

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

.....

**REPORT ON TRAINING NEED ANALYSIS &
DESIGN OF TRAINING**
for
ORIENTATION TRAINING PROGRAMME
of
**ASSISTANTS, SECTION OFFICERS, UNDER
SECRETARIES**
of
**MINISTRY OF HUMAN RESOURCES
& DEVELOPMENT**

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 Ministry of Human Resource Development.

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 Ministry of Human Resource Development.

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 Higher Education, Ministry of Human Resource Development. 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 some** 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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September 2010

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 Dr. Anita Bhatnagar Jain, Joint Secretary, Dr. Suparna S. Pachouri, Deputy Secretary, Shri Ziley Singh, Under Secretary (Admn) and other senior officers Ministry of Human Resources Development 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 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 Dr. Anita Bhatnagar Jain, Joint Secretary, Dr. Suparna S. Pachouri, Deputy Secretary, Shri Ziley Singh, Under Secretary (Admn) and other senior officers Ministry of Human Resources Development 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
- Sh. A.N.Chakraborty, Ex-Joint Director, ISTM

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. Introduction

1.1 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 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 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, Water Resource, 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 were to be covered. 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, Urban Development, Agriculture & Cooperation, Human Resource 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 Ministry of Human Resource Development.

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. There 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 specific 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 is placed at Annexure VI to the nodal officer of Ministry of Human Resource Development 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 Ministry of Human Resource Development, Consultancy team visited the Ministry on 25th May, 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 from officers of Ministry of Human Resource Development are placed at Annexure – VII.

5.2.2 Consolidated data collected through interview from officers of Ministry of Human Resource Development 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 On analysis of data collected through interview and questionnaire, following conclusion emerge following emerge:

Need for Orientation Training:

The need for orientation training soon after joining the Ministry was emphasized by all the officers. It was stated that orientation towards the roles and functions of the Ministry, attached and subordinate offices, various Scheme/ programmes and national level projects will provide a composite view of the entire organization and give advantage for performance, which will create interest in the jobs leading to the kind of contribution not perceptible in the absence of proper orientation. Some officers stated that the orientation

training would provide a holistic approach and role clarity. In the circumstances the officers interviewed were of unanimous view that the orientation training will go long way in helping the officers pick up the ethos and working of the Ministry quickly leading to effective performance.

Contents of the training:

Administrative structure of the Ministry, roles and functions of the organization, attached and subordinate offices, autonomous bodies; various Policies, Schemes and Enactments such as

School & Literacy Sector

- The Right of Children to Free and Compulsory Education Act, 2009,
- Saakshar Bharat (new name of National Literacy Mission),
- PPP in school education,
- Policy on ICT for School Education
- National Curriculum Framework, 2005, and Examination reform

Higher and Technical Education Sector

- National Knowledge Commission
- Technical Education Quality Improvement Programme

Important Autonomous Organizations :

- University Grants Commission
- National Council for Educational Research & Training
- All India Council for Technical Education
- Indian Council of Social Science Research, New Delhi
- Indian Council for Philosophical Research
- Indian Council for Historical Research
- The National University of Educational Planning & Administration
- Association of Indian Universities
- Centre for Studies in Civilizations
- Indian Institute of Advanced Study, Shimla
- National Book Trust
- Ed. CIL (India) Ltd. (PSU)

Duration:

The officers suggested that the duration of 2 weeks including visits to the Ministry and other organizations and field visit would be adequate.

Methodology:

It was suggested that the methodology should be interactive with classroom inputs and field visits. The speakers could be those who are handling the subject matter so that the officers could relate to the work situation when they are in respective desks in the Ministry.

Orientation Material:

It was stated that no induction material was available in the Ministry. It was suggested that the Annual report of the Ministry will provide adequate information supplemented by other information available on the website of the Ministry.

Miscellaneous:

The officers emphasized that visits to various offices and interaction with the concerned officers of such offices will be very beneficial to the participants.

6. Training Needs

IDENTIFICATION OF TRAINING NEEDS FOR ORIENTATION TRAINING FOR UNDER SECRETARIES, SECTION OFFICERS AND ASSISTANTS OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT.

6.1 NEEDS IN TERMS OF KNOWLEDGE:

- Organizational structure of the ministry;
- Role and functions of Attached / subordinate offices, and autonomous bodies of the ministry.
 - (a) Coordination mechanism for activities of the ministry, attached and subordinate offices.
 - (b) Salient features of Major policies and legislations pertaining to the ministry.
 - (c) Overview of research schemes and their implementation.
 - (d) Overview of centrally and state sponsored schemes and projects.
 - (e) Flagship programmes: Sarvashiksha Abhiyan, Right to Education etc.
 - (f) Copyright Office
- International Cooperation in Human Resource Development
 - Shastri Indo-Canadian Institute
 - US-India Education Foundation
 - UNESCO
- Externally Assisted Projects/International Collaboration
 - Technical Education Quality Improvement Programme (TEQIP)
 - Asian Institute of Technology (AIT), Bangkok
 - Colombo Plan Staff College for Technician Education (CPSC), Manila
- Financial provisions:
 - A. Budgetary Allocations

B. Projection in 11th Plan

6.2 NEEDS RELATING TO KNOWLEDGE AND ATTITUDE:

6.2.1 Field visits to Autonomous bodies/Attached Offices/selected areas depicting different levels of achievements with regard to implementation of flagship programmes in order to:

- Sensitize the participants to various aspects of programmes;
- Enable the participants to experience the implementation of projects and schemes.

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 extraordinary 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:

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

7.8 Assessment Criteria

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

5. Each participant will submit duly completed learning log capturing the learning high lights during the programme on the format prescribed in the Annexure.
6. Group of participants will submit team papers on visit to the relevant sections of the ministry and briefings thereof.
7. 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.
8. Group presentation – consolidating the learning during the programme.

8. DESIGN FOR ORIENTATION TRAINING FOR ASSISTANTS, SECTION OFFICERS ANDER SECRETARIES OF MINISTRY OF HUMAN RESOURCE DEVELOPMENT.

8.1 TRAINING OBJECTIVES

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

- (i) Describe the organizational structure of the Ministry and its Attached and Subordinate Offices and the coordination mechanism for activities of various Agencies;
- (ii) Identify the salient features of availability and utilization of water resource in India;
- (iii) List out the major policies and Legislations of the Ministry;
- (iv) Identify the flagship programs, projects and schemes of the Ministry;
- (v) Describe the procedure for formulation of schemes;
- (vi) Describe the scheme and mechanism for implementation of SSA
- (vii) Enumerate the financial provisions, budgetary provisions and projections in the 11th Plan;
- (viii) Describe the monitoring and evaluation mechanisms;
- (ix) Oversee the implementation of the projects and policies in the field.

8.2 DURATION

The duration of the program will be Two Weeks consisting of Ten (10) Working days along with the intervening Saturday & Sunday. There will be 4 Sessions every day of 90 minutes duration. Thus, there will be 40 Sessions in the Program.

8.3 SESSION PLAN AND LEARNING EVENTS

| Learning event | Training Method | No. of sessions (90 mts each) |
|---------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------|
| 1.Registration, Program Objectives, Methodology etc. | N. A. | 1 |
| 2. Organizational Structure of the Ministry including its Attached and Subordinate Offices. | Lecture, Handouts, Films, Discussion. | 2 |
| 3. Salient features and broad overview of right to education | Lecture, Films, Discussion, Handouts | 1 |
| 4. Major Policies and Legislations pertaining to the Ministry. | Lecture, Films, Discussion, Handouts | 2 |

| | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------|
| 5. Overview of flagship programs, projects and schemes, including the procedure for formulation of the schemes. | Lecture, Films, Discussion, Handouts. | 2 |
| 6. Overview of various programmes under National Literacy Mission (Saakhsar Bharat) | Lecture, Films, Discussion, Handouts. | 1 |
| 7. Financial Allocations, Budgetary Provisions, 11 th Plan Projections, International Funding etc. | Lecture, Films, Discussion, Handouts. | 1 |
| 8. Sarva Shiksha Abhiyan – The scheme and its implementation | Lecture, Films, Discussion, Handouts. | 2 |
| 9. Monitoring and Evaluation Mechanisms. | Lecture, Discussion. | 1 |
| 10. Visit to relevant Sections of the Ministry | Briefing, Discussion | 6 (One and half day) |
| 11. Field Visit to Selected Universities, Autonomous bodies, Implementation of SSA. | Briefing, Discussion. | 12 (Three days + week-end) |
| 12. Preparation of Presentations on the Learning Events and Field Visits. | Discussions in Groups. | 4 |
| 13. Presentation by Participants | Presentation by Participants, AV Aids. | 2 |
| 14. Evaluation and Valediction | Discussion, Structured Feed back. | 1 |
| 15. Briefing and others. | N.A. | 2 |
| | Total | 40 |

8.4 PROGRAMME SCHEDULE

FIRST WEEK

| Day / Date | Session | Contents of Sessions | Faculty |
|------------|----------|--------------------------------------------------------------------------------------------------------|---------|
| Day 1 | I | Registration, Program Objectives, Methodology | |
| | II - III | Organizational Structure of the Ministry, attached and subordinate offices | |
| | IV | Salient features & broad overview of Right to Education. | |
| Day 2 | I - II | Major Policies & Legislations pertaining to the Ministry | |
| | III - IV | Visit to concerned sections of the Ministry | |
| Day 3 | I - II | Overview of flagship programs, projects and schemes, procedure for formulating schemes | |
| | III - IV | Visit to one of the organization to be identified by the participants. | |
| Day 4 | I | Autonomous bodies and Public Sector Undertakings of the Ministry. | |
| | II | Financial Allocations, Budgetary Provisions, 11 th Plan Projections, International Funding. | |
| | III - IV | SSA – the scheme and its implementation | |
| Day 5 | I | Monitoring and Evaluation Mechanisms, Special IT | |
| | II | Field Visit Briefing | |
| | III - IV | Visit to office of National Book Trust /Shashtri Indo- Canadian Institute. | |

SECOND WEEK

| Day / Date | Session | Contents of Sessions | Faculty |
|-------------------|----------------|--------------------------------------------------------------------|----------------|
| Day 1,2 and 3 | I - IV | Field visit | |
| Day 4 | I - IV | Preparation of Presentation on the Learning Events and Field Visit | |
| Day 5 | I - III | Presentation on the Learning Events and Field Visit | |
| | IV | Evaluation and Valediction. | |

Timings

Session I : 1000 – 1130 hrs

Session II : 1145 - 1315 hrs

Session III : 1415 - 1545 hrs

Session IV : 1600 - 1730 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 MINISTRY OF HUMAN RESOURCE DEVELOPMENT.

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 Urban Development, Ministry of Human Resource 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 Urban Development
Ministry of Human Resource 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.

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

- Organizational structure of the ministry;

- Role and functions of Attached / subordinate offices, and autonomous bodies of the ministry.
- Coordination mechanism for activities of the ministry, attached and subordinate offices and autonomous educational bodies.
- Salient features of Major policies and legislations pertaining to the ministry, such as Right to Education Act, Copyright (Amendment) Act
- Overview of research schemes and their implementation.
- Flagship programmes: Sarvashiksha Abhiyan, Copyright Office
- International Cooperation in Human Resource Development
- Externally Assisted Projects/International Collaboration
- Financial provisions: Budgetary Allocations, Projection in 11th Plan

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 MINISTRY OF HUMAN RESOURCE DEVELOPMENT

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 organizational structure of the Ministry and its Attached and Subordinate Offices and the coordination mechanism for activities of various Agencies;
- (ii) Identify the salient features of availability and utilization of water resource in India;
- (iii) List out the major policies and Legislations of the Ministry;
- (iv) Identify the flagship programs, projects and schemes of the Ministry;

- (v) Describe the procedure for formulation of schemes;
- (vi) Describe the Scheme, the mechanism for implementation of SSA.
- (vii) Enumerate the financial provisions, budgetary provisions and projections in the 11th Plan;
- (viii) Describe the monitoring and evaluation mechanisms;
- (ix) Describe initiative for Reforms in Educational System in India
- (x) Oversee the the projects 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 Attached offices/Institutions (1-1/2 days) with outstation field visit of five 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.

Session Plan and Learning Events

| Learning event | Training Method | No. of sessions / (90 mts each) |
|---------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------|
| 1.Registration, Program Objectives, Methodology etc. | N. A. | 1 |
| 2. Organizational Structure of the Ministry including its Attached and Subordinate Offices. | Lecture, Handouts, Films, Discussion. | 2 |

| | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------|
| 3. Salient features and broad overview of right to education | Lecture, Films, Discussion, Handouts | 1 |
| 4. Major Policies and Legislations pertaining to the Ministry. | Lecture, Films, Discussion, Handouts | 2 |
| 5. Overview of flagship programs, projects and schemes, including the procedure for formulation of the schemes. | Lecture, Films, Discussion, Handouts. | 2 |
| 6. Overview of various programmes under National Literacy Mission (Saakhsar Bharat) | Lecture, Films, Discussion, Handouts. | 1 |
| 7. Financial Allocations, Budgetary Provisions, 11 th Plan Projections, International Funding etc. | Lecture, Films, Discussion, Handouts. | 1 |
| 8. Sarva Shiksha Abhiyan – The scheme and its implementation | Lecture, Films, Discussion, Handouts. | 2 |
| 9. Monitoring and Evaluation Mechanisms. | Lecture, Discussion. | 1 |
| 10. Visit to relevant Sections of the Ministry | Briefing, Discussion | 6 (One and half day) |
| 11. Field Visit to Selected Universities, Autonomous bodies, Implementation of SSA. | Briefing, Discussion. | 12 (Three days + week-end) |
| 12. Preparation of Presentations on the Learning Events and Field Visits. | Discussions in Groups. | 4 |
| 13. Presentation by Participants | Presentation by Participants, AV Aids. | 2 |
| 14. Evaluation and Valediction | Discussion, Structured Feed back. | 1 |
| 15. Briefing and others. | N.A. | 2 |
| | Total | 40 |

10.10 Evaluation / Assessment

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

- Learning log
- 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 |
|------------|----------|--------------------------------------------------------------------------------------------------------|---------|
| Day 1 | I | Registration, Program Objectives, Methodology | |
| | II - III | Organizational Structure of the Ministry, attached and subordinate offices | |
| | IV | Salient features & broad overview of right to education | |
| Day 2 | I - II | Major Policies & Legislations pertaining to the Ministry | |
| | III - IV | Visit to concerned sections of the Ministry | |
| Day 3 | I - II | Overview of flagship programs, projects and schemes, procedure for formulating schemes | |
| | III - IV | Visit to one of the organization to be identified by participants. | |
| Day 4 | I | Delivery systems and mechanism in States/Districts | |
| | II | Financial Allocations, Budgetary Provisions, 11 th Plan Projections, International Funding. | |
| | III - IV | | |
| Day 5 | I | Monitoring and Evaluation Mechanisms, Special IT | |
| | II | Field Visit Briefing | |
| | III - IV | Visit to office of National Trust Book or Shashtr Indo Canada Institute. | |

SECOND WEEK

| Day / Date | Session | Contents of Sessions | Faculty |
|-------------------|----------------|--------------------------------------------------------------------|----------------|
| Day 1,2 and 3 | I - IV | Field visit | |
| Day 4 | I - IV | Preparation of Presentation on the Learning Events and Field Visit | |
| Day 5 | I - III | Presentation on the Learning Events and Field Visit | |
| | IV | Evaluation and Valediction. | |

Timings

Session I : 1000 – 1130 hrs

Session II : 1145 - 1315 hrs

Session III : 1415 - 1545 hrs

Session IV : 1600 - 1730 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 28 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

Annexure-I

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 31st 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 REFORM
& 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 1st phase of the programme we already decided to implement the 'pilot project' in 5 Ministries/Departments. Your Ministry has been included for the 2nd 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. Organization/Functional Chart
3. Work Allocation in the Ministry
4. List of attached Offices, subordinate offices, autonomous bodies, PSUs.
5. Induction material
6. Delegation of powers/Decision making within the Ministries
7. Allocation of Business Rules/II Schedule
8. Demarcation of Responsibilities in Government

31st 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 24th December 2009 from Secretary, DARPG to Secretary, Ministry of Human Resource Development 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.

ANNEXURE -VI

24
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. Ziley Singh,
Under Secretary (Admn.),
Ministry of Human Resource Development,
Shastri Bhavan,
New Delhi.

CONSOLIDATED RESPONSE TO THE QUESTIONNAIRES OF UNDER SECRETARIES, SECTION OFFICERS AND ASSISTANTS OF MINISTRY OF HUMAN RESOURCES DEVELOPMENT

Questionnaire

9. Did you receive any briefing / Induction / Orientation training on the organisational structure/ functions / schemes of the Ministry / Department on joining the new Ministry / Department?
- No (7)
 - When joined as LDC in this Ministry, I successfully completed a LDC training in this Ministry in 1981-82. No other training was given thereafter.
10. If yes, could you please give any details of such briefing / training?
- It was about LDC level training i.e. how to diaries dak, what is dak, how to despatch, maintenance of Registers like diary Register, file register etc. etc. On going through many phases, I have faced many difficulties to learn more things from others without any proper training after that.
11. If no, did you face any difficulty in familiarizing with:
- (a) **structure:**
- No (1)
 - Yes (4)
- (b) **functions:**
- No
 - Yes (7)
- (c) **activities, etc. of your ministry / department:**
- Administrative matters of NCERT, CBSE, CTSA and CISCE
 - As I could get the guidance of the superiors, I could manage activities.
 - Administrative matters in respect of University, NIT's, Elementary Education/Sarv Shiksha Abhiyan policy matters deals in the Ministry.
12. 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:

- Yes. (2)
- It will be very helpful.
- Orientation training gives clarity of thinking and understanding structure, functions, activities etc. in right perspective. It boosts confidence and save time (if learning by one self).
- Yes. It took us almost one year to finalize with this type of work.
- Certainly. I could perform my duties with more clarity and effectively.
- The training will help me to improve my ability and understanding in the official work.
- Induction training may improve to understand the structure, functions & activities of different Ministries/Depts.
- If induction/orientation training was imparted, I can understand the structure, functions, activities of Ministry of HRD, and then I can provide my best.
- If induction/orientation training was imparted, it may be helpful to understand the structure of Ministry's activities & various functions of Departments. In addition, it also help to improve work culture amongst the staff of secretariat

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

Contents:

- Orientation Training programme for Under Secretaries.
- New responsibilities, duties and rights. Ministry specific schemes, policies, how to frame and implement.
- Procedural knowledge and updates. Computer skills. Man management and interpersonal skills etc.
- Activities of the Ministry. Flagship programmes, Acts, Rules Exposure to various projects/schemes.
- Noting & Drafting, Administrative matters, scheme work, financial matters, court cases etc.
- Preparation of Budget Estimate, Supplementary bill, appointments under Central Staffing Scheme, framing of R.R., and handling starred Question etc.
- The familiar history of India, Constitution of India, geological aspect, different programmes (welfare schemes) Secretariat work culture, N&D, office manual, current economic statistics, structure, functions of Deptt.

Methodology:

- Participative
- Practical Training
- Induction material/handout should be provided.
- Besides induction training on above contents, group training including US & DS level of officers may be provided for Assistants. In addition

refresher courses may also be managed from time to time to update the knowledge.

Duration:

At least six months training may be provided for Assistants (3)

Two to three months.

At least two or four weeks.

**CONSOLIDATED RESPONSE TO INTERVIEW OF OFFICERS OF MINISTRY
OF HUMAN RESOURCES & DEVELOPMENT**

In the meeting with the officers of the Ministry of HRD, while it was agreed that need of such an orientation training to newly joined officers on various desks cannot be overemphasized, it could be done for two level separately viz., one for US and above, and another for SOs and Assistants. It was suggested that emphasis may given on Central Universities Act, Sarva Shiksha Abhiyan, Sakhsar Bharat, Higher Education Reforms etc. They may also told as to how an EFC proposals are processed. The duration of the course may be of two weeks with a field visit for 2 days. It may be visits to some of IIMs in the country. As regards methodology, besides case-studies, discussions and presentations, some films already available with the Ministry of may be shown. Informative material is already available in the Annual Report of the Ministry.

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 |