

*Government of India*  
*Institute of Secretariat Training and*  
*Management*  
*(Department of Personnel & Training)*

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**REPORT ON TRAINING NEED ANALYSIS &  
DESIGN OF TRAINING**  
*for*  
**ORIENTATION TRAINING PROGRAMME**  
*of*  
**ASSISTANTS, SECTION OFFICERS, UNDER  
SECRETARIES**  
*of*  
**DEPARTMENT OF AGRICULTURE  
& COOPERATION**

*Sponsored by*  
**DEPARTMENT OF ADMINISTRATIVE REFORMS & PUBLIC GRIEVANCES**  
*As part of the*  
*DFID funded Capacity Building for Poverty Reduction Programme*

**SEPTEMBER 2010**

# FOREWORD

The utility and need for training in any organization is universally accepted. This is more so in Ministries and Departments of Government of India, where apart from rules and regulations on various subjects, policies in the area of social welfare at National, State and grass-root level are formulated and implemented.

2. The focus of training is generally directed towards foundational level, where the newly recruited officials are required to undergo intensive training on various aspects of administration. Also, the concept of in-service training at various levels focusing on requirements as and when such officials move up on promotion is also firmly established.

3. However, one aspect, which generally goes un-noticed, is when officials are moved from one Ministry/Department to another, as a result of routine transfer policy or on promotion and also, officials directly recruited are allotted Ministries/Departments and join after receiving Foundational Training on general subjects. Such officials are faced with the problem of familiarizing and learning the working of the new Ministry/Department. The concept of any kind of Orientation training, focusing on the need of the Ministry/Department, is by and large not in place. The problem of such officers is more acute in Ministries/Departments implementing National Level policies in various critical sectors like water resources, where the policies/schemes are formulated at National Level but implemented through States at District, Block and Panchayat level. The problem is also acute in Ministries dealing with technical subjects like Department of Agriculture & Cooperation. The newly posted officers have to handle technical subjects without any familiarization training.

4. The newly posted officials find it extremely difficult to learn about the important policy/schemes and also their implementation mechanism at the block and village level.

5. DARPG as part of the DFID funded Capacity Building for Poverty Reduction Programme has taken initiative to bridge this gap by providing Orientation Training to the officials posted to a ministry on promotion, transfer, deputation or direct recruitment. The task of identifying training needs for such orientation training programme and based on the same, designing training and development of training material has been assigned to ISTM as Consultant.

6. As part of the above endeavour, five ministries were identified and a task team constituted in ISTM to carry out a Training Need Analysis, design an Orientation Programme and conduct one pilot programme in each of the Ministries. The task team successfully completed this activity. It gives me great pleasure to state here that this orientation programme was received extremely well by the Ministries and the participants.

7. As a follow-up of the successful completion of the Orientation Programmes in five Ministries, DARPG entrusted Phase-II of the programme for six identified Ministries to ISTM. As in the earlier Phase the task included carrying out a need analysis and identifying training needs, design a training programme based on the identified needs and developing training material.

8. To undertake the task assigned, ISTM has constituted a consultancy team consisting of Sh. K.S. Kumar, Joint Director, Sh. Chandan Mukherjee, Deputy Director and Sh. S.K. Dasgupta, former Director, DOPT and Dr.A.N.Chakravarty, former Joint Director, ISTM (as External Consultant).

9. It gives me great pleasure that the consultancy team has conducted extensive research and studies by collecting data through questionnaire and interview along with the literature survey. Based on analysis of the data so collected training needs for the target groups of Assistants, Section Officers and Under Secretaries in Department of Agriculture and Cooperation has been identified.

10. Based on the identified training needs consultancy team has prepared Design brief, training programme brochure and training programme guide for the orientation training for the target groups on their posting to Department of Agriculture & Cooperation.

11. I am confident that this report of the consultancy team giving training needs, design brief, programme brochure and programme guide for orientation training programme for the target group will prove to be useful in commencing the capacity building initiative in the area which has remained unattended till now.

(KHWAJA M. SHAHID)  
DIRECTOR

September 2010

# PREFACE

This report is an outcome of DARPG initiative as implementing agency for DFID funded Capacity Building for Poverty Reduction Programme to operationalise Orientation Training Programme for Assistants, Section Officers and Under Secretaries on their posting to the Department of Agriculture & Cooperation. DARPG assigned the task to ISTM as Consultant, which in turn constituted a consultancy team consisting of the undersigned along with Sh. Chandan Mukherjee, Deputy Director and Sh. S.K. Dasgupta, former Director, DOPT and Dr. A.N. Chakravarty, former Joint Director, ISTM (as External Consultant) to conduct training needs analysis, design training and develop training material. Consultancy team designed questionnaire and check lists for interview to collect data for identifying the training needs of the target groups. Data through questionnaire was collected from 310 officers and 8 officers were interviewed. The consultancy team also undertook extensive literature survey by collecting documents/reports from the Ministry.

2. Based on the data collected and analysis thereof, training needs of the target group have been identified and are given in Chapter -6 of the Report.

3. As the outcome of the identified needs, design brief, training design, programme brochure and programme guide indicating aim, objectives, contents, methodology, deliverables, evaluation and assessment parameters for Orientation Training Programme have been prepared and are at Chapter 7 to 10.

4. The consultancy team hopes that this report will facilitate operationalisation of Orientation Training Programme for Assistants, Section Officers and Under Secretaries on their posting to new ministry and lead to enhanced productivity and improved decision making. We look forward to constructive suggestions / comments for improving our efforts, both in content and context.

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## ACKNOWLEDGEMENT

The initiative taken by Department of Administrative Reforms and Public Grievances to institutionalize a system of Orientation Training as a pilot project in five Ministries will go a long way in increasing efficiency and productivity of the concerned Ministries. The Institute of Secretariat Training and Management (ISTM) and the Consultancy Team express their deep gratitude to Department of Administrative Reforms and Public Grievances for entrusting this responsibility to them, which involves the entire gamut of collection of data, identification of training needs, design of training and also preparing the training material.

2. The Consultancy team is grateful to Secretary, Department of Administrative Reforms and Public Grievances and all other officers of the Department for their guidance and assistance extended to the team from time to time.

3. The Consultancy Team is grateful to Ms. Uma Goel, Joint Secretary (A), Department of Agriculture & Cooperation for coordinating the visit of the team to the Ministry for collection of data and for facilitating meeting with other officers to ascertain their views. The Team is also grateful to Shri Kirti Singh and all the officers of his Division for providing relevant material pertaining to the Ministry and also, copies of various circulars issued by the Ministry from time to time.

4. The Consultancy Team is grateful to Mr. R. K. Singh, Director; Mr. Subrata Nath, Director; Mr. Kirti Singh, Director; Mr. P. K. Swain, Director; Mr. S. Kumar, Director; Mr. J. C. Bain, Deputy Secretary; Mr. A. K. Chopra, Deputy Secretary; Ms. Vandana Jain, Deputy Secretary for sparing their valuable time for interacting with the Team and providing valuable suggestions and information relating to Orientation Training in the Ministry.

5. Dr. Khwaja M. Shahid, Director, ISTM has been a great source of strength and morale-booster by providing necessary guidance and assistance to the Consultancy Team as and when required. The Team is grateful to Dr. Shahid for guidance in undertaking the task.

6. Last but not the least the Consultancy Team acknowledges the contribution and assistance provided by the supporting staff consisting of Smt. Veena Monga, Smt. Binita Pandey, Shri Ravi Shankar, and Shri Attar Chand. But for their untiring efforts, the Team could not have succeeded in submitting this part of the Report.

K.S.Kumar,  
Chandan Mukherjee,  
S.K. Dasgupta and A.N.Chakravarty

## **CONSULTANCY TEAM**

- Sh. K.S.Kumar, Joint Director, ISTM
- Sh. Chandan Mukherjee, Deputy Director, ISTM
- Sh. S.K. Dasgupta, (Former Director, Government of India), External Consultant
- Dr. A.N.Chakravarty, (Ex Joint Director, Government of India), External Consultant.

### **Staff Members**

- Smt. Veena Monga, PA
- Smt. Binita Pandey, PA
- Sh. Ravi Shankar, Peon
- Sh. Attar Chand, Peon

## **MENTOR**

**Dr. Khwaja M. Shahid, Director, ISTM**



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1	Projective Directive vide Letter No: K-11022/72/2009-AR, dated 08.03.2010 to Secretary, Department of Agriculture & Cooperation.	
2	Copy of D.O.No. K-11022/72/2009-AR, dated 08.04.2010 from Secretary (DARPG) to all the six Ministries viz. Ministry of Human Resources & Development, Deptt. of Agriculture & Cooperation, Ministry of Labour & Employment, Ministry of Coal, Ministry of Mines, Ministry of Urban Development	
3	Copy of the Questionnaire for data collection .....	
4	Copy of the Check list for data collection through interview.....	
5	List of documents / reports identified for literature survey	
6	Copy of ISTM letter No. A-33090/7/2008-ISTM (RTI), dated 31.03.2010	
7	Consolidated data obtained through Questionnaire	
8	Consolidated data obtained through interview	
9.	Consolidated response through questionnaire administered to 310 participants of CSS courses	

## **1. Introduction**

As part of the Capacity Building for Poverty Reduction (CBPR) Programme, the Department of Administrative Reforms & Public Grievances, Government of India, decided to introduce a series of Orientation Programme for officers of the cadres comprising Assistants, Section Officers and Under Secretaries of the Ministries/ Departments as the same would provide them an opportunity to have a feel of the field situation and sector knowledge of the Ministries/ Departments even before the officer actually joins the new office/ posting. The domain specific knowledge, familiarity with the Ministries/ Departments activities, flagship programmes, policies as well as the ground situation would help the officer get integrated with the day to day working the Ministries / Departments and in understanding and evaluating proposals, formulating policies and programmes and thus improving efficiency and facilitate decision making. Besides, it would also aid in establishing a clear foundation, and expectations in terms of developing responsibility, integrity and thus increasing overall productivity. Institute of Secretariat Training & Management (ISTM) was entrusted with the task of designing, developing and operationalize such programme for identified Ministries /Department in phases.

1.2 As part of the Pilot Project, five Ministries /Departments viz, Urban Development, Petroleum & Natural Gas, Power, Health and Rural Development were identified in the Phase I, and the assignment of carrying out the training need identification, designing of the courses and implementing the same were completed by ISTM. In Phase II, six more Ministries /Department under the said programme. The scope of consultancy and methodology for the project are as under.

### **1.3 Scope of Consultancy and Methodology**

**1.3.1** Department of Administrative Reforms & Public Grievances vide its letter No.K.11022/72/2009-AR dated 8.3.2010 issued the Project Directives (Annexure-I).

**1.3.2** Subsequently, Department of Administrative Reforms & Public Grievances issued a letter vide D.O.No.K.11022/72/2009-AR dated 8.4.2010 to these identified Ministries (Annexure-II).

**1.3.3** ISTM in its role as consultant will undertake the following activities:

- (a) In consultation with DAR&PG, identify six Ministries/Departments as part of the Phase II of the Project
- (b) Liaison with the identified Ministries for identification of the training needs of the target groups.
- (c) Decide contents, methods, media, duration and resource persons for the training courses
- (d) Develop training modules having the following components
  - Programme brochure – consisting of context, structure, methodology etc.
  - Programme design –consisting of the modules contents, aims, objectives, details of sessions and field visits etc.
  - Course material – consisting of handouts, check lists, exercises etc.
  - Suggest validation and assessment mechanism

**1.3.4** The identified Ministries /Departments for the Phase II of the Project are – Labour & Employment, Human Resources Development, Agriculture & Cooperation, Urban Development, Mines and Coal. The deliverables of Project are as under:

- (a) A report of Training Need Analysis
- (b) Training Module consisting of programme brochure, programme design and course material
- (c) Facilitating implementation of the courses for one year.

The present report is on the Study conducted in respect of the Department of Agriculture & Cooperation.

## 2. Need and Rationale of Study

- 2.1. The team of consultants examined the current practices of in-service training including Cadre Training Courses (Level C, Level D and Level E) being organized for the target groups of Assistants, Section Officers and Under Secretaries respectively. It was noticed that existing training interventions relate to the day to day work focusing on noting, drafting and other general aspects of the Government functioning. No domain specific knowledge involving familiarity with the ministries / departments activities, policies and flag ship programmes is provided in the aforesaid programmes. This is a significant gap, and has bearing on the job performance of the officials newly posted to the various ministries / departments of the Government of India. These officials in their work are called upon to review / monitor / formulate policies and programmes of the Ministry in which they are posted and non familiarity with the domain knowledge of the organisation and its existing programmes and policies becomes a significant handicap.
- 2.2. In the aforesaid context, Department of Administrative Reforms and Public Grievances under the Capacity Building for Poverty Reduction Programmes, proposes structured Induction Programmes for officials at the time of joining a Ministry / Department on posting, transfer, deputation.
- 2.3 The goal of the programme is to help officers joining a Ministry / Department on posting, transfer, deputation to reach the level of performance expected from an experienced officer in the department quickly. This is expected to help the officials/Ministries in the following manner:
- *The ability of the officers to design/implement the policies / programmes of the Ministry will improve as it will be based on the existing institutional*

*knowledge and appreciation of the domain ground realities including organization's missions, goals, values and philosophy.*

- *The new officer will familiarize with the culture of the Ministry / Department in which he/ she is posted and will help the officer get integrated into the working of the department quickly.*
- *By making the learning curve steep, it would result in increasing efficiency and savings in resources for the Government of India.*
- *Expectations in terms of ethics, integrity, responsibility, job content, etc. of the Department from the new officer are clarified upfront.*

### 3. Methodology

3.1. The methodology to be adopted by the consultancy team was the same as was done in the Phase I of the project, as under:

- Data Collection through
  - Questionnaire
  - Interviews
  - Literature survey
- Data analysis
- Identify training needs – report
- Decide contents, methods, duration of training
- Workout validation/assessment measure
- Prepare training module consisting of: programme brochure, programme guide
- Compile training material

3.2 Based on the agreed Methodology, the study group designed:

- (a) Questionnaire for data collection .Copy at Annexure - III.
- (b) Check list for data collection through interview. Copy at Annexure – IV.

3.3 The study group also identified documents/ Reports to be collected from the concerned Ministry for literature survey. The list of documents / Reports is at Annexure V.

## **4. Data Collection**

4.1. With a view to initiate the process of data collection, the consultancy team issued D.O. letter No.A-33090/7/2008-ISTM dated 31.3.2010 at Annexure - VI to the nodal officer of Department of Agriculture & Cooperation enclosing Questionnaire designed with the request to administer the same to the target group, at least 10 from each grade of Assistants, Section Officers and Under Secretaries in the respective Ministry. Nodal officer was also requested to fix meetings with at least five officers in each Ministry/Department at Joint Secretary/Director/Deputy Secretary level for collecting data through interview. Request for providing identified documents/Reports to facilitate identification of training needs etc. was also made.

4.2. Based on the response received from Department of Agriculture & Cooperation, Consultancy team visited the Ministry on 08.07.2010 and collected data through Questionnaire, interview and literature survey.

## **5. Data Analysis**

5.1. As the first step, the data collected from the following sources has been consolidated:

- (i) Interviews of officers of the respective departments;
- (ii) Questionnaire filled by the officers of the respective departments; and
- (iii) Questionnaires filled by the participants of various programmes in ISTM belonging to various ministries / departments;

5.2.1 Consolidated data obtained through the Questionnaire circulated amongst officers in the Department of Agriculture & Cooperation are placed at Annexure VII.

5.2.2 Consolidated data collected through interview of officers in Department of Agriculture & Cooperation with Check List are placed at Annexure VIII.

5.3 The analysis of the consolidated data received through Questionnaire filled by participants of various programmes in ISTM (CSS Officers) indicates:

5.3.1 Out of 310 officers who have responded, 270 have not received any Orientation Training on their postings to new Ministry/Department.

5.3.2 Out of 310 respondents, 239 found it difficult in familiarizing with the structure of the Ministry in the absence of Orientation Training.

5.3.3 Due to lack of Orientation Training, 245 respondents out of total 310 found it difficult to familiarize with functions of the Ministry/Department.

5.3.4 Out of 310 respondents, 249 found it difficult to understand the activities of the Ministries/Departments.

5.3.5 Consolidated data obtained through Questionnaire administered to above mentioned 310 participants of CSS courses in ISTM is at Annexure-IX.

5.3.6 Analysis of data collected by Questionnaires from officers of Ministry of Agriculture and Cooperation:

- 1. Out of 26 respondents, 25 have not received any Induction training on their postings to the Ministry.



2. Out of 26 respondents, 22 have faced difficulty in familiarizing with the structure, functions and activities of the Ministry on their postings to the Ministry.
3. Out of 26 respondents, 24 think that had any Induction/Orientation training was imparted, it would have facilitated their effective grasp of the assigned tasks in a more productive way. 4 respondents have not given their opinion on this issue.
- 4 The contents suggested by the respondents are mainly – Overview of the functions of the Ministry, work allocation of the Ministry, Structure of the organization, attached, subordinate offices, autonomous bodies, work assigned to various Divisions/Sections, International cooperation functions, schemes, policies, Programmes.
- 5 The methodology suggested – mixture of classroom lectures, presentations, discussions, field visits for experiencing the implementation of programmes.

#### 5.3.7 Analysis of data collected by Interview of Directors, Deputy Secretaries of the Ministry

1. The officers interviewed were generally of the opinion that Orientation/Induction training would be beneficial and help them in familiarizing with the working of the Ministry.
2. The contents suggested by the officers are mainly – organizational structure, roles and functions, Attached/subordinate offices, Autonomous bodies, Centre-State Cooperation, Coordination with State Governments, Overview of Agriculture Sector, National Agriculture Policy, Terminologies used, Flagship programmes/schemes, Overview of existing/proposed Legislations, Multi-State Cooperative Societies, International Bodies, International

Cooperation, Monitoring & evaluation of schemes/implementation of Legislations.

3. Balance between classroom inputs, visits to attached/subordinate offices, autonomous bodies and field visits for attitudinal change. They suggested that officers of the Ministry at appropriate level dealing with various issues should be engaged for taking sessions.
4. As regards duration, the officers were of the view that 2 weeks duration including field visits would be adequate.
5. The officers were of the view that the Annual Report should be the base for the Induction Reading Material for the Orientation Training Programme.

## **6. Training Needs**

IDENTIFICATION OF TRAINING NEEDS FOR ORIENTATION TRAINING FOR UNDER SECRETARIES, SECTION OFFICERS AND ASSISTANTS OF DEPARTMENT OF AGRICULTURE & COOPERATION.

### **6.1 NEEDS IN TERMS OF KNOWLEDGE:**

- ROLES AND FUNCTIONS OF THE MINISTRY; ORGANIZATIONAL STRUCTURE OF THE MINISTRY;
- ORGANIZATIONAL STRUCTURE OF:
  - ❖ ATTACHED OFFICES;
  - ❖ SUBORDINATE OFFICES;
  - ❖ AUTONOMOUS BODIES.
- COORDINATION MECHANISM FOR ACTIVITIES OF THE MINISTRY AND ATTACHED, SUBORDINATE OFFICES & AUTONOMOUS BODIES;
- OVERVIEW OF AGRICULTURE SECTOR OF THE COUNTRY, LINKAGE WITH THE ECONOMY – CHALLENGES & ASPIRATIONS;
- OVERVIEW OF CROPS, CROP PATTERNS, SEEDS, PLANT PROTECTION, FERTILIZERS, PRICING, MARKETING AND OTHER RELATED TERMINOLOGIES PERTAINING TO THE FUNCTIONING OF THE MINISTRY;
- OVERVIEW OF MAJOR POLICIES AND EXISTING LEGISLATIONS PERTAINING TO THE MINISTRY;
- OVERVIEW OF PROPOSED LEGISLATIONS OR BILLS INTRODUCED IN PARLIAMENT;

- FLAGSHIP PROGRAMMES/SCHEMES OF THE MINISTRY;
- OVERVIEW OF ROLES & FUNCTIONS OF MULTI-STATE COOPERATIVES;
- CENTRAL & STATE SPONSORED PROGRAMMES/SCHEMES; COORDINATION MECHANISM FOR SUCH PROGRAMMES/SCHEMES;
- OVERVIEW OF INITIATIVES AND ACHIEVEMENTS IN RESEARCH IN THE AREA OF AGRICULTURE, ROLES & FUNCTIONS OF RESEARCH INSTITUTES;
- METHODOLOGY OF BUDGETARY ALLOCATION FOR VARIOUS CATEGORIES OF PROGRAMMES/SCHEMES;
- PROJECTIONS IN THE 11<sup>th</sup> PLAN; POSITION RELATING TO ACCOMPLISHMENT OF TARGETS;
- INTERNATIONAL COOPERATION IN THE FIELD OF AGRICULTURE;
- INTERNATIONAL FUNDING – TERMS & CONDITIONS; MONITORING MECHANISM OF INTERNATIONAL FUNDINGS;
- MONITORING AND EVALUATION MECHANISMS FOR VARIOUS SCHEMES AND IMPLEMENTATION OF PROVISIONS OF EXISTING LEGISLATIONS; USE OF INFORMATION TECHNOLOGY IN MONITORING & EVALUATION;

### **6.2.1 NEEDS RELATING TO KNOWLEDGE AND ATTITUDE:**

- FIELD VISITS TO SELECTED AREAS DEPICTING DIFFERENT LEVELS OF ACHIEVEMENTS WITH REGARD TO IMPLEMENTATION OF FLAGSHIP PROGRAMMES AND IMPLEMENTATION OF PROVISIONS OF VARIOUS LEGISLATIONS IN ORDER TO:
  - ❖ SENSITISE THE PARTICIPANTS TO VARIOUS ASPECTS OF SCHEMES/PROGRAMMES;
  - ❖ ENABLE THE PARTICIPANTS TO EXPERIENCE THE IMPLEMENTATION OF VARIOUS SCHEMES/PROGRAMMES;
- VISITS TO MAJOR ATTACHED, SUBORDINATE OFFICES, AUTONOMOUS BODIES & RESEARCH INSTITUTES;
- FIELD VISITS TO STATE AGENCIES ENGAGED IN IMPLEMENTATION OF PROGRAMMES/LEGISLATIONS AT DISTRICT LEVEL;

## **7. Design Brief**

**7.1** Based on the training need analysis and identification of training needs shown in the preceding chapter, the design brief which will form the basis of design of training and development of training material is as given in the succeeding paragraphs.

### **7.2 Title of Training Programme / Course**

Orientation Training Programme for Assistants, Section Officers and Under Secretaries on posting to the Ministries / Departments.

### **7.3 Need**

Need for Orientation training programme arises from lack of domain specific knowledge involving familiarity with the working of the ministries / departments, policies and their flagship programmes. The officers in their work are required to formulate / review / monitor policies and programmes of the ministries in which they are posted and the absence of familiarity with the domain of the organisation is seen as a significant handicap. The newly posted officers take a lot of time in integrating themselves with the working of the ministry / department and perform below the optimum level as the learning curve in the absence of any formal training takes extra-ordinary long time.

Orientation training programme is intended to provide the officers with an opportunity to have sectoral knowledge of the ministries / departments and to give them a feel of the field situation before they are tasked with the responsibilities in the ministries / departments. The domain specific knowledge, familiarity with the activities, programmes and policies will help them to integrate with the day-to-day working of the ministry / departments and in understanding and evaluating proposals formulating policies and programmes leading to improved decision making.

Orientation training will also facilitate in establishing an effective foundation and expectation in terms of developing responsibilities, integration increasing overall productivity necessary for good governance.

### **7.4 Target Groups**

**7.4.1** In the current phase of the pilot project for Orientation training, the CSS officers of the cadres comprising Assistants, Section Officers and Under Secretaries of the Ministry will be covered.

## **7.5 Constraints**

7.5.1 Department of Administrative Reforms and Public Grievances while entrusting the consultancy proposal to ISTM has indicated:

- The duration of the Orientation training programme will be of two weeks.
- Out of the total duration of two weeks mentioned in (a) above, not more than five days will be the class room training.
- The total duration of the two weeks will also involve a field visit component.

## **7.6 Aim**

7.6.1 The Orientation Training Programme aims at facilitating the newly posted officers to attain the optimum level of performance in the ministry at quick pace.

## **7.7 Outcomes**

7.7.1 The following outcomes are expected from the Orientation training programmes:

- a. Improvement in the ability of officers to appreciate the competitive environment in which ministries / departments are working.
- b. Accelerate the learning curve of the participants for optimum performance.
- c. Develop sensitivity of the ground realities need to be taken into consideration while processing the cases in the ministry / department.
- d. Promote developmental mind set.
- e. Appreciate the importance of coordination, intra-ministry, inter-ministry as well as with the States / Districts and other involved stakeholders.
- f. Integrate the officers with the day-to-day working of the ministry / department.
- g. Promote understanding to facilitate evaluating proposals, formulating policies and programmes, etc.
- h. Improve efficiency and decision making.

## **7.8 Assessment Criteria**

The outcome of the orientation training programme will be assessed through the following modalities:

- Each participant will submit duly completed learning log capturing the learning high lights during the programme on the format prescribed in the Annexure.
- Group of participants will submit team papers on visit to the relevant sections of the ministry and briefings thereof.
- Field visit reflection paper – each participant will individually submit a reflection paper regarding specific aspects of field visit bringing out the learning points having relevance to the functioning of the ministry.
- Group presentation – consolidating the learning during the programme.



## **8. DESIGN FOR ORIENTATION TRAINING FOR ASSISTANTS, SECTION OFFICERS ANDER SECRETARIES OF DEPARTMENT OF AGRICULTURE & COOPERATION.**

### **8.1 Training Objectives**

The Orientation Training will enable the newly posted Assistants, Section Officers and Under Secretaries to:

- (i) Describe the roles & functions, organizational structure of the Ministry, its Attached/Subordinate Offices, Autonomous Bodies and the coordination mechanism for activities of various agencies;
- (ii) Describe the importance of the Agriculture Sector, its linkage with the national economy, challenges and aspirations;
- (iii) Explain important terms e.g. Crops, Crop-patterns, Seeds, Plant Protection, Fertilizers, Pricing, Marketing etc. and other important terminologies used in the Ministry
- (iv) List out the major policies and existing Legislations of the Ministry as well the proposed Legislations and Bills;
- (v) Identify the Central & State sponsored schemes and flagship programs;
- (vi) Describe the roles & functions of Multi-State Cooperatives;
- (vii) Describe the coordination mechanism for Central and State programmes/schemes;
- (viii) Describe the initiatives and achievements in research in the area of agriculture, roles and functions of Research Institutes;
- (ix) Enumerate the targets, financial/budgetary provisions and projections in the 11<sup>th</sup> Plan;
- (x) Identify the areas of International cooperation in the field of agriculture & describe the terms, conditions and evaluation mechanism for monitoring International funding;
- (xi) Describe the monitoring and evaluation mechanisms with regard to implementation of programmes/schemes and the special IT tools for the Ministry;
- (xii) Oversee the implementation of the programmes and policies in the field.

### **8.2 Duration**

The duration of the programme will be Two Weeks consisting of Ten (10) Working days. There will be 4 Sessions every day of 90 minutes duration. Thus, there will be 40 Sessions in the Programme.

### 8.3 Session plan and learning Events

Learning event	Training Method	No. of sessions (90 minutes each)	Training objectives
1. Registration, Programme Objectives, Methodology etc.	N. A.	One	N. A.
2. Roles/functions and Organizational Structure of the Ministry, Attached/Subordinate Offices, Autonomous Bodies.	Lecture, Handouts, Films, Discussion.	One	(i)
3. Importance of the Agriculture Sector, linkage with the national economy, challenges and aspirations.	Lecture, Films, Discussion, Handouts	One	(ii)
4. Important terms and terminologies used in the Ministry.	Lecture, Films, Discussion, Handouts	One	(iii)
5. Major policies, existing Legislations, proposed Legislations and Bills.	Lecture, Films, Discussion, Handouts.	Two	(iv)
6. Overview of Centrally Sponsored Schemes including Flagship Programs, State Programmes, Multi-State Cooperatives & Coordination mechanisms;	Lecture, Films, Discussion, Handouts.	Two	(v), (vi) & (vii)
7. Initiatives, achievements in research, roles & functions of Research Institutes,	Lecture, Films, Discussion, Handouts.	One	(viii)
8. Financial Allocations, Budgetary Provisions, 11 <sup>th</sup> Plan Projections.	Lecture, Films, Discussion, Handouts.	One	(ix)
9. International cooperation, funding, evaluation/monitoring mechanisms.	Lecture, discussion	One	(x)
10. Monitoring and Evaluation Mechanisms, Special IT tools relating to the Ministry;	Lecture, Discussion	One	(xi)

11. Visit to relevant Sections of the Ministry, selected attached/subordinate offices, autonomous bodies;	Briefing, discussions	Six	(xii)
12. Field Visit to agencies located in States/Districts/Flagship programmes	Briefing, Discussion	Twelve (Three days + week-end)	(xii)
13. Preparation of Presentations on the Learning Events and Field Visits.	Discussions in Groups.	4	All objectives
14. Presentation by Participants	Presentation by Participants, AV Aids.	3	All objectives
15. Briefing on Field Visits	Discussion	2	N. A.
16. Evaluation and Valediction.	Discussion, Structured Feed back.	1	N. A.
	<hr/> Total	<hr/> 40	

## 8.4 Programme Schedule

### FIRST WEEK

DAY/DATE	SESSION	CONTENTS OF SESSIONS	FACULTY
1 <sup>st</sup> day	I	Registration, Programme Objectives, Methodology.	
	II	Organizational Structure of the Ministry, Attached/Subordinate Offices, Autonomous Bodies.	
	III	Importance of Agricultural Sector, Linkage with the National Economy, Challenges and Aspirations.	
	IV	Important Terms and Terminologies used in the Ministry	
2 <sup>nd</sup> day	I & II	Major Policies, existing Legislations, proposed Legislations and Bills.	
	III & IV	Visit to important Sections of the Ministry.	
3 <sup>rd</sup> day	I & II	Centrally Sponsored Schemes, Flagship Programmes, State Sponsored Programmes, Multi-State Cooperatives, Coordination mechanism	
	III & IV	Visit to a selected Attached/Subordinate Office/Autonomous Body.	
4 <sup>th</sup> day	I	Initiatives, Achievements in Research, Roles & Functions of Research Institutes.	
	II	Financial allocations, Budgetary Provisions, 11 <sup>th</sup> Plan Projections.	
	III & IV	Visit to a Research Institute in Delhi	
5 <sup>th</sup> day	I	International Cooperation, International Funding, India's role.	
	II	Monitoring and Evaluation Mechanism, Special IT Tools relating to the Ministry.	
	III & IV	Field Visit Briefing	

### SECOND WEEK

DAY/DATE	SESSION	CONTENTS OF SESSIONS	FACULTY
1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> day	-----	Field Visit	
4 <sup>th</sup> day	I to IV	Preparation of Presentation on the Learning Events and Field visits.	
5 <sup>th</sup> day	I to III  IV	Presentation on the Learning Events and Field Visit.  Evaluation and Valediction.	

### TIMINGS

SESSION – I – 1000 – 1130 hrs.

SESSION – II – 1145 – 13.15 hrs.

SESSION – III – 1415 – 15.45 hrs.

SESSION – IV – 1600 – 17.30 hrs.

TEA BREAK – 1130 – 1145 hrs and 1545 – 1600 hrs.

LUNCH BREAK – 1315 – 1415 hrs.

## **9. Programme Brochure**

### **ORIENTATION TRAINING FOR ASSISTANTS, SECTION OFFICERS AND UNDER SECRETARIES OF DEPARTMENT OF AGRICULTURE & COOPERATION.**

#### **Background**

9.1 The utility and need for training in any organization is universally accepted. This is more so in Ministries and Departments of Government of India, where apart from rules and regulations on various subjects, policies in the area of critical national resources like water are formulated at National, State and grass-root level and implemented.

9.2 However one of the aspects of capacity building which has remained unattended till now is the orientation training of the officers on their posting to ministries in the central secretariat on transfer, promotion or recruitment. This lack of orientation training about the sectoral knowledge of the ministry leads to unproductive time as officials performed below their optimum level for substantial time as they learn by trial and error.

9.3 DARPG have taken the initiative by appointing ISTM as consultant to identify training needs, design training and develop training material for orientation training to the officers on their posting to the ministries. As the first phase, five ministries viz., Ministry of Water Resources, Ministry of Petroleum and Natural Gas, Ministry of Health and Family Welfare, Ministry of Power and Ministry of Rural Development have been identified for operationalizing the orientation training programme. In Phase II of the project, six ministries viz, Ministry of Agriculture & Cooperation, Ministry of Human Resources Development, Ministry of Urban Development, Ministry of Labour & Employment, Ministry of Coal and Ministry of Mines are included.

#### **9.4 Target Group**

In the current phase of the project for Orientation training, the CSS officers of the cadres comprising Assistants, Section Officers and Under Secretaries of the following five ministries will be covered.

Ministry of Agriculture & Cooperation  
Ministry of Labour & Employment  
Ministry of Human Resource Development  
Ministry of Urban Development  
Ministry of Mines  
Ministry of Coal

## **9.5 Main Features**

- Duration of the orientation training programme will be two weeks.
- The class room input will be minimized and more focus will be on visit to the important sections of the concerned ministry enforced with briefing by the officers handling specific assignments in the ministry.
- The orientation training programme will include field visit to out station selected projects / institutions of the ministry to give the participants feel of the ground realities.
- Domain experts for providing the sectoral knowledge on the schemes to the participants will be drawn from the ministry and its related organisations.
- Programme content will extensively focus on the structure, activity, schemes, programmes and delivery mechanisms operational in the Ministry.

## **9.6 Aim**

The Orientation Training Programme aims at facilitating the newly posted officers to attain the optimum level of performance in the ministry at quick pace.

## **9.7 Programme Methodology**

9.7.1 Orientation training programme will be run on highly participative basis. Initial phase of class room input will involve learning by being told, through lectures and discussion mode. Domain experts from the ministry and other related spheres will be involved in imparting training about the organisational structure, major policies and legislations, centrally sponsored schemes, salient features of availability, requirement and utilization of water resources in India, delivery system, financial allocation, inter-state water dispute, monitoring and evaluation mechanism concerning the ministry.

9.7.2 The learning will be augmented by observation method as visits to the relevant sections of the ministry followed by briefing by the officers of the ministry is intended to provide insight to the intra-functional relationships between the various units of the ministry.

9.7.3 Field visit for five days (including two intermediate week end days) to selected projects at outstation is planned to enable the officers to acquire

knowledge about the ground realities and sensitizing them to the functional / positional constraints.

9.7.4 Participants will be required to maintain a learning log to capture the knowledge and skills acquired by them during the orientation training programme. The format of the learning log is prescribed in the Annexure.

9.7.5 To reinforce learning, presentations by the participants of consolidated learning during the training are planned towards the end of the programme.

## **9.8 Programme Deliverables**

9.8.1 Each participant will submit duly completed learning log capturing the learning high lights during the programme on the format prescribed in the Annexure.

9.8.2 Group of participants will submit team papers on visit to the relevant sections of the ministry and briefings thereof.

9.8.3 Field visit reflection paper – each participant will individually submit a reflection paper regarding specific aspects of field visit bringing out the learning points having relevance to the functioning of the ministry.

9.8.4 Group presentation – consolidating the learning during the programme.

## **9.9 Outcomes**

9.9.1 The following outcomes are expected from the Orientation training programmes:

- Accelerate the learning curve of the participants for optimum performance.
- Improve in the ability of officers to appreciate the competitive environment in which ministries / departments are working.
- Develop sensitivity towards the ground realities to be taken into consideration while processing the cases in the ministry.
- Promote developmental mind set.
- Appreciate the importance of coordination, intra-ministry, inter-ministry as well as with the States / Districts and other involved stakeholders.
- Integrate the officers with the day to day working of the ministry / department.



- Promote understanding to facilitate evaluating proposals, formulating policies and programmes, etc.
- Improve efficiency and decision making.

#### **9.10 Evaluation / Assessment**

The effectiveness of the orientation training programme will be demonstrated by the following:

- Learning log (Attached)
- Team paper on visit to relevant sections and briefing
- Reflection paper on field visit
- Group presentation of learning acquired during the programme

#### **9.11 Contents**

- Roles/functions and Organizational Structure of the Ministry, Attached/Subordinate Offices, Autonomous Bodies.
- Importance of the Agriculture Sector, linkage with the national economy, challenges and aspirations.
- Important terms and terminologies used in the Ministry.
- Major policies, existing Legislations, proposed Legislations and Bills.
- Overview of Centrally Sponsored Schemes including Flagship Programs, State Programmes, Multi-State Cooperatives & Coordination mechanisms;
- Initiatives, achievements in research, roles & functions of Research Institutes,
- Financial Allocations, Budgetary Provisions, 11<sup>th</sup> Plan Projections.
- International cooperation, funding, evaluation/monitoring mechanisms.

#### **9.12 Venue**

- Class room or Conference/Committee room of concerned ministry or alternatively at ISTM.
- Visit to the sections at the ministry.
- Field visit to selected projects / out station institutions.

#### **9.13 Faculty**

Faculty will be drawn from subject experts available at the concerned ministry or other related organisations. Identification of such faculty members is to be facilitated by the nodal officers of the ministry.

# LEARNING LOG

Format - I

Learning Log	Name:	Date:
Learning Event / Situation / Experience		
What happened		
What I learnt / concluded		
How I can use this learning		
Action Planned and when		

# LEARNING LOG

Format – II

<p>Name:</p> <p>Date:</p> <p>Event / Topic:</p>
<p>Learning points ( What I have learnt)</p>
<p>Application of Learning (How can I use what I have learnt?)</p>

## **10. Programme Guide**

### **ORIENTATION TRAINING FOR ASSISTANTS, SECTION OFFICERS AND UNDER SECRETARIES OF DEPARTMENT OF AGRICULTURE & COOPERATION**

#### **Introduction**

**10.1** Need for Orientation training programme arises from lack of any existing systematic mechanism for imparting domain specific knowledge involving familiarity with the working of the ministries / departments, policies and their flagship programmes. The officers in their work are required to formulate / review / monitor policies and programmes of the ministries in which they are posted and the absence of familiarity with the domain of the organisation is seen as a significant handicap. The newly posted officers take a lot of time in integrating themselves with the working of the ministry / department and perform below the optimum level as the learning curve in the absence of any formal training takes extra-ordinary long time.

**10.2** Orientation training programme is intended to provide the officers with an opportunity to have sectoral knowledge of the ministries / departments and to give them a feel of the field situation before they are tasked with the responsibilities in the ministries / departments. The domain specific knowledge, familiarity with the activity / programme and policies will help them to integrate with the day-to-day working of the ministries / departments and in understanding and evaluating proposals, formulating policies and programmes leading to improved decision making.

#### **10.3 Aim**

The Orientation Training Programme aims at facilitating the newly posted officers to attain the optimum level of performance in the ministry at quick pace.

#### **10.4 Objectives**

The Orientation Training will enable the newly posted Assistants, Section Officers and Under Secretaries to:

- (i) Describe the roles & functions, organizational structure of the Ministry, its Attached/Subordinate Offices, Autonomous Bodies and the coordination mechanism for activities of various agencies;
- (ii) Describe the importance of the Agriculture Sector, its linkage with the national economy, challenges and aspirations;

- (iii) Explain important terms e.g. Crops, Crop-patterns, Seeds, Plant Protection, Fertilizers, Pricing, Marketing etc. and other important terminologies used in the Ministry
- (iv) List out the major policies and existing Legislations of the Ministry as well the proposed Legislations and Bills;
- (v) Identify the Central & State sponsored schemes and flagship programs;
- (vi) Describe the roles & functions of Multi-State Cooperatives;
- (vii) Describe the coordination mechanism for Central and State programmes/schemes;
- (viii) Describe the initiatives and achievements in research in the area of agriculture, roles and functions of Research Institutes;
- (ix) Enumerate the targets, financial/budgetary provisions and projections in the 11<sup>th</sup> Plan;
- (x) Identify the areas of International cooperation in the field of agriculture & describe the terms, conditions and evaluation mechanism for monitoring International funding;
- (xi) Describe the monitoring and evaluation mechanisms with regard to implementation of programmes/schemes and the special IT tools for the Ministry;
- (xii) Oversee the implementation of the programmes and policies in the field.

## **10.5 Duration**

The duration of the program will be Two Weeks consisting of Ten (10) Working days. There will be 4 Sessions every day of 90 minutes duration. Class room input will be for five and half working days and visits to ministry / DDA / DUAC / ( 1-1/2 days) with outstation field visit of four days including intervening Saturday/Sunday.

## **10.6 Methodology**

10.6.1 Orientation training programme will be run on an highly participative basis. Initial phase of class room input will involve learning by being told, through lectures and discussion mode. Domain experts from the ministry and other related spheres will be involved in imparting training about the organisational structure, major policies and legislations, centrally sponsored schemes, salient features of availability, requirement and utilization of water resources in India, delivery system, financial allocation, inter-state water dispute, monitoring and evaluation mechanism concerning the ministry.

10.6.2 The learning will be augmented by observation method as visits to the relevant sections of the ministry followed by briefing by the officers of the ministry is intended to provide insight to the intra-functional relationships between the various units of the ministry.

10.6.3 Field visit for five days (including two intermediate week end days) to selected projects at outstation is planned to enable the officers to acquire knowledge about the ground realities and sensitizing them to the functional / positional constraints.

10.6.4 Participants will be required to maintain a learning log to capture the knowledge and skills acquired by them during the orientation training programme. The format of the learning log is prescribed in the Annexure.

10.6.5 To reinforce learning, presentations by the participants of consolidated learning during the training are planned towards the end of the programme.

## **10.7 Programme Deliverables**

10.7.1 Each participant will submit duly completed learning log capturing the learning high lights during the programme on the format prescribed in the Annexure.

10.7.2 Group of participants will submit team papers on visit to the relevant sections of the ministry and briefings thereof.

10.7.3 Field visit reflection paper – each participant will individually submit a reflection paper regarding specific aspects of field visit bringing out the learning points having relevance to the functioning of the ministry.

10.7.4 Group presentation – consolidating the learning during the programme.

## **10.8 Outcomes**

10.8.1 The following outcomes are expected from the Orientation training programmes:

- Accelerate the learning curve of the participants for optimum performance.
- Improve in the ability of officers to appreciate the competitive environment in which ministries / departments are working.
- Develop sensitivity towards the ground realities to be taken into consideration while processing the cases in the ministry.
- Promote developmental mind set.

- Integrate the officers with the day to day working of the ministry / department.
- Promote understanding to facilitate evaluating proposals, formulating policies and programmes, etc.
- Improve efficiency and decision making.

## 10.9 Session Plan and Learning Events

Learning event	Training Method	No. of sessions (90 minutes each)	Training objectives
1. Registration, Programme Objectives, Methodology etc.	N. A.	One	N. A.
2. Roles/functions and Organizational Structure of the Ministry, Attached/Subordinate Offices, Autonomous Bodies.	Lecture, Handouts, Films, Discussion.	One	(i)
3. Importance of the Agriculture Sector, linkage with the national economy, challenges and aspirations.	Lecture, Films, Discussion, Handouts	One	(ii)
4. Important terms and terminologies used in the Ministry.	Lecture, Films, Discussion, Handouts	One	(iii)
5. Major policies, existing Legislations, proposed Legislations and Bills.	Lecture, Films, Discussion, Handouts.	Two	(iv)
6. Overview of Centrally Sponsored Schemes including Flagship Programs, State Programmes, Multi-State Cooperatives & Coordination mechanisms;	Lecture, Films, Discussion, Handouts.	Two	(v), (vi) & (vii)
7. Initiatives, achievements in research, roles & functions of Research Institutes,	Lecture, Films, Discussion, Handouts.	One	(viii)
8. Financial Allocations, Budgetary Provisions, 11 <sup>th</sup> Plan Projections.	Lecture, Films, Discussion, Handouts.	One	(ix)

9. International cooperation, funding, evaluation/monitoring mechanisms.	Lecture, discussion	One	(x)
10. Monitoring and Evaluation Mechanisms, Special IT tools relating to the Ministry;	Lecture, Discussion	One	(xi)
11. Visit to relevant Sections of the Ministry, selected attached/subordinate offices, autonomous bodies;	Briefing, discussions	Six	(xii)
12. Field Visit to agencies located in States/Districts/Flagship programmes	Briefing, Discussion	Twelve (Three days + week-end)	(xii)
13. Preparation of Presentations on the Learning Events and Field Visits.	Discussions in Groups.	4	All objectives
14. Presentation by Participants	Presentation by Participants, AV Aids.	3	All objectives
15. Briefing on Field Visits	Discussion	2	N. A.
16. Evaluation and Valediction.	Discussion, Structured Feed back.	1	N. A.
	Total	40	

#### 10.10 Evaluation / Assessment

The effectiveness of the orientation training programme will be demonstrated by the following:

- Learning log (Attached)
- Team paper on Visit to relevant sections and briefing
- Reflection paper on field visit
- Group presentation of learning acquired during the programme



# LEARNING LOG

Format - I

Learning Log	Name:	Date:
Learning Event / Situation / Experience		
What happened		
What I learnt / concluded		
How I can use this learning		
Action Planned and when		

# LEARNING LOG

Format – II

Name:

Date:

Event / Topic:

Learning points ( What I have learnt)

Application of Learning (How can I use what I have learnt?)

## Programme Schedule / Time Table

### FIRST WEEK

DAY/DATE	SESSION	CONTENTS OF SESSIONS	FACULTY
1 <sup>st</sup> day	I	Registration, Programme Objectives, Methodology.	
	II	Organizational Structure of the Ministry, Attached/Subordinate Offices, Autonomous Bodies.	
	III	Importance of Agricultural Sector, Linkage with the National Economy, Challenges and Aspirations.	
	IV	Important Terms and Terminologies used in the Ministry	
2 <sup>nd</sup> day	I & II	Major Policies, existing Legislations, proposed Legislations and Bills.	
	III & IV	Visit to important Sections of the Ministry.	
3 <sup>rd</sup> day	I & II	Centrally Sponsored Schemes, Flagship Programmes, State Sponsored Programmes, Multi-State Cooperatives, Coordination mechanism	
	III & IV	Visit to a selected Attached/Subordinate Office/Autonomous Body.	
4 <sup>th</sup> day	I	Initiatives, Achievements in Research, Roles & Functions of Research Institutes.	
	II	Financial allocations, Budgetary Provisions, 11 <sup>th</sup> Plan Projections.	
	III & IV	Visit to a Research Institute in Delhi	
5 <sup>th</sup> day	I	International Cooperation, International Funding, India's role.	
	II	Monitoring and Evaluation Mechanism, Special IT Tools relating to the Ministry.	
	III & IV	Field Visit Briefing	

### SECOND WEEK

DAY/DATE	SESSION	CONTENTS OF SESSIONS	FACULTY
1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> day	-----	Field Visit	
4 <sup>th</sup> day	I to IV	Preparation of Presentation on the Learning Events and Field visits.	
5 <sup>th</sup> day	I to III	Presentation on the Learning Events and Field Visit.	
	IV	Evaluation and Valediction.	

### TIMINGS

SESSION – I – 1000 – 1130 hrs.

SESSION – II – 1145 – 13.15 hrs.

SESSION – III – 1415 – 15.45 hrs.

SESSION – IV – 1600 – 17.30 hrs.

TEA BREAK – 1130 – 1145 hrs and 1545 – 1600 hrs.

LUNCH BREAK – 1315 – 1415 hrs.

No.K-11022/72/2009-AR  
Government of India  
Ministry of Personnel, Public Grievances & Pensions  
Department of Administrative Reforms & Public Grievances

New Delhi, the 29 March, 2010.

**PROJECT DIRECTIVE**

**Subject:-** IInd Phase Orientation Training Programme for Officials at various levels in the Ministries/Departments.

**PREAMBLE** With a view to enable Assistants/Section Officers and Under Secretaries joining a Ministry/Department on posting, transfer, deputation, to reach the level of performance expected from an experienced officer in the Department quickly, they need to be provided domain specific knowledge and an opportunity to have a feel of the field situation as well as familiarity with Ministry/Department activities, policies and flagship programmes.

**AIMS OF STUDY:**

1. To identify the training needs of the target groups.
2. To design the training module and prepare training material in collaboration with concerned Ministry/Department.
3. To provide supervisory, advisory and facilitator support for one year (from the date of submission of design) to the nodal officer/training manager of the identified Ministry/Department on requirement basis for execution and organizing the programme.

**COMPOSITION OF STUDY TEAM**

1. Shri M.S. Kasana, Joint Director, ISTM
2. Shri P.S.Sareen, Deputy Director, ISTM

**MINISTRIES/DEPARTMENTS IDENTIFIED FOR THE PILOT PROJECT**

1. Ministry of Urban Development
2. Ministry of Agriculture
3. Ministry of Labour
4. Ministry of Human Resources Development
5. Ministry of Tribal Affairs
6. Ministry of Panchayati Raj

### ROLE OF ISTM

ISTM will:

- ❖ Liaison with the identified Ministries for identification of the training needs of the target groups – Assistants, Section Officers and Under Secretaries.
- ❖ Decide contents, methods, media and duration for the training schemes.
- ❖ Develop training modules having the following components

- **Programme Brochure** – consisting of context, structure, methodology etc.,

- **Programme design** – consisting of the modules contents, aim, objectives, details of the sessions and field visits etc.,

- **Compile orientation training material**

- ❖ Suggest validation and assessment mechanism
- ❖ Identify the cost implication for operationalising induction training programmes.
- ❖ ISTM would structure the training design, training material and provide overall coordination and logistics functions. The training design and content will be designed in collaboration with the Line Departments.
- ❖ ISTM will assist the identified Ministries/Departments in conducting the Orientation Training,

### ROLE OF IDENTIFIED MINISTRIES

Identified Ministry will designate a Joint Secretary/Director level officer to act as Nodal Officer/Training Manager for the Consultancy Project and operationalisation of the orientation training.

The identified Ministries will extend full cooperation to ISTM for identifying the training needs of the target groups and make available the required data for training needs analysis.

The identified Ministry will provide domain contents linked with identified training needs and help in identification and development of orientation training material.

The responsibility for operationalising the induction training programmes will be of the identified Ministry.

The required certificate to the officials for completion of the orientation training will be issued to the officials by the nodal officer.

The required certificate to the officials for completion of the orientation training will be issued to the officials by the nodal officer.

#### ROLE OF C.S.DIVISION

CS Division will intimate and nominate officers for orientation training. It will coordinate with the Line Departments/Ministries for release of the nominated officers for the orientation training and in facilitating the field visit.

#### LIAISON

The Joint Secretary/Director level officer in the Ministry designated as Nodal Officer/Training Manager will extend full cooperation to the consultancy team for completion of task mentioned above.

#### ADMINISTRATION

The identified Ministry will provide secretarial assistance to the study team. The work relating to editing, keying-in, redaction etc., of the data for preparing the study material will be facilitated by the identified Ministry through the Nodal Officer.

#### REPORT

The Training Need Analysis Report and Training Module based thereon would be submitted by 31<sup>st</sup> March, 2010.

(P.K.Jha)  
Joint Secretary to Government of India

To

As per list attached.

Shri M.Ramachandran,  
Secretary,  
Ministry of Urban Development,  
Nirman Bhavan, New Delhi

Shri A.N.P.Sinha,  
Secretary,  
Ministry of Panchyati Raj,  
Krishi Bhavan, New Delhi

Shri Prabhat C.Chaturvedi  
Secretary,  
Ministry of Labour & Employment,  
Shram Shakti Bhavan, New Delhi

Shri Prabeer Kumar Basu  
Secretary,  
Department of Agriculture & Cooperation,  
Ministry of Agriculture,  
Krishi Bhavan, New Delhi

Ms.Anshu Vaish,  
Secretary,  
Ministry of Human Resources Development,  
Shastri Bhavan, New Delhi

Shri Gautam Buddha Mukherjee,  
Secretary,  
Ministry of Tribal Affairs,  
Shastri Bhavan,  
New Delhi

Copy for information to:

The Director,  
ISTM,  
JNU Campus (Old), New Meharauli Road,  
New Delhi





रमेश चन्द्र मिश्रा  
Ramesh C. Misra  
सचिव  
SECRETARY

भारत सरकार,  
कार्मिक, लोक शिकायत तथा पेंशन मंत्रालय,  
प्रशासनिक सुधार और लोक शिकायत विभाग,  
सरदार पटेल भवन, संसद मार्ग,  
नई दिल्ली-110001

GOVERNMENT OF INDIA,  
MINISTRY OF PERSONNEL, PUBLIC GRIEVANCES  
& PENSIONS,  
DEPARTMENT OF ADMINISTRATIVE REFORMS  
& PUBLIC GRIEVANCES,  
SARDAR PATEL BHAVAN, SANSAD MARG,  
NEW DELHI-110001

D.O.No.11022/72/2009-AR

Dated 08 April, 2010.

The Department of Administrative Reforms & Public Grievances is implementing DFID funded Capacity Building for Poverty Reduction (CBPR) Programme. The objective of the programme is to promote and support improvements in Public administration for improving the service delivery to the poor.

2. As part of the CBPR programme, this Department has initiated a proposal for orientation programme for officers of the cadres comprising Assistants, Section Officers and Under Secretaries of the Ministries/Departments as the same would provide them an opportunity to have a feel of the field situation and sectoral knowledge of the Ministries/Departments even before the officer actually joins the new office/posting. The domain specific knowledge, familiarity with the Ministries/Departments activities, flagship programmes, policies as well as the ground situation will help the officer get integrated with the day to day working of Ministries/Departments and in understanding and evaluating proposals, formulating policies and programmes and thus improve efficiency and facilitate decision making. Besides, it will also aid in establishing a clear foundation, and expectations in terms of developing responsibility, integrity and thus increasing overall productivity, which is essential for Good Governance. The Institute of Secretariat Training and Management (ISTM), Department of Personnel & Training has been entrusted with implementing this initiative.


3. New inductees through recruitments/promotion as well as officers transferred to a new Department/Ministry from the designated cadre would be provided with orientation training for two weeks. As mentioned, the training would primarily focus on familiarizing the participant with the domain specific knowledge pertaining to the Ministry/Department where he/she is proposed/newly posted. A field visit component would also be included. The orientation programme would be implemented in close cooperation of the ISTM, CS Division-DoPT, this Department and the line Ministry. In the 1<sup>st</sup> phase of the programme we already decided to implement the 'pilot project' in 5 Ministries/Departments. Your Ministry has been included for the 2<sup>nd</sup> phase of the programme to be held in May-Jun 2010 alongwith the following identified ministries:-

Contd/-

- (i) Ministry of Urban Development
- (ii) Ministry of Agriculture
- (iii) Ministry of Labour
- (iv) Ministry of Human Resources Development

4. I would be grateful, if you could nominate one officer not below the level of Joint Secretary/Director as Nodal Officer of the aforesaid study for coordinating with Director, ISTM.

Yours sincerely,

  
(Ramesh C. Misra)  
9.4.2010

**Orientation Training Programme for Assistants / Section Officers / Under Secretaries on their joining to Specific Ministries / Departments**

**Background:**

The Department of Administrative Reforms and Public Grievances is implementing the DFID funded Capacity Building Programme in which one of the initiatives proposed is Induction / Orientation Training for officials on their posting in the specified Ministries / Departments. As a pilot project for implementation in five ministries / departments, consultancy team of ISTM has been assigned the task to identify training needs of the functionaries and design training programme accordingly. As part of the exercise, the questionnaire given below has been designed to identify the training needs. We shall be grateful, if you please help us by giving your free and frank opinion on the questions appended below.

***Questionnaire***

1. Name:
2. Designation:
3. Ministry / Department:
4. Did you receive any briefing / Induction / Orientation training on the organisational structure/ functions / schemes of the Ministry / Department on joining the new Ministry / Department?
5. If yes, could you please give any details of such briefing / training?

6. If no, did you face any difficulty in familiarizing with:

(a) structure:

(b) functions:

(c) activities, etc. of your ministry / department:

7. If Induction/ Orientation training was imparted, do you think it would have facilitated your effective grasp of the assigned tasks in a more productive way? If yes, please specify:

8. Please suggest the contents, methodology and duration of such training.

Contents:

Methodology:

Duration:

Signature:.....

Date:.....

**Orientation Training Programme for Assistants / Section  
Officers / Under Secretaries on their joining to Specific  
Ministries / Departments**

Name:

Designation:

Ministry / Department:

**CHECK LIST**

1. Need for orientation training
2. What should be the contents
3. Duration
4. Methodology
5. Suggestion for induction material
6. Any other suggestions / comments

***List of Documents***

1. Annual Report
2. Organisation /Functional Chart
3. Work Allocation in the Ministry
4. List of attached offices, subordinate offices, autonomous bodies, PSUs
5. Copies of resolutions while formation of above bodies – the mandate / items of work of these of bodies
6. Induction material, if any
7. Delegation of Powers/Decision Making within the Ministries
8. Departmental Record Retention Schedule
9. Citizen Charter
10. Allocation of Business Rules / II Schedule
11. Demarcation of Responsibilities in Government
12. Films/Documentary/DVDs/CDs relating to the working of ministry, etc.

31<sup>st</sup> March 2010

D.O. NO. A.33090/7/2008-ISTM

DEAR

Please refer to the D.O letter No.K-11022/72/2009-AR dated 24<sup>th</sup> December 2009 from Secretary, DARPG to Secretary, Ministry of Agriculture & Cooperation and subsequent project directive No. K-11022/72/2009-AR dated 8.3.2010 on Orientation Training Programme for officers of the grades comprising of Assistant, Section Officer and Under Secretary.

2. As you are aware the subject matter was discussed in the meeting held in the office of Sh. P.K. Jha, Joint Secretary, DARPG on 16.03.2010. As explained in the said meeting, ISTM has been engaged as consultant by DARPG for identifying training needs, design of training, development of training material and facilitating the organisation of the orientation programmes.

3. As the first component of the study is the identification of training needs, we are required to collect data on the same. A questionnaire for data collection has been designed for administering to the target above. Copy of the questionnaire is enclosed.

4. It is requested that the enclosed questionnaire may please be administered in your Ministry/Department to the target groups, at least 10 from each grade of Assistant, Section Officer and Under Secretary. We intend to collect the completed questionnaire from the nodal officer of the Ministry/Department after few days.

5. The consultancy team of ISTM also requests that meeting may be fixed with at least five officers of Joint Secretary/Director/Deputy Secretary level of your ministry/ department for collecting data through interview. Accordingly, we shall be grateful if appointments with at least five such officers for interview are fixed in your Ministry/Department.



6. It is also requested that the following documents which will facilitate training need identification, design of the programme and development of the training material may also be made available to us:-

- Annual Report
- Organisation / Functional Chart
- Work Allocation in the Ministry
- List of attached offices, subordinate offices, autonomous bodies, PSUs
- Copies of resolutions while formation of above bodies - the mandate / items of work of these of bodies
- Induction material, if any
- Delegation of Powers/Decision Making within the Ministries
- Departmental Record Retention Schedule
- Citizen Charter
- Allocation of Business Rules / II Schedule
- Demarcation of Responsibilities in Government
- Films/Documentary/DVDs/CDs relating to the working of ministry, etc.

7. As the task is time bound, the study team would like to visit the respective Ministry/departments at the earliest and accordingly the task of completion of questionnaires and fixing of interviews may please be done on priority and intimated.

With regards,

Yours sincerely,

(M.P. SETHY)

Sh. R.K. Gaba,  
Deputy Secretary (G&OM),  
Ministry of Agriculture & Cooperation,  
Krishi Bhavan,  
New Delhi.



CONSOLIDATED RESPONSE TO THE QUESTIONNAIRES OF UNDER  
SECRETARIES, SECTION OFFICERS AND ASSISTANTS OF MINISTRY OF  
AGRICULTURE & COOPERATION

QUESTIONNAIRES FILLED BY 26 OFFICERS

**Q. Did you receive any briefing /Induction/Orientation training on the organizational structure/functions/schemes of the Ministry/Department on joining the new Ministry/Department?**

A. No – 25 respondents

**Q. If yes, could you please give any details of such briefing / training?**

A. N. A. – 25 respondents (in view of response/comments given above)

**Q. If no, did you face any difficulty in familiarizing with (a) structure; (b) functions; (c) activities, etc. of your Ministry/Department?**

A. Yes – 16 respondents;

Structure - No; Functions & Activities – Yes – 6 respondents;

No – 3 respondents;

Additional Remarks:

- (i) Own efforts and interactions with colleagues/seniors on own initiative were helpful in developing reasonable understanding of structure, functions, achievements of the Ministry in general and about the sphere of work allotted to me in particular. Even the Induction material/document of the Department was not available
- (ii) A large Department with many Divisions and assigned functions/activities to each of them was difficult to familiarize. It was colleagues/subordinates in Crops Division who did familiarize about functions/activities. Rest was through own study like AR/website/published material.
- (iii) It took a lot of time to familiarize with Ministry's work & functions;
- (iv) Since the subject-matter dealt with in Department of Cooperation is vast, it would have been useful to undergo such training, which would have familiarized the staff with the current policies, schemes and programmes of the Department;
- (v) With gradual passage of time and accomplishing assigned work, I have become conversant to some (required) extent with the structure, functions and activities of the Ministry;
- (vi) Upon posting in a new Ministry/Department, the official generally gets requisite knowledge by pursuing the old files and materials etc.

- (vii) Training should be given within one year of the joining of the officer. It should be post-wise;

**Q. If Induction/Orientation training was imparted, do you think it would have facilitated your effective grasp of the assigned tasks in a more productive way? If yes, please specify:**

**A:** Yes – 24 respondents;  
No – 1 respondent;

**Remarks:**

- (i) The induction/orientation training is required to be conducted by/in the Ministry/Department concerned itself;
- (ii) It would have reduced dependence on the staff as well as the immediate higher officers;
- (iii) Definitely yes, particularly when you are posted in a Division dealing with substantive functions like schemes etc.
- (iv) It would have facilitated in immediate acclimatization of the subjects being handled and objectives thereof, helping further in effectively contributing towards attainment of goals identified;
- (v) If such training is imparted, one can understand/grasp structure, functions, activities, schemes and policies etc. in a short period of time and thereby lot of time and efforts can be saved;
- (vi) It would have been helpful in understanding the subject assigned very effectively and that too in a very short time;
- (vii) Lot of time is required to understand & have grasp on assigned tasks in the absence of such training. With background knowledge of Department and its activities, schemes of the Department and duties assigned would have been performed in effective way;
- (viii) It would have definitely helped me to familiarize with my new role in shorter time and with less difficulty;
- (ix) It could have facilitated my understanding of the actual functioning of the Ministry and my Division in particular and the substantial functions of the offices under our control and my roles and output expected of me in particular.
- (x) It would have enabled me to deal with the allotted work in a more productive manner as I would have had a clear picture of the expectations from me and prepare me for the duties given to me;
- (xi) The new entrant in a Ministry/Department gets difficulty in understanding the basic structure and functioning of the Ministry, which could be easily overcome by imparting such induction training;
- (xii) The induction training would provide an overall perspective of the working of the Ministry and how best to harness one's potential;
- (xiii) Definitely, the induction/orientation training would help in better understanding and efficiency which would result in smooth and faster disposal of work;

- (xiv) Orientation training would certainly improve and increase efficiency of the official;
- (xv) It would have been more useful if I had undergone the training;
- (xvi) If induction training was imparted, I would have taken less time to familiarize with various technical cadres and their duties;
- (xvii) Of course. The only training i.e. 'Cash and Accounts' by ISTM proved very useful;
- (xviii) Without such training, lot of time is lost in getting acquainted with the requirement/procedure of the Department resulting in loss of precious time. The loss of time can be curbed by providing such training;
- (xix) The induction/orientation training could have helped me to work with more confidence;
- (xx) Yes, definitely. Though I feel no difficulty in performing my assigned duties, training would have given a clearer picture about Ministry's structure, its functions and activities;
- (xxi) Definitely, a training programme will give an insight into the different activities of the Ministry and thereby help in easy handling of the assigned activities;

**Q. Please suggest the contents, methodology and duration of such training:**

**Contents:**

- (i) Subject matter, activities, schemes/programmes of the Ministry/Department, Organizational and functional structure of the organization. Recent achievements, policy initiatives and current priority issues;
- (ii) Relating to the functions of the Ministry;
- (iii) Since this will be a Department specific training, it should comprehensively cover the structure, organizational details, schemes etc. However, the general aspects relating to Govt. functions, rules etc. should also be a part of the curriculum;
- (iv) Subjects/work handled by different Divisions in the Department/Ministry;
- (v) Structure of the Ministry/Department, its functions, delegation of powers, schemes being implemented by the Ministry/Department. Related policies in the form of induction material which may also include level of disposal of cases, Division-wise organizational chart;
- (vi) It should include details of the programmes/schemes of the Department besides administrative/personnel/vigilance matters in general, and more focus on the subject proposed to be assigned to the officer;
- (vii) The training should contain brief background of Department, areas & scope of activities, Divisions/Sections/Wings dealing with particular activities, rules, instructions, policy, details of schemes;
- (viii) Roles and functions of various Divisions of Ministry;
- (ix) Substantial functions of each Departments/Divisions of the Ministry, Organizations with whom Coordination/inputs required, scope of improvement in the current policy framing and public interface, utility services;

- (x) Major policies, schemes, programmes of the Department, work assigned to each Division with the details of hierarchy/work handled in the Divisions up to Section level;
- (xi) (a) Allocation of work to the particular Ministry/Department in detail; (b) Structure, basic objectives vis-à-vis activities of the Ministry/Department; (c) Important schemes/programmes; (d) New things, salient features of the Ministry; (e) Information regarding attached/subordinate offices/autonomous bodies under the Ministry;
- (xii) (a) Nature of job generally in all Ministry; (b) How to align self-goals with that of the Department to achieve overall growth;
- (xiii) Training should comprise of basic and specific functioning of the Department;
- (xiv) International cooperation with United Nations;
- (xv) Organization structure, functions of various Divisions & schemes;
- (xvi) Basic training on Human Management, Financial Management, Developmental Economics;
- (xvii) All kinds of work being handled in the Ministry including schemes under different Divisions with administration/establishment/budget & finance inputs;
- (xviii) Organizational structure, schemes/programmes, duties of officers – 3 respondents;

#### **Methodology:**

- (i) Interactive, appropriate literature/documents;
- (ii) Anything other than class-room training;
- (iii) Tutorials with presentations. The inputs should largely be from Departmental officers directly rather than bringing it from them and taught/presented through tutorials;
- (iv) Lectures and presentations in addition to induction material;
- (v) Background material and visits to Divisions/Attached & Subordinate offices/Autonomous Organizations;
- (vi) Power point presentation/circulation of briefs & brochures on the schemes/programmes/other matters;
- (vii) First background information about the Department are to be presented, thereafter based on these information , actual training about activities should be given;
- (viii) Classroom lectures/presentations;
- (ix) Audio-visual & interactive methods. Interaction with senior officers concerned;
- (x) Formal training imparted by Faculty of ISTM and officers/staff of Department of Cooperation;
- (xi) (a) Faculties may include officers of concerned Ministry/Department fully conversant with its structure, functions, activities; (b) Orientation training may include field visit for understanding important schemes/programmes implemented by the Ministry/Department (visit to a place where flagship scheme is under implementation) (c) Head of the Department may be invited as Guest Faculty;
- (xii) Lectures with some practical examples thrown in;
- (xiii) Audio-visual, not the typical lecture type training;

- (xiv) By classes/conference;
- (xv) Field visits and case studies in order to have the comprehensive exposure and successful trends;
- (xvi) Small groups under the charge of able and expert instructors in respective fields;
- (xvii) Oral teaching classes;
- (xviii) Organization of workshop in which hard and/or soft copies of the materials containing the topics be provided and discussed;
- (xix) Classroom training which will be economical;
- (xx) Classes followed by field visits to agricultural research institutes – 3 respondents;

**Duration:**

- (i) 2-3 days – 3 respondents;
- (ii) 2-5 days – 1 respondent;
- (iii) 3 days – 1 respondent;
- (iv) 1 day – 2 respondents;
- (v) 1 – 2 weeks – 2 respondents;
- (vi) 2 months – 2 respondents (divided into two-first, classroom input; and second for field visits – 1 respondent)
- (vii) 1 week – 3 respondents;
- (viii) 2 weeks – 1 respondent;
- (ix) 5 to 7 days – 1 respondent;
- (x) 5 days – 1 respondent (at any outstation location or Govt. training institution so as to give the impact of actual training);
- (xi) 3 months – 3 respondents;
- (xii) 2-3 weeks – 1 respondent;
- (xiii) 2-3 months – 1 respondent;

**Additional remarks:**

- (i) Contents, methodology and duration of training would have to be evolved through proper research and demonstration by appropriate institution engaged in such activities;
- (ii) Duration should be according to the curriculum;
- (iii) All Govt. of India rules & regulations should be covered;

Note: One respondent mistook the focus of the Questionnaire and responded about the Foundational Training he had received as Assistant (DR) in ISTM. Since there was no input on the proposed Orientation Training, his views about the Foundational Training have not been included.

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**NAMES & DESIGNATIONS OF OFFICERS RESPONDING TO THE QUESTIONNAIRES**

S. NO	NAME	DESIGNATION
1	Shri Kamal Prakash	Under Secretary.
2	Ms. Sadhna Khanna	Under Secretary.
3	Shri M. Sathya Babu	Under Secretary.
4	Shri Gopal Sadhwani	Under Secretary.
5	Shri K. Sanjayan	Under Secretary.
6	Shri Harsh Prakash	Under Secretary.
7	Shri Ashok Kumar Khanna	Under Secretary.
8	Shri Narender Kumar	Under Secretary
9	Shri S. V. Patil	Under Secretary
10	Shri Niraj Kumar Sinha	Under Secretary
11	Shri Randheep Thakur	Section Officer.
12	Shri Alok Jawahar	Section Officer.
13	Ms. Hari Kiran	Section Officer.
14	Shri Prasoon K. Jha	Section Officer.
15	Shri Manjeet Kumar	Section Officer.
16	Shri W. A. Khan	Section Officer.
17	Shri Jitender Juyal	Section Officer.
18	ShriKailash Chander	Section Officer
19	Shri C. S. Porter	Assistant
20	Shri K. E. Hedao	Assistant
21	Shri Satish Kumar Singh	Assistant
22	Shri Shyamal Sil	Assistant
23	Ms. Mariamma Sebastian	Assistant
24	Shri Subir Kumar	Assistant
25	Shri Avneesh P. Singh	Assistant
26	Shri A. K. Sharma	Assistant

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**CONSOLIDATED RESPONSE TO INTERVIEW OF OFFICERS OF MINISTRY OF AGRICULTURE & COOPERATION**

Officers of the level of Directors/Deputy Secretaries of Ministry of Labour & Employment were interviewed by the team of Consultants on 08.07.2010. The Interview session was presided over by Smt. Uma Goel, Joint Secretary, Ministry of Agriculture & Cooperation. The following officers were interviewed:

- i. Mr. R. K. Singh, Director;
- ii. Mr. Subrata Nath, Director;
- iii. Mr. Kirti Singh, Director;
- iv. Mr. P. K. Swain, Director;
- v. Mr. S. Kumar, Director;
- vi. Mr. J. C. Bain, Deputy Secretary;
- vii. Mr. A. K. Chopra, Deputy Secretary;
- viii. Ms. Vandana Jain, Deputy Secretary.

The responses of the above mentioned officers to various aspects of the proposed Orientation Training Programmes are as follows:

NEED: The officers interviewed were of the view that such Orientation Programmes for newly-posted Officers would be beneficial and help them in familiarizing with the working of the Ministry.

CONTENTS: The views of the officers about the contents of the Orientation Training Programmes are as follows:

- Roles and functions of the Ministry, Organizational Structure of the Ministry;
- Role and functions of Attached Offices, Subordinate Offices, Autonomous Bodies;
- Overview of Agriculture Sector of the country, National Agriculture Policy and the linkage with the economy of the country; Challenges and aspirations of Government of India;
- Matters related to crops and crop patterns; terminologies related to the functioning of the Ministry;
- Flagship programmes, schemes of the Ministry like Rashtriya Krishi Vikas Yojana and other such schemes;
- Overview of existing Legislations relating to the Ministry;
- Overview of proposed Legislations or Bills already introduced in the Parliament;
- Schemes involving Centre-State cooperation in the field of Agriculture;
- Roles and functions of Multi State Cooperative Societies;
- Coordination mechanism between the Central and State Governments about implementation of various schemes;
- International Bodies like, Food & Agriculture Organization, Role of Government of India in International Bodies;

- International cooperation and funding – terms and conditions, monitoring of such funds;
- Information Technology relating to the Ministry of Agriculture;
- Monitoring and Evaluation of various schemes and implementation of provisions of various Legislations;

**Other suggestions:**

- General management and Rules & Regulations relevant for day-to-day functioning of the officers;

**FIELD VISITS:** The officers interviewed were of the view that field visits would enhance the process of familiarization and help in broadening the horizon. Also, such visits have positive impact on the attitudinal changes required for the newly posted officers.

**DURATION:** The officers responding to this issue agreed that the duration should be two weeks including the field-visits.

**METHODOLOGY:** The officers suggested that the methodology should be a good balance between classroom inputs and visits to various attached, subordinate offices and autonomous bodies. According to them, interactions with officers of such offices would facilitate learning as well as familiarization with the roles and functions of the Ministry.

On the question of Faculty for engaging the sessions in the Orientation Training Programmes, the officers suggested that officers of appropriate level who are dealing with various subjects should form the core.

**INDUCTION MATERIAL:** The officers interviewed were of the view that the Annual Report of the Ministry should form the base for the Induction material.



**CONSOLIDATED RESPONSE OBTAINED THROUGH QUESTIONNAIRES ADMINISTRED TO 310 PARTICIPANTS OF CSS COURSES IN ISTM.**

**ORIENTATION TRAINING WOULD HAVE FACILITATED EFFECTIVE GRASP OF THE ASSIGNED TASKS IN MORE PRODUCTIVE WAY IN THE FOLLOWING MANNER:**

- Would have helped in understanding the organisation and its activities and importance thereof. (5)
- By imparting awareness of divisions, branches, sections and their activities.
- Detailed knowledge about the structure, functions and activities of Ministry/Department.
- Yes (26)
- Field visit to attached/subordinate office.
- The knowledge of norms, procedures, rules and regulations, reference books, etc.
- Working knowledge of Ministries.
- Detailed knowledge about the structure of Ministry.
- Getting to the job straightaway rather than groping in the dark and adopting “hit and trial” method as also finding precedents.
- Understanding of the Ministry/Department organisational structure, functions and activities that facilitate effective grasp of the assigned tasks/work. (3)
- Familiarizing with the required task and material etc.
- Clear indications of the activities being performed at each desk and movement of files within the department thus improving functioning of the organisations. (2)
- Conversant with the functions/structure.
- Better perspective of various schemes which are being implemented.
- Path showing process in dealing with highly techno-economic nature of job in an Economic Ministry/Department.
- Inter-linkage of various divisions.
- Efficiency in disposal of official work and giving knowledge of my counterparts in other sections/divisions of the Ministry.
- Efficiency in handling/performing official duties. It can save time and energy which can be used in productive way.
- I have come to know about the whole deptt. in 30 years of service. I would have known about the department in 15 days, if I would have given orientation course.

- Prima-facie glimpse of the department. When a new incumbent will join the department, he would be more relaxed and can concentrate on his job. He can familiarize with remaining work almost in no time.
- Introduction about the overall functions/ activities of the department and tasks to be assigned.
- Understanding the functions of the Ministry, its structure, its areas of concern, major policies being framed/implemented. (3)
- Understanding the technical aspect of the functions in the ministry.
- An overview of organization structure, its functioning and giving a brief of the subjects entrusted to handle so that any proposal could have been dealt comprehensively.
- Better learning avoiding trial and error.
- Timely and effective processing.
- Field /class room training would enhance familiarizing with the nature of work of the organization. (2)
- Facilitating familiarization with the substantive functions of the Ministry beyond Annual Report and web site/Brochure.
- Awareness of the motive/mission of the department behind the task assigned and the expectation of department from officials. (2)
- Understanding of environment / of functions / the work assigned / background and the structure. (2)
- Knowledge of abbreviations used in the working of the department.

#### **SUGGESTIONS FOR CONTENTS, METHODOLOGY AND DURATION RECEIVED ARE:**

##### **Contents:**

- The culture of the Department, structure - Wings, Divisions, Branches that the Department has. Technical Divisions and non- tech, broad outline of the working of the Department.
- Structure, functions, main activities, grey areas, attached offices, the basic rules being followed etc.
- Structure and functions of the work.
- General policy making tools/procedure, issues specific to the Ministry/Deptt., and their attached/subordinate offices, problems in execution of policies and possible solutions
- Broad introduction to the activities / schemes administered by the Ministry / Department.
- General approach to case handling in terms of attitude.
- Knowledge of computer, office procedure and work relating to activities of that department/ministry.

- These should broadly cover the allocation of subjects to the Ministry in general and to the specific divisions in particular.
- Structure, functions, activities of the Ministry/attached offices. And after that, specific to the Division one needs to handle.
- Organisational structure of the department, functions being performed by the department, distribution of work between desks and levels at which decisions on various types of protocols are taken.
- Brief knowledge about various schemes, role of PSUs under the Ministry, Budget and monitoring of expenditure.
- Items of business/activities allotted to different departments of government.
- System / procedure of handling / disposal of business activities.
- Innovatives that can be adopted / implemented
- Make available list of Ministry's subordinate/attached offices and their heads and briefing of the work done in that Ministry etc.
- The training may be based on technical aspects, not on administrative matters.
- Functioning of the department, brief history and background of the department, type of work, objectives of the department.
- Only on technical issues of the Ministry (apart from routine work)
- Basic structure of the ministry, its functions, various schemes/projects under its jurisdiction, information about subordinate/attached offices. (2)
- Brief overview of the statutory functions and attached and subordinate offices, PSUs etc. under the control of the Ministry – its primary thrust and its vision.
- Assigned responsibility - chronological developments of subjects, the progress achieved so far.
- Broad areas being dealt with by a particular Ministry. How papers are being processed? Is there any unique system? Any other information specific to the Department/Ministry.
- Background of the Ministry, general functions, particularly, the new items which are not shown in the Delegation of Business Rules etc.
- The training imparted should also include visit of PSUs so as to know about the functions, structure and activities of these PSUs.
- Organisational chart

### **Methodology:**

- Conducted in the concerned ministries and not in ISTM.
- Audio-visual and site visit
- Site visits, practical exercises etc.
- Visit to sections/department handling core subjects allotted to the Ministry for interaction with the Division's functions

- Class room and field visits, Case study method
- It can be through provision of induction material. Briefing by a designated official would be desirable.
- Lectures, group discussions, field visits
- Self study – of the Ministry's Annual Report (recent years) Performance Budgets, Discussion with the officials of O&M Section
- Discussion with the officers within the Ministry.
- Project/plant visit to familiarize with the typical job and man-management.
- Combination of class room inputs and on the job training.
- Lectures supplemented by reading material such as Annual Report, scheme guidelines etc.
- Visit to some attached/subordinate, autonomous /PSUs.
- Visiting the organizations which are under the administrative control of the Ministry/department.
- It will be appropriate if all participants may be allowed to visit some attached/subordinate offices of different ministries during the training session.
- Brief presentation on organization structure, functions, activities and schemes of the Ministry.
- A concise power point presentation on Ministry/Department , its functions, various schemes/projects etc.
- Class room briefing followed by field visits and interaction with people working on major policy formulation/implementation and execution of projects.
- Field visits and interaction with the field officers.
- Lecture by an experienced officer from the relevant Ministry.
- Brief familiarization about the Ministry/Department through handouts, field visit to the concerned offices / PSUs under the Ministry.

**Duration:**

<b>DURATION</b>	<b>NO. OF RESPONDENTS</b>
Up to one week	34
Up to two weeks	68
Up to three weeks	16
Above three weeks	11

No.K-11022/72/2009-AR  
Government of India  
Ministry of Personnel, Public Grievances & Pensions  
Department of Administrative Reforms & Public Grievances  
\*\*\*\*\*

New Delhi, the 27 March, 2010.

**PROJECT DIRECTIVE**

**Subject:-** IInd Phase Orientation Training Programme for Officials at various levels in the Ministries/Departments.

**PREAMBLE** With a view to enable Assistants/Section Officers and Under Secretaries joining a Ministry/Department on posting, transfer, deputation, to reach the level of performance expected from an experienced officer in the Department quickly, they need to be provided domain specific knowledge and an opportunity to have a feel of the field situation as well as familiarity with Ministry/Department activities, policies and flagship programmes.

**AIMS OF STUDY:**

1. To identify the training needs of the target groups.
2. To design the training module and prepare training material in collaboration with concerned Ministry/Department.
3. To provide supervisory, advisory and facilitator support for one year (from the date of submission of design) to the nodal officer/training manager of the identified Ministry/Department on requirement basis for execution and organizing the programme.

**COMPOSITION OF STUDY TEAM**

1. Shri M.S. Kasana, Joint Director, ISTM
2. Shri P.S.Sareen, Deputy Director, ISTM

**MINISTRIES/DEPARTMENTS IDENTIFIED FOR THE PILOT PROJECT**

1. Ministry of Urban Development
2. Ministry of Agriculture
3. Ministry of Labour
4. Ministry of Human Resources Development
5. Ministry of Tribal Affairs
6. Ministry of Panchayati Raj

### ROLE OF ISTM

ISTM will:

- ❖ Liaison with the identified Ministries for identification of the training needs of the target groups – Assistants, Section Officers and Under Secretaries.
- ❖ Decide contents, methods, media and duration for the training schemes.
- ❖ Develop training modules having the following components

- **Programme Brochure** – consisting of context, structure, methodology etc.,

- **Programme design** – consisting of the modules contents, aim, objectives, details of the sessions and field visits etc.,

- **Compile orientation training material**

- ❖ Suggest validation and assessment mechanism
- ❖ Identify the cost implication for operationalising induction training programmes.
- ❖ ISTM would structure the training design, training material and provide overall coordination and logistics functions. The training design and content will be designed in collaboration with the Line Departments.
- ❖ ISTM will assist the identified Ministries/Departments in conducting the Orientation Training,

### ROLE OF IDENTIFIED MINISTRIES

Identified Ministry will designate a Joint Secretary/Director level officer to act as Nodal Officer/Training Manager for the Consultancy Project and operationalisation of the orientation training.

The identified Ministries will extend full cooperation to ISTM for identifying the training needs of the target groups and make available the required data for training needs analysis.

The identified Ministry will provide domain contents linked with identified training needs and help in identification and development of orientation training material.

The responsibility for operationalising the induction training programmes will be of the identified Ministry.

The required certificate to the officials for completion of the orientation training will be issued to the officials by the nodal officer.

The required certificate to the officials for completion of the orientation training will be issued to the officials by the nodal officer.

#### ROLE OF C.S.DIVISION

CS Division will intimate and nominate officers for orientation training. It will coordinate with the Line Departments/Ministries for release of the nominated officers for the orientation training and in facilitating the field visit.

#### LIAISON

The Joint Secretary/Director level officer in the Ministry designated as Nodal Officer/Training Manager will extend full cooperation to the consultancy team for completion of task mentioned above.

#### ADMINISTRATION

The identified Ministry will provide secretarial assistance to the study team. The work relating to editing, keying-in, redaction etc., of the data for preparing the study material will be facilitated by the identified Ministry through the Nodal Officer.

#### REPORT

The Training Need Analysis Report and Training Module based thereon would be submitted by 31<sup>st</sup> March, 2010.

↓  
(P.K.Jha)  
Joint Secretary to Government of India

To

As per list attached.



Shri M.Ramachandran,  
Secretary,  
Ministry of Urban Development,  
Nirman Bhavan, New Delhi

Shri A.N.P.Sinha,  
Secretary,  
Ministry of Panchyati Raj,  
Krishi Bhavan, New Delhi

Shri Prabhat C.Chaturvedi  
Secretary,  
Ministry of Labour & Employment,  
Shram Shakti Bhavan, New Delhi

Shri Prabeer Kumar Basu  
Secretary,  
Department of Agriculture & Cooperation,  
Ministry of Agriculture,  
Krishi Bhavan, New Delhi

Ms.Anshu Vaish,  
Secretary,  
Ministry of Human Resources Development,  
Shastri Bhavan, New Delhi

Shri Gautam Buddha Mukherjee,  
Secretary,  
Ministry of Tribal Affairs,  
Shastri Bhavan,  
New Delhi

Copy for information to:

The Director,  
ISTM,  
JNU Campus (Old), New Mehrauli Road,  
New Delhi





रमेश चन्द्र मिश्रा  
Ramesh C. Misra  
सचिव  
SECRETARY

भारत सरकार,  
कार्मिक, लोक शिकायत तथा पेंशन मंत्रालय,  
प्रशासनिक सुधार और लोक शिकायत विभाग,  
सरदार पटेल भवन, संसद मार्ग,  
नई दिल्ली-110001

GOVERNMENT OF INDIA,  
MINISTRY OF PERSONNEL, PUBLIC GRIEVANCES  
& PENSIONS,  
DEPARTMENT OF ADMINISTRATIVE REFORMS  
& PUBLIC GRIEVANCES,  
SARDAR PATEL BHAVAN, SANSAD MARG,  
NEW DELHI-110001

D.O.No.11022/72/2009-AR

Dated 08 April, 2010.

The Department of Administrative Reforms & Public Grievances is implementing DFID funded Capacity Building for Poverty Reduction (CBPR) Programme. The objective of the programme is to promote and support improvements in Public administration for improving the service delivery to the poor.

2. As part of the CBPR programme, this Department has initiated a proposal for orientation programme for officers of the cadres comprising Assistants, Section Officers and Under Secretaries of the Ministries/Departments as the same would provide them an opportunity to have a feel of the field situation and sectoral knowledge of the Ministries/Departments even before the officer actually joins the new office/posting. The domain specific knowledge, familiarity with the Ministries/Departments activities, flagship programmes, policies as well as the ground situation will help the officer get integrated with the day to day working of Ministries/Departments and in understanding and evaluating proposals, formulating policies and programmes and thus improve efficiency and facilitate decision making. Besides, it will also aid in establishing a clear foundation, and expectations in terms of developing responsibility, integrity and thus increasing overall productivity, which is essential for Good Governance. The Institute of Secretariat Training and Management (ISTM), Department of Personnel & Training has been entrusted with implementing this initiative.


3. New inductees through recruitments/promotion as well as officers transferred to a new Department/Ministry from the designated cadre would be provided with orientation training for two weeks. As mentioned, the training would primarily focus on familiarizing the participant with the domain specific knowledge pertaining to the Ministry/Department where he/she is proposed/newly posted. A field visit component would also be included. The orientation programme would be implemented in close cooperation of the ISTM, CS Division-DoPT, this Department and the line Ministry. In the 1<sup>st</sup> phase of the programme we already decided to implement the 'pilot project' in 5 Ministries/Departments. Your Ministry has been included for the 2<sup>nd</sup> phase of the programme to be held in May-Jun 2010 alongwith the following identified ministries:-

Contd/-

- (i) Ministry of Urban Development
- (ii) Ministry of Agriculture
- (iii) Ministry of Labour
- (iv) Ministry of Human Resources Development

4. I would be grateful, if you could nominate one officer not below the level of Joint Secretary/Director as Nodal Officer of the aforesaid study for coordinating with Director, ISTM.

Yours sincerely,

  
(Ramesh C. Misra)  
9.4.2010

**Orientation Training Programme for Assistants / Section Officers / Under Secretaries on their joining to Specific Ministries / Departments**

**Background:**

The Department of Administrative Reforms and Public Grievances is implementing the DFID funded Capacity Building Programme in which one of the initiatives proposed is Induction / Orientation Training for officials on their posting in the specified Ministries / Departments. As a pilot project for implementation in five ministries / departments, consultancy team of ISTM has been assigned the task to identify training needs of the functionaries and design training programme accordingly. As part of the exercise, the questionnaire given below has been designed to identify the training needs. We shall be grateful, if you please help us by giving your free and frank opinion on the questions appended below.

***Questionnaire***

1. Name:
2. Designation:
3. Ministry / Department:
4. Did you receive any briefing / Induction / Orientation training on the organisational structure/ functions / schemes of the Ministry / Department on joining the new Ministry / Department?
5. If yes, could you please give any details of such briefing / training?

6. If no, did you face any difficulty in familiarizing with:

(a) structure:

(b) functions:

(c) activities, etc. of your ministry / department:

7. If Induction/ Orientation training was imparted, do you think it would have facilitated your effective grasp of the assigned tasks in a more productive way? If yes, please specify:

8. Please suggest the contents, methodology and duration of such training.

Contents:

Methodology:

Duration:

Signature:.....

Date:.....

**Orientation Training Programme for Assistants / Section  
Officers / Under Secretaries on their joining to Specific  
Ministries / Departments**

Name:

Designation:

Ministry / Department:

**CHECK LIST**

1. Need for orientation training
2. What should be the contents
3. Duration
4. Methodology
5. Suggestion for induction material
6. Any other suggestions / comments

***List of Documents***

1. Annual Report
2. Organisation /Functional Chart
3. Work Allocation in the Ministry
4. List of attached offices, subordinate offices, autonomous bodies, PSUs
5. Copies of resolutions while formation of above bodies – the mandate / items of work of these of bodies
6. Induction material, if any
7. Delegation of Powers/Decision Making within the Ministries
8. Departmental Record Retention Schedule
9. Citizen Charter
10. Allocation of Business Rules / II Schedule
11. Demarcation of Responsibilities in Government
12. Films/Documentary/DVDs/CDs relating to the working of ministry, etc.

31<sup>st</sup> March 2010

D.O. NO. A.33090/7/2008-ISTM

Dear

Please refer to the D.O letter No.K-11022/72/2009-AR dated 24<sup>th</sup> December 2009 from Secretary, DARPG to Secretary, Ministry of Agriculture & Cooperation and subsequent project directive No. K-11022/72/2009-AR dated 8.3.2010 on Orientation Training Programme for officers of the grades comprising of Assistant, Section Officer and Under Secretary.

2. As you are aware the subject matter was discussed in the meeting held in the office of Sh. P.K. Jha, Joint Secretary, DARPG on 16.03.2010. As explained in the said meeting, ISTM has been engaged as consultant by DARPG for identifying training needs, design of training, development of training material and facilitating the organisation of the orientation programmes.

3. As the first component of the study is the identification of training needs, we are required to collect data on the same. A questionnaire for data collection has been designed for administering to the target above. Copy of the questionnaire is enclosed.

4. It is requested that the enclosed questionnaire may please be administered in your Ministry/Department to the target groups, at least 10 from each grade of Assistant, Section Officer and Under Secretary. We intend to collect the completed questionnaire from the nodal officer of the Ministry/Department after few days.

5. The consultancy team of ISTM also requests that meeting may be fixed with at least five officers of Joint Secretary/Director/Deputy Secretary level of your ministry/ department for collecting data through interview. Accordingly, we shall be grateful if appointments with at least five such officers for interview are fixed in your Ministry/Department.



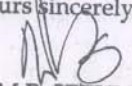
6. It is also requested that the following documents which will facilitate training need identification, design of the programme and development of the training material may also be made available to us:-

- Annual Report
- Organisation / Functional Chart
- Work Allocation in the Ministry
- List of attached offices, subordinate offices, autonomous bodies, PSUs
- Copies of resolutions while formation of above bodies - the mandate / items of work of these of bodies
- Induction material, if any
- Delegation of Powers/Decision Making within the Ministries
- Departmental Record Retention Schedule
- Citizen Charter
- Allocation of Business Rules / II Schedule
- Demarcation of Responsibilities in Government
- Films/Documentary/DVDs/CDs relating to the working of ministry, etc.

7. As the task is time bound, the study team would like to visit the respective Ministry/departments at the earliest and accordingly the task of completion of questionnaires and fixing of interviews may please be done on priority and intimated.

With regards,

Yours sincerely,

  
(M.P. SETHY)

Sh. R.K. Gaba,  
Deputy Secretary (G&OM),  
Ministry of Agriculture & Cooperation,  
Krishi Bhavan,  
New Delhi.



CONSOLIDATED RESPONSE TO THE QUESTIONNAIRES OF UNDER  
SECRETARIES, SECTION OFFICERS AND ASSISTANTS OF MINISTRY OF  
AGRICULTURE & COOPERATION

QUESTIONNAIRES FILLED BY 26 OFFICERS

**Q. Did you receive any briefing /Induction/Orientation training on the organizational structure/functions/schemes of the Ministry/Department on joining the new Ministry/Department?**

A. No – 25 respondents

**Q. If yes, could you please give any details of such briefing / training?**

A. N. A. – 25 respondents (in view of response/comments given above)

**Q. If no, did you face any difficulty in familiarizing with (a) structure; (b) functions; (c) activities, etc. of your Ministry/Department?**

A. Yes – 16 respondents;

Structure - No; Functions & Activities – Yes – 6 respondents;

No – 3 respondents;

Additional Remarks:

- (i) Own efforts and interactions with colleagues/seniors on own initiative were helpful in developing reasonable understanding of structure, functions, achievements of the Ministry in general and about the sphere of work allotted to me in particular. Even the Induction material/document of the Department was not available
- (ii) A large Department with many Divisions and assigned functions/activities to each of them was difficult to familiarize. It was colleagues/subordinates in Crops Division who did familiarize about functions/activities. Rest was through own study like AR/website/published material.
- (iii) It took a lot of time to familiarize with Ministry's work & functions;
- (iv) Since the subject-matter dealt with in Department of Cooperation is vast, it would have been useful to undergo such training, which would have familiarized the staff with the current policies, schemes and programmes of the Department;
- (v) With gradual passage of time and accomplishing assigned work, I have become conversant to some (required) extent with the structure, functions and activities of the Ministry;
- (vi) Upon posting in a new Ministry/Department, the official generally gets requisite knowledge by pursuing the old files and materials etc.

- (vii) Training should be given within one year of the joining of the officer. It should be post-wise;

**Q. If Induction/Orientation training was imparted, do you think it would have facilitated your effective grasp of the assigned tasks in a more productive way? If yes, please specify:**

**A:** Yes – 24 respondents;  
No – 1 respondent;

Remarks:

- (i) The induction/orientation training is required to be conducted by/in the Ministry/Department concerned itself;
- (ii) It would have reduced dependence on the staff as well as the immediate higher officers;
- (iii) Definitely yes, particularly when you are posted in a Division dealing with substantive functions like schemes etc.
- (iv) It would have facilitated in immediate acclimatization of the subjects being handled and objectives thereof, helping further in effectively contributing towards attainment of goals identified;
- (v) If such training is imparted, one can understand/grasp structure, functions, activities, schemes and policies etc. in a short period of time and thereby lot of time and efforts can be saved;
- (vi) It would have been helpful in understanding the subject assigned very effectively and that too in a very short time;
- (vii) Lot of time is required to understand & have grasp on assigned tasks in the absence of such training. With background knowledge of Department and its activities, schemes of the Department and duties assigned would have been performed in effective way;
- (viii) It would have definitely helped me to familiarize with my new role in shorter time and with less difficulty;
- (ix) It could have facilitated my understanding of the actual functioning of the Ministry and my Division in particular and the substantial functions of the offices under our control and my roles and output expected of me in particular.
- (x) It would have enabled me to deal with the allotted work in a more productive manner as I would have had a clear picture of the expectations from me and prepare me for the duties given to me;
- (xi) The new entrant in a Ministry/Department gets difficulty in understanding the basic structure and functioning of the Ministry, which could be easily overcome by imparting such induction training;
- (xii) The induction training would provide an overall perspective of the working of the Ministry and how best to harness one's potential;

- (xiii) Definitely, the induction/orientation training would help in better understanding and efficiency which would result in smooth and faster disposal of work;
- (xiv) Orientation training would certainly improve and increase efficiency of the official;
- (xv) It would have been more useful if I had undergone the training;
- (xvi) If induction training was imparted, I would have taken less time to familiarize with various technical cadres and their duties;
- (xvii) Of course. The only training i.e. 'Cash and Accounts' by ISTM proved very useful;
- (xviii) Without such training, lot of time is lost in getting acquainted with the requirement/procedure of the Department resulting in loss of precious time. The loss of time can be curbed by providing such training;
- (xix) The induction/orientation training could have helped me to work with more confidence;
- (xx) Yes, definitely. Though I feel no difficulty in performing my assigned duties, training would have given a clearer picture about Ministry's structure, its functions and activities;
- (xxi) Definitely, a training programme will give an insight into the different activities of the Ministry and thereby help in easy handling of the assigned activities;

**Q. Please suggest the contents, methodology and duration of such training:**

**Contents:**

- (i) Subject matter, activities, schemes/programmes of the Ministry/Department, Organizational and functional structure of the organization. Recent achievements, policy initiatives and current priority issues;
- (ii) Relating to the functions of the Ministry;
- (iii) Since this will be a Department specific training, it should comprehensively cover the structure, organizational details, schemes etc. However, the general aspects relating to Govt. functions, rules etc. should also be a part of the curriculum;
- (iv) Subjects/work handled by different Divisions in the Department/Ministry;
- (v) Structure of the Ministry/Department, its functions, delegation of powers, schemes being implemented by the Ministry/Department. Related policies in the form of induction material which may also include level of disposal of cases, Division-wise organizational chart;
- (vi) It should include details of the programmes/schemes of the Department besides administrative/personnel/vigilance matters in general, and more focus on the subject proposed to be assigned to the officer;
- (vii) The training should contain brief background of Department, areas & scope of activities, Divisions/Sections/Wings dealing with particular activities, rules, instructions, policy, details of schemes;
- (viii) Roles and functions of various Divisions of Ministry;

- (ix) Substantial functions of each Departments/Divisions of the Ministry, Organizations with whom Coordination/inputs required, scope of improvement in the current policy framing and public interface, utility services;
- (x) Major policies, schemes, programmes of the Department, work assigned to each Division with the details of hierarchy/work handled in the Divisions up to Section level;
- (xi) (a) Allocation of work to the particular Ministry/Department in detail; (b) Structure, basic objectives vis-à-vis activities of the Ministry/Department; (c) Important schemes/programmes; (d) New things, salient features of the Ministry; (e) Information regarding attached/subordinate offices/autonomous bodies under the Ministry;
- (xii) (a) Nature of job generally in all Ministry; (b) How to align self-goals with that of the Department to achieve overall growth;
- (xiii) Training should comprise of basic and specific functioning of the Department;
- (xiv) International cooperation with United Nations;
- (xv) Organization structure, functions of various Divisions & schemes;
- (xvi) Basic training on Human Management, Financial Management, Developmental Economics;
- (xvii) All kinds of work being handled in the Ministry including schemes under different Divisions with administration/establishment/budget & finance inputs;
- (xviii) Organizational structure, schemes/programmes, duties of officers – 3 respondents;

### **Methodology:**

- (i) Interactive, appropriate literature/documents;
- (ii) Anything other than class-room training;
- (iii) Tutorials with presentations. The inputs should largely be from Departmental officers directly rather than bringing it from them and taught/presented through tutorials;
- (iv) Lectures and presentations in addition to induction material;
- (v) Background material and visits to Divisions/Attached & Subordinate offices/Autonomous Organizations;
- (vi) Power point presentation/circulation of briefs & brochures on the schemes/programmes/other matters;
- (vii) First background information about the Department are to be presented, thereafter based on these information , actual training about activities should be given;
- (viii) Classroom lectures/presentations;
- (ix) Audio-visual & interactive methods. Interaction with senior officers concerned;
- (x) Formal training imparted by Faculty of ISTM and officers/staff of Department of Cooperation;
- (xi) (a) Faculties may include officers of concerned Ministry/Department fully conversant with its structure, functions, activities; (b) Orientation training may

include field visit for understanding important schemes/programmes implemented by the Ministry/Department (visit to a place where flagship scheme is under implementation) (c) Head of the Department may be invited as Guest Faculty;

- (xii) Lectures with some practical examples thrown in;
- (xiii) Audio-visual, not the typical lecture type training;
- (xiv) By classes/conference;
- (xv) Field visits and case studies in order to have the comprehensive exposure and successful trends;
- (xvi) Small groups under the charge of able and expert instructors in respective fields;
- (xvii) Oral teaching classes;
- (xviii) Organization of workshop in which hard and/or soft copies of the materials containing the topics be provided and discussed;
- (xix) Classroom training which will be economical;
- (xx) Classes followed by field visits to agricultural research institutes – 3 respondents;

**Duration:**

- (i) 2-3 days – 3 respondents;
- (ii) 2-5 days – 1 respondent;
- (iii) 3 days – 1 respondent;
- (iv) 1 day – 2 respondents;
- (v) 1 – 2 weeks – 2 respondents;
- (vi) 2 months – 2 respondents (divided into two-first, classroom input; and second for field visits – 1 respondent)
- (vii) 1 week – 3 respondents;
- (viii) 2 weeks – 1 respondent;
- (ix) 5 to 7 days – 1 respondent;
- (x) 5 days – 1 respondent (at any outstation location or Govt. training institution so as to give the impact of actual training);
- (xi) 3 months – 3 respondents;
- (xii) 2-3 weeks – 1 respondent;
- (xiii) 2-3 months – 1 respondent;

**Additional remarks:**

- (i) Contents, methodology and duration of training would have to be evolved through proper research and demonstration by appropriate institution engaged in such activities;
- (ii) Duration should be according to the curriculum;
- (iii) All Govt. of India rules & regulations should be covered;

Note: One respondent mistook the focus of the Questionnaire and responded about the Foundational Training he had received as Assistant (DR) in ISTM. Since there was no input on the proposed Orientation Training, his views about the Foundational Training have not been included.

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NAMES & DESIGNATIONS OF OFFICERS RESPONDING TO THE  
QUESTIONNAIRES

S. NO	NAME	DESIGNATION
1	Shri Kamal Prakash	Under Secretary.
2	Ms. Sadhna Khanna	Under Secretary.
3	Shri M. Sathya Babu	Under Secretary.
4	Shri Gopal Sadhwani	Under Secretary.
5	Shri K. Sanjayan	Under Secretary.
6	Shri Harsh Prakash	Under Secretary.
7	Shri Ashok Kumar Khanna	Under Secretary.
8	Shri Narender Kumar	Under Secretary
9	Shri S. V. Patil	Under Secretary
10	Shri Niraj Kumar Sinha	Under Secretary
11	Shri Randheep Thakur	Section Officer.
12	Shri Alok Jawahar	Section Officer.
13	Ms. Hari Kiran	Section Officer.
14	Shri Prasoon K. Jha	Section Officer.
15	Shri Manjeet Kumar	Section Officer.
16	Shri W. A. Khan	Section Officer.
17	Shri Jitender Juyal	Section Officer.
18	ShriKailash Chander	Section Officer
19	Shri C. S. Porter	Assistant
20	Shri K. E. Hedao	Assistant
21	Shri Satish Kumar Singh	Assistant
22	Shri Shyamal Sil	Assistant
23	Ms. Mariamma Sebastian	Assistant
24	Shri Subir Kumar	Assistant
25	Shri Avneesh P. Singh	Assistant
26	Shri A. K. Sharma	Assistant

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**CONSOLIDATED RESPONSE TO INTERVIEW OF OFFICERS OF MINISTRY OF AGRICULTURE & COOPERATION**

Officers of the level of Directors/Deputy Secretaries of Ministry of Agriculture were interviewed by the team of Consultants on 08.07.2010. The Interview session was presided over by Smt. Uma Goel, Joint Secretary, Ministry of Agriculture & Cooperation. The following officers were interviewed:

- i. Mr. R. K. Singh, Director;
- ii. Mr. Subrata Nath, Director;
- iii. Mr. Kirti Singh, Director;
- iv. Mr. P. K. Swain, Director;
- v. Mr. S. Kumar, Director;
- vi. Mr. J. C. Bain, Deputy Secretary;
- vii. Mr. A. K. Chopra, Deputy Secretary;
- viii. Ms. Vandana Jain, Deputy Secretary.

The responses of the above mentioned officers to various aspects of the proposed Orientation Training Programmes are as follows:

NEED: The officers interviewed were of the view that such Orientation Programmes for newly-posted Officers would be beneficial and help them in familiarizing with the working of the Ministry.

CONTENTS: The views of the officers about the contents of the Orientation Training Programmes are as follows:

- Roles and functions of the Ministry, Organizational Structure of the Ministry;
- Role and functions of Attached Offices, Subordinate Offices, Autonomous Bodies;
- Overview of Agriculture Sector of the country, National Agriculture Policy and the linkage with the economy of the country; Challenges and aspirations of Government of India;
- Matters related to crops and crop patterns; terminologies related to the functioning of the Ministry;
- Flagship programmes, schemes of the Ministry like Rashtriya Krishi Vikas Yojana and other such schemes;
- Overview of existing Legislations relating to the Ministry;
- Overview of proposed Legislations or Bills already introduced in the Parliament;
- Schemes involving Centre-State cooperation in the field of Agriculture;
- Roles and functions of Multi State Cooperative Societies;
- Coordination mechanism between the Central and State Governments about implementation of various schemes;
- International Bodies like, Food & Agriculture Organization, Role of Government of India in International Bodies;

- International cooperation and funding – terms and conditions, monitoring of such funds;
- Information Technology relating to the Ministry of Agriculture;
- Monitoring and Evaluation of various schemes and implementation of provisions of various Legislations;

**Other suggestions:**

- General management and Rules & Regulations relevant for day-to-day functioning of the officers;

**FIELD VISITS:** The officers interviewed were of the view that field visits would enhance the process of familiarization and help in broadening the horizon. Also, such visits have positive impact on the attitudinal changes required for the newly posted officers.

**DURATION:** The officers responding to this issue agreed that the duration should be two weeks including the field-visits.

**METHODOLOGY:** The officers suggested that the methodology should be a good balance between classroom inputs and visits to various attached, subordinate offices and autonomous bodies. According to them, interactions with officers of such offices would facilitate learning as well as familiarization with the roles and functions of the Ministry.

On the question of Faculty for engaging the sessions in the Orientation Training Programmes, the officers suggested that officers of appropriate level who are dealing with various subjects should form the core.

**INDUCTION MATERIAL:** The officers interviewed were of the view that the Annual Report of the Ministry should form the base for the Induction material.



**CONSOLIDATED RESPONSE OBTAINED THROUGH QUESTIONNAIRES ADMINISTRED TO 310 PARTICIPANTS OF CSS COURSES IN ISTM.**

**ORIENTATION TRAINING WOULD HAVE FACILITATED EFFECTIVE GRASP OF THE ASSIGNED TASKS IN MORE PRODUCTIVE WAY IN THE FOLLOWING MANNER:**

- Would have helped in understanding the organisation and its activities and importance thereof. (5)
- By imparting awareness of divisions, branches, sections and their activities.
- Detailed knowledge about the structure, functions and activities of Ministry/Department.
- Yes (26)
- Field visit to attached/subordinate office.
- The knowledge of norms, procedures, rules and regulations, reference books, etc.
- Working knowledge of Ministries.
- Detailed knowledge about the structure of Ministry.
- Getting to the job straightaway rather than groping in the dark and adopting “hit and trial” method as also finding precedents.
- Understanding of the Ministry/Department organisational structure, functions and activities that facilitate effective grasp of the assigned tasks/work. (3)
- Familiarizing with the required task and material etc.
- Clear indications of the activities being performed at each desk and movement of files within the department thus improving functioning of the organisations. (2)
- Conversant with the functions/structure.
- Better perspective of various schemes which are being implemented.
- Path showing process in dealing with highly techno-economic nature of job in an Economic Ministry/Department.
- Inter-linkage of various divisions.
- Efficiency in disposal of official work and giving knowledge of my counterparts in other sections/divisions of the Ministry.
- Efficiency in handling/performing official duties. It can save time and energy which can be used in productive way.

- I have come to know about the whole deptt. in 30 years of service. I would have known about the department in 15 days, if I would have given orientation course.
- Prima-facie glimpse of the department. When a new incumbent will join the department, he would be more relaxed and can concentrate on his job. He can familiarize with remaining work almost in no time.
- Introduction about the overall functions/ activities of the department and tasks to be assigned.
- Understanding the functions of the Ministry, its structure, its areas of concern, major policies being framed/implemented. (3)
- Understanding the technical aspect of the functions in the ministry.
- An overview of organization structure, its functioning and giving a brief of the subjects entrusted to handle so that any proposal could have been dealt comprehensively.
- Better learning avoiding trial and error.
- Timely and effective processing.
- Field /class room training would enhance familiarizing with the nature of work of the organization. (2)
- Facilitating familiarization with the substantive functions of the Ministry beyond Annual Report and web site/ Brochure.
- Awareness of the motive/mission of the department behind the task assigned and the expectation of department from officials. (2)
- Understanding of environment / of functions / the work assigned / background and the structure. (2)
- Knowledge of abbreviations used in the working of the department.

## **SUGGESTIONS FOR CONTENTS, METHODOLOGY AND DURATION RECEIVED ARE:**

### **Contents:**

- The culture of the Department, structure - Wings, Divisions, Branches that the Department has. Technical Divisions and non- tech, broad outline of the working of the Department.
- Structure, functions, main activities, grey areas, attached offices, the basic rules being followed etc.
- Structure and functions of the work.
- General policy making tools/procedure, issues specific to the Ministry/Deptt., and their attached/subordinate offices, problems in execution of policies and possible solutions
- Broad introduction to the activities / schemes administered by the Ministry / Department.
- General approach to case handling in terms of attitude.

- Knowledge of computer, office procedure and work relating to activities of that department/ministry.
- These should broadly cover the allocation of subjects to the Ministry in general and to the specific divisions in particular.
- Structure, functions, activities of the Ministry/attached offices. And after that, specific to the Division one needs to handle.
- Organisational structure of the department, functions being performed by the department, distribution of work between desks and levels at which decisions on various types of protocols are taken.
- Brief knowledge about various schemes, role of PSUs under the Ministry, Budget and monitoring of expenditure.
- Items of business/activities allotted to different departments of government.
- System / procedure of handling / disposal of business activities.
- Innovatives that can be adopted / implemented
- Make available list of Ministry's subordinate/attached offices and their heads and briefing of the work done in that Ministry etc.
- The training may be based on technical aspects, not on administrative matters.
- Functioning of the department, brief history and background of the department, type of work, objectives of the department.
- Only on technical issues of the Ministry (apart from routine work)
- Basic structure of the ministry, its functions, various schemes/projects under its jurisdiction, information about subordinate/attached offices. (2)
- Brief overview of the statutory functions and attached and subordinate offices, PSUs etc. under the control of the Ministry – its primary thrust and its vision.
- Assigned responsibility - chronological developments of subjects, the progress achieved so far.
- Broad areas being dealt with by a particular Ministry. How papers are being processed? Is there any unique system? Any other information specific to the Department/Ministry.
- Background of the Ministry, general functions, particularly, the new items which are not shown in the Delegation of Business Rules etc.
- The training imparted should also include visit of PSUs so as to know about the functions, structure and activities of these PSUs.
- Organisational chart

### **Methodology:**

- Conducted in the concerned ministries and not in ISTM.
- Audio-visual and site visit
- Site visits, practical exercises etc.

- Visit to sections/department handling core subjects allotted to the Ministry for interaction with the Division's functions
- Class room and field visits, Case study method
- It can be through provision of induction material. Briefing by a designated official would be desirable.
- Lectures, group discussions, field visits
- Self study – of the Ministry's Annual Report (recent years) Performance Budgets, Discussion with the officials of O&M Section
- Discussion with the officers within the Ministry.
- Project/plant visit to familiarize with the typical job and man-management.
- Combination of class room inputs and on the job training.
- Lectures supplemented by reading material such as Annual Report, scheme guidelines etc.
- Visit to some attached/subordinate, autonomous /PSUs.
- Visiting the organizations which are under the administrative control of the Ministry/department.
- It will be appropriate if all participants may be allowed to visit some attached/subordinate offices of different ministries during the training session.
- Brief presentation on organization structure, functions, activities and schemes of the Ministry.
- A concise power point presentation on Ministry/Department , its functions, various schemes/projects etc.
- Class room briefing followed by field visits and interaction with people working on major policy formulation/implementation and execution of projects.
- Field visits and interaction with the field officers.
- Lecture by an experienced officer from the relevant Ministry.
- Brief familiarization about the Ministry/Department through handouts, field visit to the concerned offices / PSUs under the Ministry.

**Duration:**

DURATION	NO. OF RESPONDENTS
Up to one week	34
Up to two weeks	68
Up to three weeks	16
Above three weeks	11

