hub' being teachers and 'spokes' being classrooms where students gather. Initially, 10 field institutes were selected as hubs and 200 ITIs out of 12,000 were selected as spokes. Real-time communication, which is required for quality inputs in the training, is made available through the AVIEW model. AVIEW is not preparatory, and is easily connected to the Internet and easily scalable.

As of now, the state government deutes participants because the vocational training programmes are implemented through the states. DGET selects speakers from among the mentors who are responsible for making changes in the curriculum.

The model initially involved hiring hubs and spokes to conduct programmes due to paucity of time. In the meantime, DGET established hubs and started working through hired spokes and established hubs. Now the aim is to move on to owned hubs and owned spokes.

¹⁹Directorate General of Employment and Training (DGET), Ministry of Labour and Employment, New Delhi.

Challenges & Steps Taken

Distance learning has been widely used in various disciplines for a number of years but is still a new concept in vocational training. Since DGET has not previously conducted training for ITI trainers via distance learning, it uses feedback analysis and inputs based on stakeholders' experiences to address the shortcomings.

Convincing the trainers to adapt the new mode of training delivery was challenging, but was ultimately addressed through a holistic overview of technology and regular feedback and follow-up.

Impact

The programme has successfully imparted training to 11,000 trainers across seven sectors since June 2014. The speakers in the programme hail from the academia and DGET, as well as from illustrious industry players such as Maruti Suzuki, CIL, Ashok Leyland, etc. The programme has so far achieved positive feedback at the rate of 3.64/5.

Benefits

The most obvious benefit of the programme has been a considerable reduction in the commute of trainers. Apart from this, not only is the programme extremely cost-effective in terms of training a large number of people in less time, it has also resulted in an increase in the self-worth of ITI trainers.

Sustainability

In order to sustain the programme, a blended mode, i.e., a mix of face-to-face and distance learning with the help of subject coordinators, would enhance learning and encourage participation. Once established, the infrastructure can also be used for training ITI students and career counsellors.

Lessons Learnt

All actions of the programme need to be documented in order to streamline processes. Further, equipment for training, which is currently being procured by field institutes, should be procured in a centralized manner to ensure greater uniformity.

With regard to the trainee profile, the spokes (classrooms) were chosen by DGET and decided by the state. It would be more efficient if the spokes were chosen by the state and decided by DGET.

Questions Posed to the Institution

Outcomes are still poor since even after training, a very small number of trainees are able to get jobs and thus have to go for higher education. How do you design the programme to ensure quality/integrity?

The recent revamping of the curriculum, which was carried out under the aegis of industry experts and academicians, has brought about greater alignment of the programme with industry requirements. However, improvement in the quality of examination and the accreditation of ITIs are important measures which need to be taken in this regard.



