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# HRD INITIATIVES

In

# Andhra Pradesh

*Documented by*

**E.D. SETTY, Ph.D.**

*Foreword by*

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**HRD INITIATIVES  
IN  
ANDHRA PRADESH**

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BY  
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**FOREWORD  
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P.V.R.K. PRASAD, IAS**

## FOREWORD

Training of personnel in all fields of development activities has, in the recent past, gained considerable importance. It is a necessary human input for development. The diverse categories of adults who are trained constitute a different audience from that of a school or university. *The success of any training programme depends importantly on five factors: the participant (learner), the trainer (teacher), the sponsoring organizations of the participants and the training institute and, the training technology employed.* Training essentially is an interaction between the participant and the trainer. Learning very much depends on the climate that is created by the five factors mentioned above.

Training is an essential human resource development activity. *It is an investment on people since people are primary in all endeavours in life in making things better.* Training is for action, accomplishment, improved performance, managing men and material. It is behaviour to be taught and learnt. The very existence and progress in life in all spheres of life is based on informal and formal training. Training is to meet one's needs and contribute to development. It is well nigh impossible to imagine how life would be minus training. *Man is born with genetically transmitted potential.* We may call this as nature and nurturing this biological endowment that takes place right from the infancy upto adulthood and beyond the adult stage is the process of training the individual to fit him to meet his needs and work towards the progress of the community. In development administration, training has become an indispensable necessity with increasing innovations and new ways of accomplishing needs and expectations of people. It is to bring about an extended self in the individual with a concern for the amelioration of all segments of people in the society. *Training attempts to bring*

about an attitudinal change to work towards 'Unto The Last'. We may speak at length about various dimensions of training but it is enough to say that minus training it would be groping in the dark. Training is light that leads you towards continuous betterment of life. Even in the epic period, for instance, in the Mahabharatha, the Pandava and Kaurava princes were trained in archery. We cannot imagine a soldier or a general in the army without having undergone training in knowledge and skills related to warfare. They are trained especially in discipline, commitment and determination to serve their country. Training, principally, focuses on three areas: knowledge, skills and attitude. For any effective management, the above three components are essential. One can imagine what happens and the consequences of any performance short of or want of one of the three elements. One may have knowledge in a particular area, but lacks skills to use that knowledge and also inclination to use it (attitude). In another case, one has skill but lacks the needed knowledge and proper attitude. Still in another case, one is positively inclined ready to perform but lacks knowledge and skills. They are to be in the proper functional composition and balance meeting the needs of administration and development. The whole operation in life is learnt behaviour. Training may be called as neo-socialization creating an environment to acquire needed new knowledge, develop requisite skills and also to learn conducive interpersonal behaviour in managing people in getting things done.

Training makes you realize where you are and where you should go and what you should do. It gives you an idea that still miles to go by. Sometimes, training throws some glimmering light on future. Training opens new vistas of knowledge. It makes you feel humble and modest in the area of intellectual exposure. Training is an opportunity for the participant to compare his ideas, views, convictions and knowledge. Training provides means for reflections.

Training of personnel assumes greater significance and importance when it comes to development administration. We may think of several analogies likened to the import of training. Training is a kind of intellectual refreshment. Training is just like irrigating a crop periodically. It is reminding and helping people what they are expected to do and how to do. Training invigorates the spirit of commitment. It is drawing strength from each other. Training is sometimes a fine soothing breeze. Sometimes, it opens your eyes, kindles and injects your imagination. It is something like dawn from darkness. Training provides intellectual, social and cultural contacts among the participants and faculty. Training generates flow of new ideas. It is a testing ground for the experience of the participants. Training is going into the open and receiving the sunlight. Learning in groups provides a comparative perspective. It is an opportunity for the personnel to tune with changing times and demands. It tells you that there is something better to learn and apply that learning and make things better.

The State Government for a long time now has recognized training of employees as a very significant investment on the employees of the State. Today the focus of training programmes is on three distinct areas: (i). Personal Growth and Efficacy, (ii). Inter-personal Relations and Managerial Skills and (iii). Programmes covering substantial technical areas, knowledge, and skills for professional growth in order to meet the organizational goals, objectives and mandates.

In view of increase in the on-going activities, introduction of new activities of technical and non-technical nature, growth in the size of organization, induction of new incumbents to a variety of jobs, knowledge and skill demands of new jobs, problems of inefficiency, low productivity and low production, and problems of

human relations in the organizational setting, training of personnel as everyone could appreciate has become a necessity and of late it has assumed greater significance and importance so far as the State Government policy in Human Resources Development is concerned.

As a policy measure, the Government has planned to organize training programmes for all the employees in the Government, atleast an employee should undergo one programme in a year. The entire operation of training programme, the methodical and systematic assessing of training needs on the part of the employees and designing of appropriate training programmes is carried on. The training programmes are conducted with all religious seriousness helping the participants with relevant reading material supplemented by manuals in respect of their functions. In view of the importance attached to Human Resources Development through training, the apex-training institute in the State which goes in the name of the erstwhile Chief Minister of Andhra Pradesh Dr. Marri Channa Reddy was established in the year 1976 under the nomenclature "Institute of Administration". It functions as a nodal agency facilitating and coordinating all training programmes in the State. In order to cover the employees at the district level, training centres have been established at all the district headquarters. They function in unison with the apex-training institute at Hyderabad. The training programmes in general, relate to policy, administrative and executive levels. The state has added an interesting feature of extension in training to reach the districts and remote areas through the DVD systems. These films cover various topics which are relevant to the workers and the people at large.

As an apex training institute, it serves as a nodal agency for facilitating and coordinating the state training initiative and it maintains and updates centralized database, in terms of training. It facilitates training of trainers' programmes and it oversees the



availability and performance of resource persons. It prepares national training policy in respect to training for all and also prepares state training policy.

As a nodal agency, the institute coordinates all training activities. It covers all categories of personnel in the government in respect of training. It is also engaged in developing special packages for about 10,000 strategically placed government functionaries. It makes use of advanced training, technology for example Inter-Connectivity, Video Conferencing and Networking between the Institute and all ministers, senior functionaries and training institutes.

The Institute also is engaged in preparation of manuals, publication of books, and reading material, preparation of modules, and supply of reading material. Acts and Rules are compiled and sent to Information Technology Department for bringing out the material in CD Form. Another activity of the Institute is Capacity Building through Training of Trainers (ToT). Tie up with Institutes like NIIT, CMC, APTECH for conducting Computer Training Programmes in districts.

The District Collectors are nominated as Training Commissioners and their role involves coordinating and implementing training programmes at the district level.

The Board of Governors has been reconstituted with the Chief Minister as Chairperson, and Members include experts from all over the country. The Board also includes a number of ministers and Sub-Committees. The Board closely monitors the functioning of the Institute.

Dr.Marri Channa Reddy Human Resource Development (Dr.MCR HRD) Institute endeavors to develop itself as a 'Center of Excellence' in areas of training in Human Resource Development,

Information Technology and Good Governance. It provides quality training for enhancing efficiency, effectiveness and productivity. It institutionalizes continuous improvements through innovative designs, methodologies and infrastructure, based on the demands of our clients". (QUALITY POLICY)

## **QUALITY OBJECTIVES**

1. To aim at an increase in facilitating the number of training programmes at 5 per academic year at minimum
2. To increase the trainer capacity within the government at 3% every year.
3. To actively participate in the change management reform process of Government by increasing the number of change agents at 3% every year.

The over-all aim and objective of this premier institute of Government of Andhra Pradesh is to develop human resources by imparting right type of requisite training to all the employees in the Government. The Institute firmly believes in investment on man through training.

It may be mentioned here that the Government of Andhra Pradesh has sponsored the documentation of "HRD Initiatives in Andhra Pradesh" and the Department of Administrative Reforms, Pensions & Public Grievances, Govt. of India was kind enough to provide financial assistance for documentation of the project.

I should say that it is a good opportunity to document the training activities that are being organized in the state in general and pertaining to several development departments. I appreciate Dr. E.D. Setty for the efforts he has made in documenting the HRD Initiatives in the State of Andhra Pradesh. I think, this documented material is not simply a record of what has been initiated, organized

and conducted but it would also serve as a useful guide and reading material in terms of organizing and running training programmes.

**P.V.R.K. PRASAD, IAS  
DIRECTOR GENERAL,  
Dr. MCR HRD INSTITUTE OF AP &  
EX-OFFICIO SPECIAL CHIEF  
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PRADESH**

**12<sup>th</sup> February, 2004,  
Hyderabad.**

## PREFACE

The factors or the elements that contribute and enhance human resources are of diverse type. It may be in terms of salaries, promotion, increments, allowances and congenial environment in the work situation, the kind of leadership provided in the department, *the way in which the employees at every level are motivated*. When an individual joins an organization, he comes with a background: academic qualification, sometimes with some experience in the work field. After the individual joins the organization the measures taken by the employing organization are expected to contribute to *the development of the individual employee*. We cannot say that every positive attempt made by the organization to improve the performance of the employees will always have a positive effect. HRD is a two-way function. One is interest, inclination, perseverance and ambition on the part of the employee to grow and develop and *on the other hand, it is the measures adopted by the organization which are complimentary to the aspirations of the employees in the organization*. HRD is to enhance capabilities on the part of the employees not in a vacuum but directed towards accomplishing the tasks of the organization. The concept of HRD is a complex one. *It is not simply providing monetary incentive but it has multiple implications. One major means is providing appropriate training to the employees at various stages of their career in the organization*. In this context, we look into the initiatives taken by the Government of Andhra Pradesh.

The State has initiated the training programmes, established training centres, gradually increasing number of training centres based on the national training policy of Govt. of India.

The Govt. of AP in view of changing scenario-advancing

technology, rising aspirations on the part of the people and to provide acceptable qualitative services to the public, it has laid emphasis on training as a multiple instrument of development. The Govt. of Andhra Pradesh with its long vision started streamlining diverse training institutes in order to prepare the personnel across the entire hierarchy of administration in terms of increasing knowledge, developing skills and bringing about desirable attitudinal disposition on the part of the personnel in administration to render service to the public for a better future.

The introductory part speaks of the least importance accorded to the employees say right in the beginning of industrial revolution. An employee in the organization was simply treated as a kind of commodity, seldom the organization bothered about the feelings, ideas, views and need for training the employees. It also speaks of the attitude of the management towards employees during the earlier centuries. It also highlights, the growing importance attached to the development of the employees in the interest of the organization development. Further, this chapter lays emphasis on human resource as principal factor for any success in organizations. It also briefly describes the fundamental changes in attitudes, approaches, outlook, philosophy, perspective and practices emerging in the personnel area in the form of human resources management. It spells out the important components in HRD and HRM. It stresses on HRD as a continuous process which tries to match organizational needs with that of human resources development. Further, this chapter emphasizes the kind of congenial relationships that should prevail between the employees and the management.

Chapter 2 briefly describes the functions of training and the emergence of training of personnel as a crucial factor in the present day organization. It highlights a three-pronged approach

to training dealing with the courses for personnel growth and efficacy, courses for interpersonal relations and managerial skills and courses covering substantive technical areas, and how these courses contribute and strengthen each other, finally, making the individual employee as an effective social instrument for change and development.

Chapter 3 under the name **National Training Policy, 1996** provides a brief introduction and summary of national policy in respect to training.

Chapter 4 may be considered a principal chapter dealing with *HRD Initiatives taken by the Government of Andhra Pradesh*. It looks into the evolution of this Institute right from 1976 and how it has grown and enlarged itself as a nodal training institute in the State and details the programmes it designs, and conducts hundreds of training programmes to a large number of employees of the State and other clientele systems.

Chapter 5, as mentioned elsewhere in the document, describes, in order to cover all the employees of the Government in the State and also decentralize the training activities and to be in close proximity to the employees in the districts, District Training Centres (DTCs) were established at the headquarters of 23 districts. To begin with these DTCs were provided with some training modules for use at the district level.

The programmes offered at the district level cover personnel in the departments of Revenue, Development and Welfare and mainly focus on revenue administration, social delivery system, management of law and order, welfare functions, office management, further covering disciplinary and vigilance procedures, drawing and disbursing of salaries and DVD programmes, etc. The above-mentioned programmes are only of a generic nature and they are sub-divided into specific modules.

Chapter 6 provides details of 14 departmental training institutes. The technical, development oriented departments have their own training centres in the State. This chapter provides in summary form, the name of the department and the kind of training programmes offered by each training institute. The Appendix-2 related to the departmental training institutes, provides details of the activities of all the institutes, the kind of programmes they offer, number of programmes conducted, the category of employees and the number of employees trained. It may be noted here, that in case of some departments like Fisheries, Forests & Agriculture, etc., a department has more than one training institute.

The documented material primarily deals with the policy of the Government of Andhra Pradesh in respect to training of its personnel and the way the State has structured the training institutes and detailed the roles of functionaries in the training institutes and the programmes that are being organized and the state's openness in receiving guidelines and designed training courses from Government of India as well as from international training institutes. When we look at the number, vastness and strength of the training institutes and the number of employees that have been trained and are being trained now, one could see the enormous amount of importance given to training activity in the State. In a sense, it considers training as a primacy and as a social instrument in bringing about solid and appreciable change and development in the State in all sectors. Since, it is a document, it is confined to the information and material that the Institute has been able to secure from several departments/ sources. Though, it is a documented material it also serves as a guide in respect of the entire process of training activity.

**DOCUMENTALIST**

## **ACKNOWLEDGEMENT**

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1. <http://www.civilservices.gov.in/lbsnaa/research/trdc/NTP/NTP01.htm>
2. Dr. MCR HRD Institute of AP, Hyderabad & [www.hrdiap.gov.in](http://www.hrdiap.gov.in)
3. Manager, DTC of Dr. MCRHRDIAP, Ongole, Prakasam District.
4. Tribal Cultural Research and Training Institute, Hyderabad
5. AP Prohibition and Excise Academy, Hyderabad
6. Commercial Taxes Department Staff College, Hyderabad
7. AP Fire Service State Training School, Hyderabad



8. AP Police Academy, Hyderabad
9. State Institute of Correctional Administration (Prisons Department), Chenchalguda, Hyderabad
10. Police Training College, Ongole, Prakasam District
11. Police Training College, Anantapur
12. AMR-APARD, Hyderabad
13. ETC, Bapalla
14. ETC, Srikalahasti
15. ETC, Samalkot
16. ETC, Rajendranagar, Hyderabad
17. AP Judicial Academy, Hyderabad
18. R&B Central Training Institute, Hyderabad
19. State Institute of Fisheries Technology, Kakinada
20. Inland Fisheries Training Centre, Kumool
21. Inland Fisheries Training Centre, Badampudi
22. Inland Fisheries Training Centre, Warangal
23. Fisheries Training Institute, Machilipatnam.
24. AP Forest Academy, Dulapally, Hyderabad
25. Environment Protection Training & Research Institute (EPTRI), Hyderabad.
26. AP School of Forest, Yellandu, Khammam District.
27. AP Horticulture Training Institute (APHTI), Hyderabad
28. The Indian Institute of Health & Family Welfare, Hyderabad
29. Regional Training Centre (Female) Niloufer Health School, Hyderabad
30. Regional Health and Family Welfare Training Centre, Sultan Bazar, Hyderabad
31. State Agricultural Management & Extension Training Institute (SAMETI), Hyderabad.
32. Regional Animal Husbandry Training Centre, Mamnoor, Warangal (District)
33. State Animal Husbandry Training Centre, Mandapeta.

34. Water & Land Management Training and Research Institute (WALAMTARI), Hyderabad.
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**DOCUMENTALIST**

**12<sup>th</sup> February, 2004**  
**Dr. MCR HRD Institute of AP,**  
**Hyderabad.**

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1**TRAINING AS A PRINCIPAL FACTOR OF HRD  
INITIATIVE**

While looking into the initiatives in the field of HRD taken by the Government of Andhra Pradesh, a brief conceptual analysis of HRD as well as HRM seems relevant. In the following chapter, we briefly look into human resource development as the principle factor of success in organization.

"In the ultimate analysis the wealth of a nation is its people".

- Historian Arnold Toynbee.

*"The Management to make substantial capital investment on human resources to develop human beings in the organization through training organizing and developing the people at work so that they will be able to make the business productive with the help of the best contribution of the people at work".*

- Peter Drucker, The  
Father of Management

The organizations earlier reflected the type of the political system, social structure and cultural values with predominantly authoritarian management reinforced by bureaucratic style of functioning. In such a climate the individual employee was viewed and used as a human raw material, a worker, ignoring his personal feelings, ideas, views and his job related and life related needs and his career development. The management in the past to a large extent expected the unquestioning behaviour and obedience on the part of the employees and surprisingly, the employees too accepted it as a norm and what was expected of them. But, today, the conditions are changed and changing with the gradual increase of education, communication, endowment of rights and privileges to the employees,

diffusion and wider spread of knowledge, skills and technology that mattered in a variety of organizations, emergence of trade unions and increased prominence gained by industrial relations. Human resources in any organization became a precious material which is to be respected, nurtured, motivated and promoted for the good and advancement of the individual, his organization and the larger society.

The simplest definition of Human Resources Development is organized learning experience provided by employers within a specified period of time to bring about the possibilities of performance improvement and on personal growth. The number of activity areas in HRD are the following:

1. Training - Learning focused on the present job of the learner.
2. Education - Learning focused on a future job of the learner.
3. Development - Not job focused.

### **Nature of HRM/HRD:-**

Human Resources Management (HRM) is concerned with the human beings in an organization. It reflects a new philosophy, a new outlook, approach, and strategy, which views an organization's manpower as its resources and assets, and not as liabilities or mere hands.

Resources are the means which can be drawn on. They are collective means for production, support and defence, as well as a source of strength and aid. Human resources are human wealth or means that can be drawn on. Human capital or manpower resources of an organization can be treated as its human resources. It can otherwise be understood as the resourcefulness of the human beings or people available for an organization.

It is interesting to note that natural resources that a country is endowed with does not automatically make it rich. But it is the human resources that harness and wisely utilize the natural resources towards material affluence and richness of life. The following examples show the paradox in respect to natural and human resources where in it is the human resources that account for the rich or poor state of a country.

|               |   |   |
|---------------|---|---|
| RESOURCE RICH | : | RICH<br>USA, CANADA, BRAZIL   |
| RESOURCE RICH | : | POOR<br>MANY OF THE AFRICAN<br>AND LATIN AMERICAN<br>COUNTRIES AND IN A<br>SENSE INDIA TOO. |
| RESOURCE POOR | : | RICH<br>JAPAN , ISRAEL  |
| RESOURCE POOR | : | POOR<br>NEPAL, BANGLADESH   |

The same paradox applies to some of the states in India.

In generic terms, human resources can be defined as the total knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce, as well as the values, attitudes, approaches and beliefs of the individuals involved in the affairs of the organization. It is the sum total or aggregate of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons in an organization.

Human resources approach takes into consideration the potentiality and vitality of the people available for the organization. Even in an age of automation as of today, manpower is the most

essential and indispensable resource of any organization. Resourcefulness of various categories of people say: managers, scientific and research people, executives, supervisors, workers (skilled, unskilled) and all such people available for the organization to be drawn on, can be treated as human resources. In fact, without appropriate human resources, no business or organization can exist and grow. This is, perhaps, the reason why human resources management has become the focus of attention of progressive organizations of today.

Human resources management is the process of managing the people of an organization with a humane approach. Human resources approach to manpower enables the manager to view his people as an important, if not the most important, resource. It is a benevolent approach to develop and effectively utilize the manpower not only for the benefit of the organization but for the growth, development and self satisfaction of the concerned people. Thus, human resources management is a system that focuses on human resources development, on the one hand, and effective management of people on the other.

As a result of the fundamental changes in attitudes, approaches, outlook, philosophy, perspective and practices emerged in the personnel area in the form of human resources management (HRM) strategy, it has become necessary for every organization to develop skills, talents, potentialities, capabilities and attitudes of company's own people to meet the emerging challenges. Hence, HRD (human resources development) policies have been adopted by many organizations. It is now-a-days spreading to many others. HRD strategies are supposed to bring forth necessary changes in skills, capabilities and attitudes of people who are required to cope with the emerging changes. Thus, HRD has become an integral part of human resources management.



The new HRD approach, that stresses the need for developing the organization's own people to suit the updated technology, modernization of machinery and equipments and the changing trends in attitudes and approaches, necessitates to develop individual employee in accordance with his aspirations and potentialities on the one hand, and the organization's requirement on the other. This is what the HRD does. Quite often Organization Development (OD) programmes are effectively integrated with the HRD programmes. Of course, OD programmes are the programmes which the OD interventionists prescribe for the effectiveness of the organization. It need not be what the individual members of the organization seek. HRD interventionists primarily seek to know what the individuals seek to have, and then try to match it with the organizational needs. Training and development programmes form part of OD, while training and development are the most decisive aspects of HRD too.

Firstly, development of leadership (developing leaders capable of working in multicultural environments both within their organizations and across national boundaries). Challenges facing management of people are monumental in the contemporary business and development world. Factors like changes in the world economic and political system, technological aspects and human values, tension over protecting jobs with national boundaries versus looking off-shore for cheaper labour costs so as to remain world competitive, fresh economic policy issues stemming from the transformation of economies and job structures, increase of high technology jobs, all such factors necessitate to develop leadership vital for effective actuation.

Secondly, development of a new organizational culture. A revolutionary cultural change triggered by globalisation of business and the resultant demand for strong operational managers necessitate a greater reinforcement in the human resources system. Human

resources development to cope with the corporate cultural change is the need of the hour. "It is important to make the implicit explicit: to continually examine the culture through a variety of feedback mechanisms, mapping out the culture, assessing where the organization is, where it wants to go, carefully identifying strategies for change which constantly deal with the cultural gaps, and working the organization culture in relationship to the particular national culture in which it is embedded".

Thirdly, human resources development must focus on new organizational forms. Human resource planning and development strategy must be rightly coupled to business strategies to the extent that the whole organization may take the shape of a viable global organization. New concepts regarding what is work and how to redistribute tasks, redefine roles, authority relationships, and sources of power must be based on the new models emerging globally. Recruiting, selecting, developing, rotating, and managing human resources must aid such a global organization with a new form and perspective.

Human resource development must be able to develop overall capability of individual employees of an organization, and discover and exploit their own potentials for the common goals of the organizations to which they belong, for the betterment of themselves and their families, and for the country as a whole. For this purpose appropriate job design and succession plan must be integrated with any human resource development programme. In fact, HRD approach may take into account the principle of "form-storm-norm-perform".

Six dimensions of human resource development, may be mentioned here. These six dimensions are: (a) Performance appraisal; (b) Potential appraisal; (c) Employee counseling; (d) Career development

and planning; (e) Training; and (f) Organizational development. In general any human resource development programme must enable the organization's people to acquire and sharpen their capabilities to perform well on their respective jobs, develop and stimulate their potentialities, and to help them make their best contribution to develop an organization culture of team spirit, cordial relationship, human values and oneness of the management and its people. From this view point, HRD enables an executive to gain a job that provides variety and challenge to one's ability and competence, opportunity to learn and develop skills and competence, social support and recognition at work place, opportunity to relate what an individual performs and produce to his social life, and feeling that work would lead to a desirable future.

Thus, HRD is a continuous process, which matches organizational needs for human resources and the individual needs for a career development. It enables the individuals to gain their best human potential by attaining a total all-round development. It promotes dignity of employment of every employee of an organization, and provides opportunities for team work, personal development and career development. Hence a well-planned HRD system must be a part of human resource management of every organization. Such a human resource development system may have the following elements:

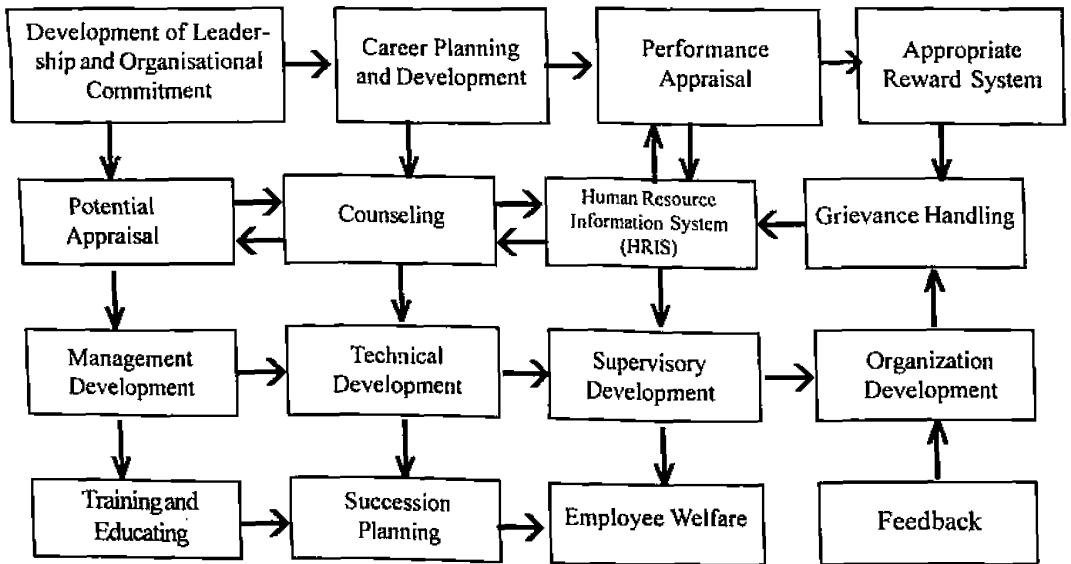
- (i). Development of leadership and organizational commitment;
- (ii). Career planning and development;
- (iii). Performance Appraisal;
- (iv). An adequate reward system;
- (v). Potential Appraisal;
- (vi). Effective counseling;
- (vii). Well formulated Human Resource Information System (HRIS);

- (viii). An effective grievance handling;
- (ix). Management development;
- (x). Technical development;
- (xi). Supervisory development;
- (xii). Organization development;
- (xiii). Training and educating;
- (xiv). Succession planning;
- (xv). Employee welfare; and
- (xvi). Feedback.

These elements are presented in the following figure (Fig.)

Every organization needs to develop leadership and sincere organizational commitment of its people. Hence, it is proper if the HRD starts with developing leadership and people with organizational commitment. As the organization needs its people to have sincere organizational commitment, every employee has his or her own aspirations to have a good career. Hence, career planning and development for every employee in the organization should go hand in hand with leadership development.

**Fig. A Model for Human Resource Development**



Career planning and development must be followed by performance appraisal and reward system which should motivate the employees to make their best contribution to the organizational goals and objectives. Leadership development must also be followed by potential appraisal which enable the HRM to determine the potentiality of every individual employee to hold critical positions and tackle critical situations. Counseling, which includes career counseling, motivation counseling and problem solving counseling, facilitates career planning and development, while a human resources information system must function at the center of HRD system. Effective and timely grievance handling must be a part of every HRD system, since no effort for human resource development can bear real fruit without timely grievance handling.

Developing managers to handle organizational resources including human resources and activities effectively is the need of every organization, particularly in the context of rapidly changing business environment. It must be followed by technological and technical development. Updating the organization's technology, modernization of the plant, and automation need appropriate people for which human development programmes are required. The actual operation takes place at the supervisory level, and hence supervisory development is the crux of HRD. Developing the workforce development is included in the supervisory development function. All such development programmes must result in organization development. Obviously OD becomes a part of HRD.

Training and educating make an important method of human development in an organization, which enables an organization to prepare its people for various positions. Hence, succession planning goes with human development. Employee welfare has a long way to go in motivating the people of every organization making the HRD intervention effective. Hence, employee welfare is integrated

with the HRD model presented here. Feedback also makes a part of this model just like any other management model. Effective feedback goes with every developed organization. Proper grievance handling is, at the same time necessary for the feedback system to function effectively. Some of the steps of HRD model are examined below separately.

### **Development of Leadership and Organizational Commitment**

Every organization of today needs effective leaders. In fact, bosses are replaced by leaders since leadership role is invaluable in the contemporary organizations of knowledge workers and technocrats. Leadership styles and traits coupled with leadership roles go a long way in team building which is an essential aspect of today's managerial effectiveness. This is the reason why leadership development is considered to be an integral part of human resource development.

A good manager-leader provides not only leadership to his subordinates, but he makes leaders from his subordinates. He is not the one who rushes with an answer to every question or a right answer for a wrong question, and its right solution. Rather he is the one who identifies correct alternative solutions and then choosing the best option from among the alternatives. It is he who gets the best solution implemented through his followers or subordinates. HRD must be able to create such leaders in the organization.

Such leaders are assets to the organization. While they will have organizational commitment in themselves, they generate and stimulate organizational commitment in their subordinates and followers. HRD programmes must, therefore, make special efforts to inculcate organizational commitment in every employee, particularly in executives and managers.

### **Organizational Commitment**

Organizational commitment is an important variable of employee behaviour toward his organization. It is employees' identification with the organization and its goals, objectives, methods, values and philosophy. When an individual executive or worker fosters organizational commitment, he identifies himself with the value systems of the organization. It may also mean that the individual's value systems are either identical to the organization's value systems or the individual makes adjustments in his value system in such a way that he commits himself to the organizational goals and objectives, compromising his ideas and values with the organizational values, ideas, standards, objectives, patterns, methods and views. Organizational commitment goes a long way in motivation, morale, job satisfaction and productivity since the employee maintains oneness with the organization.

Factors like job satisfaction, growth prospects, facilities for development, compensation package and other perks, possibility for satisfaction of various needs, organization's attitudes and approaches to its people, corporate image, grievance handling methods, security and safety of employment, group cohesiveness, welfare facilities, and so on may substantially influence the organizational commitment of people. Organizational culture and work culture may also influence the organizational commitment of people. In addition to all such factors, employee values have tremendous impact on organizational commitment, and hence HRD programmes must aim at establishing and developing conducive employee values as well.

### **Professional Values Replace Societal Values**

Professionalization of management, and an increasing desire to foster and uphold professional prejudices, pride, and a



professional career among managers and employees have established a new work culture. People have become more self-centred and selfish. Employees are more concerned about their own profession, for the development of which they strive hard day and night. In the process, they use many methods like strikes, direct agitations, gheraos, intimidations, work stoppages, and so on for the sake of their own interests in countries like India. They reveal no concern for the interests of the customers, prospects or the society. They even neglect social values, interests of the society, and their own social integration.

*Traditionally strong social bondages give way for social disintegration resulting in a sort of social reorganization. People increasingly turn to liqueur, drugs and other intoxicants. Even a liqueur-based corporate culture begin to be widely accepted. For the sake of professional growth some people sacrifice even human values or family relations, norms and values. Executive stresses increase, and many broken families emerge. In the process, the organizational commitment of people disappear. HRD responsibility backed by counseling is a Herculean task here.*

### **Behaviour Modification**

Organizational commitment is a specific employee's behaviour towards his organization, its values, objectives and methods. On account of various reasons or difference in values, there is possibility for certain individuals to reveal behaviour inappropriate for organizational commitment. In such situations human resource development programmes must go a long way to attain behaviour modification of employees.

The assumption is that behaviour is a function of its consequences. The proposition, therefore, is that a behaviour modification is possible

by modifying the consequences. It means that behaviour can be improved, changed, suppressed or modified by what may happen as a result of behaviour.

Every behaviour produces consequences. Hence, the nature of these consequences determines or modifies the behaviour. The behaviour that yields positive outcomes is strengthened, and that which results in negative outcomes tends to be avoided. Then actions, which produce positive results, are repeated, and those which result in negative results are abandoned. If the consequences produced by a particular behaviour can be controlled in some manner, the behaviour can be shaped or altered. It is assumed that the tendency of people to perform certain action increases when they are provided with positive reinforcers for engaging in such actions. On the other hand negative reinforcers prevent people from doing certain things.

When these reinforcers, or principles based on these assumptions shape, mould, change or modify behaviour, it is known as behaviour modification. Thus, the basic premise of the behaviour modification theory is that behaviour is controlled or modified by its immediate consequences. Important determinants of behaviour modification are positive reinforcement, punishment, negative reinforcement, extinction and schedule of reinforcement, which substantially help in modifying overt actions or behaviour.

### **Career Planning and Development**

No human resource development can be acceptable to the people of any organization, if it fails to provide opportunities for individual employees to have bright career prospects. It is for this purpose that human resource development integrates career planning and career development with it. Career planning is closely linked

with both human resource planning and human resource development. HRD must therefore, incorporate career development too.

Proper career planning also leads to career development. It develops the career of every individual executive, which results in adequate growth of the career of every employee. Hence, succession planning is closely linked with career planning and development.

### Performance Appraisal

Performance appraisal is an indispensable aspect of human resource development, which enables the management to understand where their people stand, what is expected of them, what they actually do, where they lack, how can they be updated, and so on.

As a part of appraisal, many organizations follow a confidential report system. The confidential information and the remarks of the reporting and reviewing officers are kept secret. Such confidential reports are not communicated to the concerned individuals, but used as the basis for decisions concerning them. This is not a policy conducive to the HRD policy.

Appraisal system must, on the contrary, be in-built as a sub-system of the whole HRD system. Appraisal must be a normal aspect of human resources management, and appraisal interview must be held at regular intervals, not to find faults of the employees, but to understand the strengths, weaknesses, needs for further development, potential, performance, contribution to the organizational goals, capabilities, organizational commitment, knowledge levels, expectations, aspirations, drawbacks, needs as a human being, abilities, and so on. Both positive and negative aspects concerning each individual must be communicated to the respective person

confidentially, and the individual's weaknesses and drawbacks must never be given publicity. Programmes must be planned for developing every individual in terms of his capabilities, updating technical, human and behavioural capabilities, overcoming weaknesses, improving productivity of his strengths, and so on. It is the appraisal that determines the worth of every employee. One who is capable to take up challenges and responsibilities can be given greater responsibility. One who has the potentials to accept challenges and responsibilities can be trained to be effective. Thus, effective delegation must be based on proper appraisal.

A general weakness of the appraisal practices in many organizations is that a subordinate is evaluated by his superior by virtue of his position, though he does not possess the necessary capability and expertise for the same. There is possibility for bias in such appraisals. Hence, an appraisal system, consisting of the appraisal by the immediate boss on the one hand, and a periodical appraisal by an expert appraisers' group established for the specific purpose of conducting evaluation and appraisal on the other would be more effective. The ability of an employee to accomplish the targets must be given priority in evaluation, though other aspects are not unimportant.

Similarly, any adverse entry in an individual's appraisal record must be neutralized when the individual improves himself through training and further behaviour, attitudes and actions. This motivates every individual to improve himself, and he gets an opportunity to improve and make behaviour modification. Every appraisal system must include a potential appraisal too, so that the organization can identify talents for tomorrow's operations today. Appraisal must be followed by appropriate compensation and reward system.

## **Human Resource Information System (HRIS)**

*A well-formulated information system must form part of any human resource development system. All the necessary information about all employees and executives of the organization backed by a data bank must be included in such a system. Basic information about each and every employee, including training needs, training programmes attended, potential appraisal records, performance records, records of accomplishments and rewards, all such information should be updated and stored. Such information can be retrieved whenever required for training and development purposes, career development needs, promotions, rewards or punishments, special projects, and so on. Who can be developed for what job can be decided upon with the help of HRIS. Hence, human resource development must be backed by human resources information system.*

*In the context of the recent developments in business, particularly dynamic technological development, human resources information system has a special significance. In large organizations Computerized Human Resources Information System (CHRIS) can play a very vital role. It not only stores and retrieves information regarding training and development needs, but training details and information about those who undergo the various types of training which would be helpful both in potential appraisal and performance appraisal.*

*Effective communication is an essential aspect of human resources management. Human resources information system helps the communication process in an organization. CHRIS is, thus an effective tool in the tool kit of human resource managers for HRD in particular and HRM in general.*

### Grievance Handling

Individuals, who form the organization, may have grievances against the organization. Certain needs or demands of organization's own members, which they feel legitimate to be satisfied by the organization, but not provided for by the organization, become their grievances. It may lead to discontentment and grudge on the part of the respective individual. In order to gain cooperation of organization's own people their grievances are required to be settled. Moreover, without settlement of the grievances, HRD programmes may not be effective. Hence, a proper grievance handling machinery should be established in conjunction with the HRD intervention. While genuine grievances must be settled and redressed judiciously, unrealistic and false grievances can be tackled with the help of effective counseling. Covert grievances breed disappointment, a feeling of grudge and problem emotions, resulting in low morale, low organizational commitment, and even weak temperament. A person, who is subjected to such weak emotions, may not be able to positively react to the efforts made by his organization for human resource development. Hence, an organization's HRD system must have a grievance handling machinery with it.

### Training Efforts for HRD

Managers, over the years, have relied on training the people as a part of developing their organizations. In recent times Management by Objectives, Management Grid, Transaction Analysis, Quality Circles And Quality Of Work Life programmes have found favour with many organizations. Both professional and traditional managers now harp on fads of one of these names profusely for portraying the progressive nature of their organizations. For an effective human resource development, there must be a constant effort on the part of management to develop their people. The use of these methods and techniques is also not ruled out.

Training is an instrument of developing the employees or workforce by enriching the skills and improving the human behaviour, which result in organization development adequate enough for the accomplishment of objectives from time to time. It helps organizations and individuals to develop themselves in consonance with the changing needs of the environment in which they survive, operate and progress. Training in technology, profession, organizational behaviour, and management development are common. Both on-the-job and off-the-job training are important.

In systematically operating a training system in an organization, *the human resource manager may formulate a systematic pattern.* It may include: (1) Assessment of training needs; (2) Determination of gaps; (3) Designing training programmes; (4) Identifying resource persons; (5) Preparation of training budgets; (6) Preparation of training materials; (7) Organization of training programmes; (8) Evaluation of training effectiveness; and (9) Revising training pattern or training modules wherever necessary.

### **Conclusion:-**

Manpower is indisputably the basic resource. It is the indispensable means of converting other resources for the use and benefit of mankind. In the words of the late President Kennedy, "It is not mere possession of natural resources that makes a nation strong and viable, it is fundamentally the employment of these resources that is significant".

Management is not simply a key that helps in unlocking the magic doors of growth, it is a way of looking at contemporary problems of social and economic change as they are reflected in industry, government and business. For this, men with managerial skills become necessary. One has not only to modernize as best

as possible the apparatus of production but also to introduce a change in the attitude of people and in their innovating skills.

Whether it is a government department, a public enterprise or a private organization, it is needless to stress that people are the organization and they could be compared to numeral one and rest of things could be zeros or any numbers. If we place zeros after one, it carries weight, if it were to be placing one after zero it means nothing. There is a great need for any organization to play the role of a **MOTHER** and see how a mother prepares, fosters, nurtures, educates, and trains her children. The **MOTHER** is to be a model to any organization. The mother role is to be adopted by all organizations vis-à-vis the employees and create a sense of belonging and a sense of pride among the employees, that they identify themselves with the organization in toto. This could be achieved not only through incentives and training and career planning and development but to a great extent it depends on the attitude on the part of the management towards the employees and the way in which they are communicated with and treated. Every employee irrespective of his role and status in the organization is to be treated as an important contributing human component for the activity and success of the organization.



## 2

### FUNCTIONS OF TRAINING

In the context of documenting HRD Initiatives in the State of Andhra Pradesh, a brief note on functions of training and some principal, fundamental courses related to professional and personality development of employees in the organization is described below. Though there is a great deal of writing in respect to function of training, it may not be superfluous and out of place here to briefly touch upon it, since the whole question here revolves around aiding the staff towards better performance wherein training is an investment on people.

Training in a broad sense is a continuous process in life to equip oneself with knowledge, skills and desired patterns of behaviour to be effective as an individual and as a member in the group. Training in a job or activity is again a process of imparting new knowledge and developing skills, attitudes and values in people in order to make them effective and efficient in their job through instruction, practice, demonstration or other techniques either on the job or in a formal training situation.

In view of increase in the on-going activities, introduction of new activities of technical and non-technical nature, growth in the size of organization, induction of new incumbents to a variety of jobs, knowledge and skill demands of new jobs, problems of inefficiency, low productivity and low production, and problems of human relations in the organizational setting, training of the personnel has become a necessity and of late it has assumed greater significance and importance. Training as a remedial measure is also directed towards individual development, competence and efficiency.

**Further, the following are the emerging factors necessitating training.**

- i. Computers
- ii. Information Technology
- iii. Multinational interaction
- iv. Globalization
- v. Cultural contact
- vi. New Rules and Regulations being brought in
- vii. Increased awareness and expectations on the part of the public
- viii. Emerging of new ideas, systems, new ways of doing things, and attempts to make things better.
- ix. Training as a function in administration
- x. Training as a function in development
- xi. Training as a necessary input in making things better
- xii. Training towards individual growth and development
- xiii. Training towards streamlining of organisations

Looked at from any angle irrespective of individual qualifications and capabilities, training has become a necessary component. It has become as a continual process, improving and revamping the human resources, building capabilities in order to ensure satisfactory performance in all endeavours related to administration and rendering services and supplies to the public.

### **Training in the Context of Professional Staff in Government**

None at any level denies the need for a relevant kind of training. Training does not straightaway imply that there is something deficient and wanting in the individual to be trained. Being professional staff is one thing and competent, effective and efficient is another. Change being a natural and continuous phenomenon in

all spheres of life, training has to be a life-long activity. The Government, public and private sector organisations have recognized and emphasized the need for providing training opportunities to the staff for their personal growth and professional competence and better performance.

The need for a particular kind of training may be felt and articulated by a professional staff in respect to the job he/she has to do and the standard of excellence he/she sets for himself/herself. It is not possible always for the individual to come up clearly as to what exactly and precisely he/she needs in terms of training. If it were to be a specific skill as computer use, one could specify, but in areas dealing with socio-economic development and efficient administrative knowledge and skill needs are diverse. Some of these fields in the case of professionals and subject-matter specialists are gray areas seemingly known and unknown. And so, one of the ways to stipulate and recommend the kinds of training that may be provided to the professional staff is to move from the expected, anticipated performance and the end-product of certain comparable excellence on the part of the staff. This is a supervisory and management assessment and decision, based of course on the role of a particular department/organisation or the whole government as a unified system.

### **Reward Anticipated and Follow-up of Training**

Training is not to be taken as an isolated, single-time activity, but as a process of organizational development. It has pre-training and post-training phases. People some times look forward to some rewards, recognition in whatever form it could be after the training and some may consider training itself as a reward.

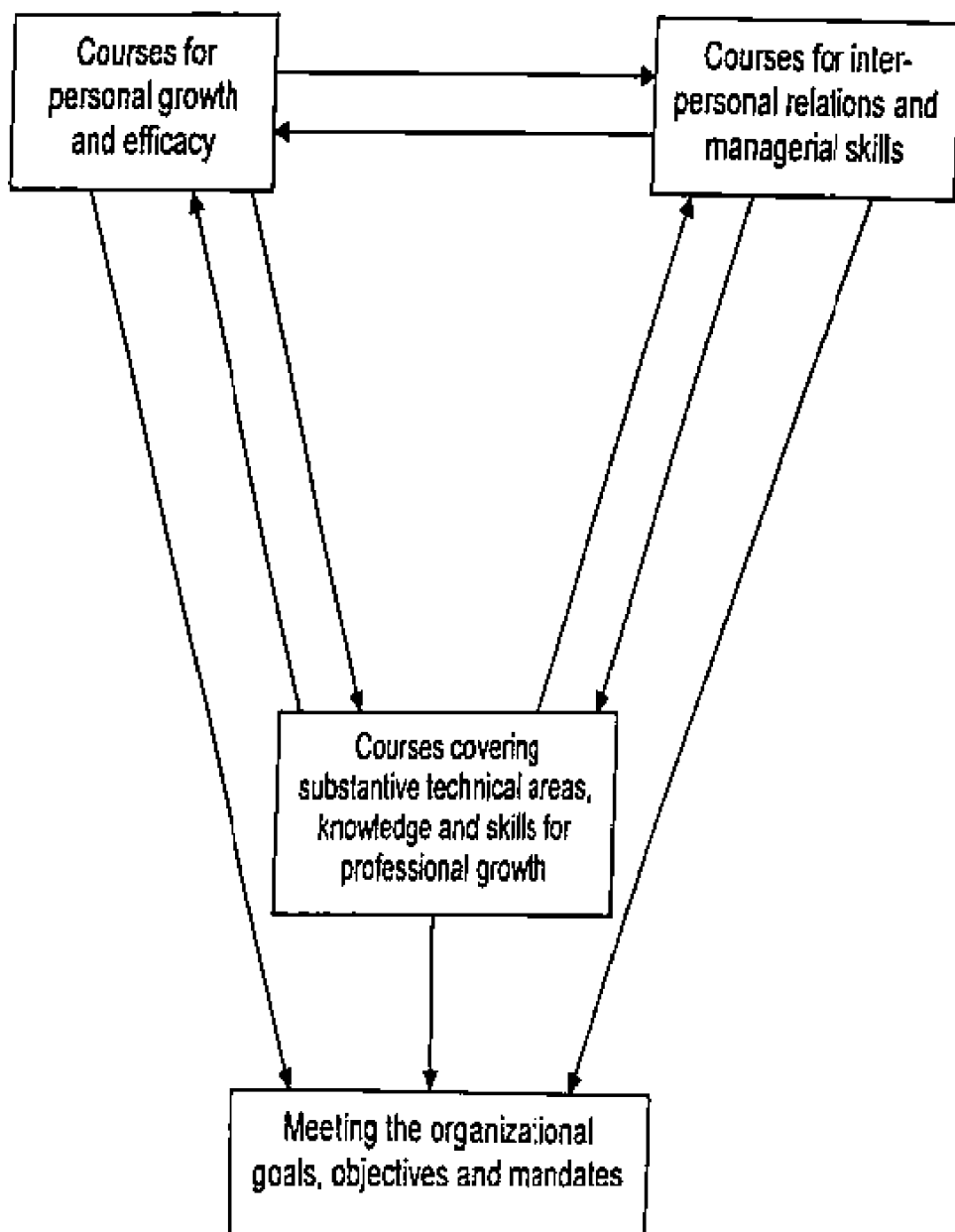
In order to make the training serve its purpose and to make the participant really benefit from the training for his own development

and contribute to departmental objectives, the concerned department may have to do its part.

### **A Three-Pronged Approach to Training**

In consonance with every department / organisation's approach to Human Resource Development in all fields of administrative and socio-economic development, a three-pronged and an integrated approach to training is recommended. This three-pronged approach focuses simultaneously on individual staff's personal growth, inter-personal relations and professional growth in substantive functional areas. Sensitizing the individual, promoting the inter-personal relations and enriching the professional competence would, it is believed, meet the mandates of any organisation. The essential learning situations which go under different nomenclature as seminars, workshops, labs and training course are clustered under three areas referred to above. As shown in the diagram (Please see Training Schema), the course in each cluster has distinct and at the same time unifying characteristics motivating, strengthening and reinforcing the other clusters, thus facilitating knowledge of the self, understanding of and working with others with excellence in one's own respective functional areas.

## TRAINING SCHEMA



### **Duration of Courses**

While considering the duration of course, we may have to reckon with three constraints; time, cost and resources. Most of the courses are elastic in their nature. They could be condensed into a few hours and a couple of days or they could be full-length courses. It is the content of the course and also the level of the participants that matter. Duration of the course also depends on the question, whether it is a basic course or a refresher one. In view of the time, and resource constraints, one may have to compromise, sacrifice certain content, details, field visits and strike a balance. As Francis Bacon speaks of books: Some books are to be tasted, some are to be swallowed and a few are to be chewed and digested. Similarly, one may think of assigning relative importance to courses and the duration of courses. Training courses are not to be organized for the namesake as a cosmetic touch. Duration or time is one of the significant factors in the impact of a training programme on the participant.

### **Courses for Personal Growth and Efficacy**

Most of the training programmes as mentioned above funnel down to three areas, one dealing with personal growth and development, second focusing on interpersonal relations, and the third covering subject area specializations. As a kind of illustration, we will briefly look into the three types of courses which put together make a wholesome kind of training. One may call this kind of approach an integrated system of training wherein the individual's growth and development and helping him to advance in his area of expertise / specialization and focusing on interpersonal relations which is a significant contributing factor in any kind of activity where the group is involved.

Under three headings, we just include illustrative training programmes that fall within these three areas.

### **Laboratory for Personal Growth**

*It is experiential learning and the experience that the participant gains in the small group setting, much of it cannot be explained in words. However, if we were to describe the process, it helps the participants in (a) articulating the un-articulated, (b) making the invisible visible, and (c) owning up the disowned and (d) acting the withheld. It is said that growth of a man into being lies by directing his effort to extend these four boundaries in his own life space. The Lab is geared to answer the specific needs for the mobilization of the self and the system in which the individual functions.*

Further, the experience-based learning would help individuals and systems to develop socio-psychological infrastructure for anchoring major programmes of change and development. It also enables individuals and systems acquire a realistic appraisal of internal resources and constraints to action and mobilize themselves for alternative action choices which can break the pattern of stagnation and usher in new ways of maximal utilization of human resources in the organization.

### **Management of Motivation**

Motivation is a drive, an urge fuelling and propelling an individual into action. It is interesting to reflect upon what motivates us and others and how to motivate others. Irrespective of the levels at which individuals operate, super-ordinate or subordinate, knowledge of factors that motivate people is highly essential. This knowledge facilitates individual satisfaction, promotes understanding of others, fosters healthy inter-personal relations and leads to higher productivity and production. Knowledge of how to motivate your colleagues

and subordinates towards coordination and better performance is a psychic tool in management. It is ignorance of this knowledge that leads to misunderstanding, prejudices and miss and under utilization of human resources in an organization.

### **Communication**

Communication assumes various forms and the entire business of human society depends on multiple modes of communication. It plays a basic, essential role in all walks of life. Communication is the ongoing process by which people attempt to share meaning via the transmission of messages. Management constantly is interested in the work performance and the way jobs are done with and through other people in order to achieve the mission, vision, values and goals. Communication provides a common silken thread for all management processes of planning, organizing, leading, controlling and proper coordinating. The management of people through small groups and teams demands continuous communication.

### **Leadership**

Leadership is an important social tool for initiating action, motivating people, mobilizing resources, directing and accomplishing a task. Leadership is task related. It plays the role of guiding and building confidence among people towards better performance. Leadership in different degrees and modes operates in every social system. It is a process of influencing and directing task-related activities of group members. Motivational skills are critical components of leading. It plays a role in organisation and human resources development. One can think of self-inspired leadership and motivated leadership.



## **Personality Development**

Personality is the sum total of ways in which an individual reacts and interacts with others. Heredity and environment may be said as two interacting factors that mould the personality of an individual. *Physical stature, facial attraction, sex, temperament, muscle composition, reflexes and energy level and biological rhythms are the result of the heredity factor. Environment is related to culture and upbringing. Situational factors influence the effects of heredity and environment on personality. The core trait in a personality of an individual is his character. We have extensive studies on personality formation and behavioral patterns related to each type of personality. Though the foundation is laid in shaping of one's personality in the formative period, it is possible to bring about changes in the attitude or behaviour of an individual especially in his interpersonal relations, mode of working with other people and communication. The study of personality is not only in the interest of one individual but it is essential for any official to understand the personality of others which is a kind of clue for the individual working with another individual or a group.*

## **Courses In Inter-Personal Relations and Managerial Skills**

Right from the family, small group to a large and complex organization, most of the functions are collective. *The quality of work, productivity and the harmony that is generated in the work environment depend on mutual understanding and inter-personal relations among the members in the group. The need for cultivating and fostering healthy, productive relationship in a multi-regional, multi-cultural, multi-lingual and multi-religious personnel composition as obtaining in the governmental organizations is greater. Effective functioning is a learned behaviour and this learning environment is created through training.*

Knowledge, skills, methods, techniques, understanding and leadership are the ingredients that are the requisites to work with people and to make people work effectively and efficiently. The courses that are suggested under this cluster focus on building functional inter-personal relations, enhancing supervisory capacity, developing communicative skills and abilities, to introduce and sustain desirable change, managing conflicts incidental to changes in the organization.

### **Inter-Personal Relations**

Public development functions are collective activities that are carried on by a mixed group of people, occupying varied positions of authority and with diverse personal and cultural orientations. To bring about unison in thinking and action amongst such a diverse group is a task wherein you cannot apply force and accomplish things. The only means is to educate and motivate people towards enlightened, cooperative participatory action with personal commitment in accomplishing a public task. The course addresses this issue.

### **Management of Change and Conflict**

Economic and social development implies change and some kinds of change are welcomed and some resisted. It is not only facing change and conflict in the clientele system, but more often we have to face it in the organization itself, when desirable changes are attempted. For instance, one change that is presently attempted in the State of Andhra Pradesh is 'Janmabhoomi' and socio-economic development necessitating streamlining the entire administrative strategies and bringing about changes in the work behaviour of officials in the departments. There is need to prepare people to accept and sustain desirable changes in the organization. The course on Management of Change and Conflict provides an insight into the psychology of human behaviour either favouring or

*resisting a change phenomenon and the ways to effectively induce a change and handle conflicts that often arise as a result of values, traditions, practices, vested interests and wrong perceptions.*

### **Human Resources Management (HRM)**

The personnel in the various organisations and departments of government with their intellectual and psychic endowment constitute the human resources. They are a precious resource. The personnel on their own can and may perform their roles efficiently, but more often they need direction, guidance, appreciation and motivation to do their jobs better. Efficient utilization and management of people in the organization is the responsibility of the management. But people cannot be used as building blocks mechanically. It is an art to work with people and make them more efficient and productive and the HRM course addresses itself to such a task.

### **Training Methods and Skills (TMS)**

It may be said that knowing a thing is knowledge and communicating it is skill. What is attempted in this course is development of communicative skills among professional experts and subject-matter specialists. Some of them who have an aptitude to be trainers could be trained in training methods and skills who could function as resource persons for in-house training programmes and also serve as trainers in respect of training programmes.

This training of trainers (TOT) programme would enhance the training capabilities of the staff to be trained and also sharpen their verbal and non-verbal skills of communication. The TMS course may be organized at least once in a year and senior and middle level staff, around 10 to 15 may be trained who would really be a rich resource and an asset to any Institute.

## **Performance Appraisal**

Performance appraisal is the systematic description of the job relevant to strengths and weaknesses of an individual or a group. It serves two major purposes in organizations. (1) Improving the job performance of employees and (2) Providing information to employees and managers for use in making decisions such as administration, placement, selection-promotion, financial rewards, incentives or compensation etc. The essential purpose in this systematic and periodic appraisal is the accurate measurement of human performance. It attempts to reduce if not to eliminate human bias and prejudice by means of a system that is subject to impartial review and check.

## **Team Building**

Most of the activities in organizations are collective in nature carried on by teams ranging from 8-10, each individual playing a specified role and coordinating with others in carrying out a particular activity. Team members synchronize their efforts towards translating a designed objective. Team building can be within groups or at the inter-group level where activities are inter-dependant. The teams may go by different names such as committees, project teams, self-management teams and task groups. The most vital role of an organization is to build teams and foster them towards accomplishing of organizational tasks.

## **Supervisory Training**

A supervisor may be called a manager in action who often is in close physical contact with the employee. He has a dual task: Get things done by the employees and at the same time guide, train the employees and also keep up their morale. His is to

answer the management and also be friendly with his subordinates. His is no easy task. He is to be competent professionally and at the same time effective in human relations. The supervisory training course focuses on making a good supervisor a better supervisor.

### **Courses for Professional Growth**

As the very title of this cluster of courses stands, the selective courses that are included here chiefly focus, on the following courses under subject specialization and are only illustrative since there are number of subject areas wherein courses could be offered for further advancement in a particular field.

**1). Modern Techniques and Computer Applications In Social Research**

As the title describes, the participant in this course will be exposed to the latest techniques including computer aided statistical package in carrying out social research.

**2). Project Planning and Implementation**

The course focuses on the information, knowledge, skills and techniques required to plan sound development projects.

**3). Poverty Focused Development Planning**

What is called poverty in the economic sense is a complex phenomenon in any society. It has social, cultural and psychic dimensions though economic attribute is visible and usually the one that is looked into. There is what is called culture of poverty. *Mere money alone cannot reduce or eliminate poverty. To alleviate one has to work through several intricate and deep-rooted barriers.* The approach is through education, skill development, motivation and facilitating the poor to wriggle out from the clutches of poverty. The course tries to open up means towards this end.

**4). Programme Planning**

It deals with the principles, philosophy and guidelines that

one has to bear in mind while planning a development programme. In the set of priorities in programme planning the place of primacy is given to the beneficiary group, who and how many and to what extent they will be benefited.

**5). System Analysis for Integrated Systems Management**

The course focuses on the inter-connected, inter-dependent and mutually influencing sub-systems in a system of activity. Knowledge of system analysis would help towards effective management and bring about an integrated development economizing the cost of any project.

**6). Sustainable Development**

The need that we have to address today is not only development, but more importantly sustainable development. This concept of sustainability relates to physical resources, economic structure, technology, environment, social institutions, and the consumption pattern of the people. The course draws attention to all these factors that impinge on sustainable development.

**7). Sustainable and Environmentally Sound Development**

This course draws the attention of participants to plan sustainable development especially in the fields of agriculture, industry, land and forest use and tourism safeguarding the environment.

**8). Management of Agricultural Extension**

Agricultural extension as an applied non-formal education spans from research lab to farm encompassing several layers of administration and line agencies. Managerial aspects are pivotal in delivering of services and goods to the farmers on time in the right way. The course addresses the managerial aspects of agricultural extension.

**9). Planning and Promotion of Integrated Area Development**

Area, a district, a sub-district, a region, a tribal or coastal region is the unit of development in this approach. It is a multi-project development in a selected geographic area.

**10). Promotion of Self-Employment**

*The course looks into several means and ways of promoting self-employment as the basis for income generation leading to minimum quality of life, supported by country case studies.*

**11). Small Industry Sickness Prevention and Rehabilitation**

*Some small enterprises started under pressure of targets, ill-planned, ill-equipped and wrongly located and due to mis-management or want of finance, raw material, infrastructural facilities and finding no market for the goods and services, fall sick. The course addresses the ways to prevent sickness and rehabilitate the sick enterprises.*

**12). Small Industry Management Consultancy**

*As the title of the course says, it is a specialized field and of a multi-disciplinary nature. It is optional to the industry development staff.*

**13). Information Storage and Retrieval Systems**

*It may be called informatic science highly useful to the librarians and people working in the information centres. It deals with providing accessibility to the users employing the latest techniques.*

***Relative Importance of Courses***

*The importance of any training course is dependent on the need felt for it and so, one may accord importance to different courses. The three clusters of courses recommended for the staff, as mentioned earlier, focus on person, group and subject – two courses on personal growth and efficacy, five on inter-personal relations and others on substantive subject technical areas.*

## 3

**NATIONAL TRAINING POLICY, 1996****Historical Perspective**

The civil service system in the country has gone through long evolution since its inception. Since Independence it has become far larger, more complex and versatile as a natural consequence of the assumption by the State of the pivotal responsibility for all-round social and economic modernization of the country. From its largely regulatory orientation before Independence, the civil service has become, over the decades of planned economic development, a complex system embodying capabilities and skills needed for development oriented tasks and responsibilities, in addition to the regulatory functions it has traditionally performed.

The rapidly changing professional environment for the civil services all over the world, reflecting rapid changes in the social, economic, technological and other aspects of life, has perceptibly and imperceptibly conditioned the civil service system in our country too. Still, however, there has been a commonly shared perception in the government and the citizenry that somehow there still exists a lag between the expectations of the society and the orientation of the civil service system.

This concern has led the Government of India and some State Governments, to take up, from time to time, several exercises for going into the causes of this lag and to find remedial measures for removing it. The most notable and comprehensive of these initiatives was the work of the Administrative Reforms Commission



in the late sixties and the early seventies. The Commission went into all broad aspects of moulding the administration, and therefore, the civil services, to the requirements of their responsibilities. Its recommendations on the subject of training the civil services specifically, were accepted by the Government and implemented substantially.

It is not so much the gap between these recommendations and their implementation that called for a fresh initiative for studying the training situation for the civil services, as the fact that the post-implementation environment, characterised by rapid changes in our society, called for another fresh look at the whole issue. This led to several other exercises being initiated by the Government of India, notable among them being the Economic Administration Reforms Commission (EARC) of the early eighties. The training objectives of the civil services, articulated from this exercise, as well as several other less comprehensive exercises, led to the designing and implementation of a fresh package of training programmes with their focus on the responsiveness of the administration to the hopes and aspirations of the people.

However, the steps taken since the mid-1980s have predominantly covered the All India Services and several Group 'A' Central Services, but not so much the other Group 'A' Services, much less, other levels of the civil service system.

Apart from these practical, operational, steps, much work has been done since the days of the A.R.C., to articulate a National Training Policy covering the training requirements of the whole gamut of public administration and public management. However, this has not led to the articulation of a clear and compact policy-package at one place; still it is undisputable that underlying the training efforts of Government, the design of training programmes and their contents,

there is perceivable the outlines of an emerging Training Policy.

Apart from being a very important component of Human Resource Development, training is widely perceived as perhaps the most cost effective method of improving the effectiveness of the personnel in any Organisation. Training has now acquired an added relevance for building up the necessary leadership and confidence among the Civil Servants to measure up to the expectations of the public in the context of rapid technological changes, as also the economic and political transformation taking place in the country. Government of India therefore now considers it desirable to have a document containing a formal declaration of its commitment to training and spelling out, in broad terms, the objectives, strategy, content and modalities to be followed in the field of training. Setting up of the Working Group on Formulation of National Training Policy is consequence of this concern.

### **Terms of Reference of the Working Group**

The Department of Personnel and Training office memorandum, dated the 22nd July, 1993 (Annexure A) spells out the broad terms of reference for the Working Group. In the main, they seek identification of the training objectives with a view to balancing knowledge and skill with required attitudinal changes, particularly in the context of the economic liberalisation now under way. Enhancing administrative capabilities through training as a tool is also to be aimed at. The working Group has been charged with the responsibility of preparing a document on National Training Policy embodying these objectives.

As for the coverage of personnel, the memorandum refers to 'employees' of Government. The Group has gone into the question of coverage. In the first place, a distinction has been made between the Civil Services on the one hand and the Public Services

on the other. The latter includes Government employees, employees of the local-self government system, Public Sector Undertakings and other quasi-governmental organisations. Employees directly working under the Government, in our case both the Central Government and the State Government, have been chosen as the subject matter of our study. They can be designated as the Civil Services. It may, however, be noted that a large proportion of Government employees, those whose emoluments are paid from the State Exchequer, are teachers. The report does not cover them.

The desirability, and for that matter even feasibility, of our preparing a common Training Policy for the entire gamut of the Civil Services has been considered. The group feels that if the policy guidelines are to apply more or less equally to all levels and functional segments of the Civil Services, they must be so general as to have little operational value. On the other hand, if each level or functional segments of the system is left free to devise training policies entirely in the light of its own perception, it will promote some kind of a free-for-all situation. The strategy that this report outlines provides for a common thread of training objectives that binds together all organisations, services and functional groups of the governmental system. Yet they are left free to develop, according to their judgment, professional skills and competencies relevant to their respective functional area.

Some doubts have been expressed about the appropriateness of terming the outcome of our study as the National Training Policy. It is felt by some members that since the proposed training is not meant for the entire population but only for the Civil Services, such a nomenclature may be misleading. Perhaps all doubts on this score can be set at rest if the outcome of our report is entitled National Training Policy for the Civil Services.

### **Methodology of the Report**

The Working Group had a total of five sessions. On the basis of the deliberations of the first two sessions, a provisional set of issues was prepared for further study. A set of questionnaire was prepared by the Training Division of the Department of Personnel & Training embodying these issues and seeking to elicit information on the current status of training arrangements in the different Ministries, Departments and other organisations of the Government of India as well as the State Governments (Annexures 'B' & 'C'). The opinions of these organisations were also sought for on questions like the desirability of a National Training Policy, the institutional arrangements for conducting training in the light of the policy and so on.

This was followed by consultation with various Ministries, Departments and organisations of the Government of India on the current status of training in various organisations and on the context of the National Training Policy.

This was followed by a two-day workshop of the heads of the Training Institutions of the State Governments (mostly Administrative Training Institutions). This was arranged at Gurgaon under the joint auspices of the Government of Haryana and the Department of Personnel and Training, Government of India. An exercise similar to the one made in the earlier workshop was conducted. The main issues suggested for being pursued by the working Group were listed by three groups of participants. They formulated three sets of issues relating to training policy, provision of infrastructure, the role of coordination and several other related issues. These were remitted to the Working Group for its consideration.

There was a second round of consultations with the Ministries and Departments of the Government of India, at the IIPA, New Delhi,

on February 3 and 4, 1994 which led to a set of recommendations for the consideration of the Working Group.

All this work was assisted by a general paper on the training issues and environment prepared by the Lal Bahadur Shastri National Academy of Administration, Mussoorie.

The group has benefited a great deal from the earlier exercises made on the subject by various expert groups of the Government of India and international organisations. The group has drawn substantially upon the current literature on the subject of training to enlarge, clarify and refine its ideas on the subject.

## **EXECUTIVE SUMMARY**

### **I. Introduction**

Training is very important component of Human Resource Development. It is, perhaps, the most cost-effective method of *improving competencies amongst the manpower of any Organisation*. Training has now acquired an added relevance for building up the necessary leadership and confidence amongst the civil service to measure upto the expectation of the citizens from it in the context of the rapid technological changes as well as the economic, political and social transformation taking place in the country.

### **II. Need for National Training Policy**

Although the Government of India and the State Governments have had broad parameters within which training function has been discharged over the years, the Government of India considers it desirable to have a document containing a formal declaration of its commitment to training and spelling out, in broad terms, the objectives, strategy, content and modalities to be followed in the field of training.

### **III. Training: A Part of Personnel Management**

Training is only one of the major elements of Personnel Management System aimed at raising the productivity within an Organization. The basic objective of obtaining best performance from the Civil Service demands - an integrated scientific approach to such diverse personnel management aspects as recruitment, induction training, in-service training, placement, career progression, a well-thought out scheme of rewards and penalties and last but not the least administrative reforms. For overcoming problems of performance, interventions in one or more segments of personnel management may be called for. A problem, which demands simplification of rules or involves lack of motivation cannot possibly be solved by training interventions alone. Training, therefore, needs to be viewed in proper perspective vis-à-vis the other elements, of the personnel management system and not as a panacea for achieving organisational excellence.

### **IV. Why Training**

In achievement of its overall goal of performance improvement, training must contribute to the enhancement of professional knowledge, understanding, and skills both at individual and collective levels. It should also equip constituents of an organization for appropriate response to emerging challenges. The emphasis of training should be on 'doing' rather than 'knowing' only. Training must also achieve a synthesis between improvement of the individual's competencies and promotion of organizational objectives. Training should, in addition help build up high standards of integrity, character and probity in professional life.

Training should satisfactorily address itself to the following concerns:

**(a) Responsiveness**

- to the challenging democratic needs and expectations of the citizens and organisational and technological developments.

**(b) Commitment**

- to democratic values and concept of partnership and participative decision-making.

**(c) Awareness**

- of technological, economic and social developments.

**(d) Infusion of scientific temper.****(e) Accountability**

- to ensure high performance in every profession field and cost effective methods of delivery.

**V. STRATEGY FOR TRAINING**

- Two Pronged Strategy
- Three Tier Training Approach
- Significance of Pre-Training Tasks
- Design of Training Programmes
- Monitoring and Evaluation of Training
- Periodicity of Training

**Two Pronged Strategies**

Since the Civil Service System has been formed for the achievement of constitutionally defined goals of the State, training designs should address themselves to the training objectives and concerns for all strata of Civil Service in operational terms. Function-specific action oriented elements, to be built into a composite framework of training design, should complement these common objectives.

### **Three Tier Training Approach**

Training has to be organised for the entire range of Civil Service system, covering all levels from the lowest to the highest. Special attention needs to be paid to the Civil Servants at the cutting edge, who interface with the public at large and whose performance to a large extent, determines the perception of the common man about the Government functioning. For the purpose of appropriate training design, the civil services may be divided into the following three levels:

1. The lowest-level functionaries, that is operatives at the cutting edge, who are mostly members of the Group 'D' services and the lower stages for Group 'C' services.
2. The supervisory levels and the middle management/administrative level: (they are mostly members of the Group 'B' services, but also shade off into higher stages of Group 'C' at the one and the lower stages of Group 'A' at the other).
3. Group 'A' services and All India Services comprising the top administration/ management level.

These different levels may also include, for the purpose of training, the equivalent levels of the State Governments. Training programmes for the functionaries at the cutting edge level should put equal emphasis on functional skill and attitudinal orientation. For the middle level, training should contribute to enhancement of professional knowledge, understanding and skill, and at the same time promote widened professional outlook so as to prepare it for future tasks and responsibilities. For the third level, besides offering stimuli for expansion of the mental horizon and attainment of professional excellence, training should also sharpen perceptions in relation to multi-dimensional linkages in policy formulation,



development of capabilities in a changing socio-political and technological context, dynamism and innovation tempered with pragmatism.

The top-most layer of level three, constituted by officers of the levels of Joint Secretary to Secretary to the Government and the corresponding levels in the State Governments, should be intellectually and professionally equipped for holding positions that involve policy analysis, preparation of materials required for high policy making and alternative policy choices, strategic planning and a capacity to perceive and provide for the future trend of issues and events.

For all, levels training should aim at continuous attitudinal reorientation in changing organisational ambience so as to help the civil servants appreciate the imperatives of a democratic society, namely respect and concern for the citizen's rights and recognition of community as the focal point of all public effort.

### **Significance of Pre-Training Tasks**

A Training Programme must be preceded by certain preparatory exercises. Identification of organisational Training Needs through in-house exercises but often involving outside training experts is necessary. A TNA should be supplemented by job analysis for individual functionaries, studying also linkages with lower, corresponding and superior levels. Areas requiring interventions other than training need to be dealt with as such.

### **Design of Training Programmes**

Having identified training as the right intervention the Training Programmes should be designed enlisting active participation of the Organisation, the training institution, Consultants, experts and, if possible, the participants themselves. The training programme

should not be too heavy. It should be stimulating enough but must leave time and opportunity for reflection.

Organisations and training institutions should try to ensure maximum effectiveness of training programmes by use of methods, techniques, and technologies of which there is a wide and expanding range available. There should be greater dependence on action-based training methods that is to say, on-the-job training, particularly for the comparatively low-skill, low-knowledge-level functions; training in the field; action-research and so on. Where such direct action-orientation for training is not, feasible, work-environment-simulating training methods like role-playing, games, and in-basket exercises may be used. Various audio-visual aids especially for distance learning, should be extensively used with a view to reaching a larger clientele that cannot immediately be reached by more direct training methods. The class-room method and other methods involving person-to-person interaction on various for a will, however, continue to occupy a leading position in the scheme of training, particularly for the higher levels of the civil service, whose training will aim at, among other elements, conceptualisation, intellectual pursuits with an academic orientation blended with practical concerns. Case and Incident studies are especially apt for a variety of training events and these should be properly designed and used for appropriate training events. .

The selected government-run and autonomous training Institutions should be oriented to the training programmes for the civil services. Programme design must bear the stamp of being custom-made to achieve specific objectives of the organisation and the individuals or groups, as the case may be. The choice of method by training institutions should be dictated by characteristics of the trainee groups and their needs and not the internal priorities of the training institutions.

Training Institutions and experts should form work-able networks, which will ensure maximization in the use of the human and material resources. Faculty exchange, visits and other forms of interaction between training institutions-in the country and abroad will ensure continuous renewal of expertise and professionalism for training institutions and training experts. Strengthening of infrastructure, enlargement of faculty and diversification of training equipments, also will be promoted by networking.

### **Monitoring and Evaluation of Training**

To prevent training events from going off track, and to obviate lack of empathy between participants and training events and trainers, concurrent monitoring of training events and programmes should be made meticulously. Similarly to preclude any likely mismatch between organisational objectives and training objectives, comprehensive evaluatory exercises would have to be undertaken after a time lag, that is after the organization has had an opportunity of putting to use the enhanced-skill and knowledge of trained personnel. Evaluation should be comprehensive and cover the whole range of related issues starting with pre-training steps, with a view to bringing about improvement in organisational and individual performance.

### **Periodicity of Training**

Although a standard prescription is neither feasible nor desirable, the periodicity of training will be determined by the occurrence of changing in Job-competencies, apart from the where-withal including financial constraints and infrastructural capacity for the organised higher civil services, career span- specific comprehensive training programmes in each progressive decade of their service may be necessary. In addition, periodic short duration

programmes for sensitisation in specific areas at intervals of 2 to 5 years would be desirable. For others, training must be arranged at the time major responsibility changes take place, usually at the time of inter-group promotions, and within group 'C' also at the time of promotion to supervisory levels.

For all categories of Civil Servants, there must be an induction training, its duration being determined keeping in view the gap between required job-competencies and the actual competence of the new recruits.

The in-service training must follow a well-formulated scheme rather than an ad-hoc effort in response to situations.

## **VI. Attitudinal Transformation**

Enhancement of knowledge leads to building up of confidence in individuals. Likewise, enhancement of skills contributes to improvement in competence of individuals. It is, however, the inculcation of the right attitudes, which imbues the individual with a sense of commitment. Attitude plays a very crucial role in determining the actual performance levels. Thus, despite availability of the best of knowledge and skills, the ability for delivery of the desired services may still be found wanting in individuals if they are not imbued with the appropriate attitudinal disposition.

Attitudes manifest themselves in the shape of behaviour of individuals. Formation of attitudes is a function of the environment and experiences of individuals. However, training involving exercises aimed at self-awareness, exposure to new concepts, successful and clear delineation of recipient perceptions will make dents in attitudinal barriers. By way of direct training intervention, preparation

and use of appropriate case studies highlighting role of attitude in the success & failure of civil servants and a judicious use of tools of organisational behaviour, are recommended.

## VI. Trainers

Trainers can rightly be considered the heart and soul of training function. Being a trainer demands certain special qualities. Because of the direct impact that a trainer makes on his trainees, he must be a person who is seen as successful in his line department and is imbued with a proper value system. In short, he should be fit for being looked upon as a role model by his trainees.

It is considered possible to devise reasonably reliable and scientifically developed psychological tests to select potential trainers, having the desired qualities including the right value system. This exercise should be taken in hand.

The benefits of investment in the development of a civil servant as Trainer will be greater if the expertise of such person is still available even after he leaves the training institution and goes back to his line department. This can be done by using him as a resource person in a network of training Institutions. He may be detailed to look after the training of civil servants at the field level. Thus, "Trainer" may be used as a generic term. The concept of "once a trainer always a trainer" is likely to give an additional sense of importance to the person concerned.

Standards for trainers, both in quantitative and qualitative terms and an effective monitoring and evaluation system must be evolved and be made operational.

## **Trainer Development**

There must be a scheme for providing opportunities for upgradation of knowledge and skills in the Trainers. Attending training programmes in institutions of excellence for knowledge upgradation in relevant areas and attending specially designed Direct Trainers Skills (DTS) Programmes and Design of Training Programmes are suggested. There is also an expressed need for developing training modules in the area of Management of Training.

## **Incentives**

Incentives, both in monetary & other terms need be considered to attract successful line managers with trainer potential to faculty positions in training institutions. Factors leading to reluctance in accepting such assignments, such as loss of job- satisfaction and sense of importance that usually accompanies line postings, and the loss of perks associated with most field jobs, must be duly acknowledged. Incentives like a graded training allowance whose quantum increases with each year successfully spent in the training institution, a preferential housing scheme, and assured admission for children in schools are a few illustrative possibilities.

The remuneration payable to visiting resource persons would have to be appropriately, determined to ensure the involvement of capable people, since this would provide importance and reasonable compensation for the effort put in by the resource person.

## **Trainer Staffing Scheme**

It may be desirable and useful if DOP&T could maintain a panel of trainers & potential trainers selected on the basis of scientific psychological testing so that placement of empanelled personnel against training slots is brought about in a systematic manner.

## **VII. Institutional Arrangements**

*There is need to set up and develop suitable infrastructure for induction and in-service training of Civil Service at the cutting-edge and middle levels. The discipline of effective distance learning must receive special attention for, use of this method alone will enable our Training Institutions to communicate effectively with the large numbers amongst the target groups. In-situ training must also find lion's share while attending to this most important category of manpower in the Civil Service. Increased involvement of Non-Government Organisations for training at the cutting-edge of the Government is also recommended as desirable, feasible and cost effective. For the training of higher civil service, increasing use must also be made, of the excellent network of Training Institutes outside the government. Of course, there must be a continuing dynamic interaction of these institutions with various organs of the government so as to ensure the relevance of programmes offered by the former.*

The Department of Personnel and Training must also set up a workable system for evaluation of training institutions, without adversely impinging upon their professional autonomy.

### **Overseas Training**

Overseas training must be entirely need based, and should predominantly aim at drawing lessons from successful cross-country experiences. The institutions must be carefully selected. Only institutions which are reservoirs of knowledge and database on relevant experiences *need be used.*

The existing practice of funding most of the overseas training programmes through multilateral/bilateral aid schemes should continue.

Such training programmes must be preceded by in-depth briefing of participants on the expectations of the organisation. The participants must also take with them data and literature related to specified problem areas in the Indian context. On completion of training programme, there must be a comprehensive evaluation session, including a debriefing seminar, which must be accorded the highest priority, the top-level administration being present. All trainees returning from long term courses must be used in Training Institutions - at least a few of them through formal placement as faculty members - to ensure the multiplier effect.

### **Coordination in Training**

There must be an institutionalised arrangement within each organisation for overseeing the training function as an integral part of the Personnel Management System. The concept of a 'Training Manager', whose job will be to ensure an integrated approach to Training, has been suggested. The training Manager will be actively involved in the series of activities culminating in organisation of training programmes, such as analysis of training requirements, the design of the training programme, the selection of appropriate training institutions and evaluation of training. Most significantly, he will advise the top management about the kind of interventions, both training and non-training, required for overcoming specific problems of performance. The Training Manager will act as an interface between the Department/State and Training Institutions on one hand and between Department/State and DOP&T on the other.

### **National Training Council**

There shall be a National Training Council headed by the Minister-in-charge of Personnel, Public Grievances & Pensions in the Government of India and consisting of the representatives of



the State Government, administrative heads of major Ministries and other major functional organisations of the Government of India, major training institutions in and outside the Government, as well as reputed training consultants and experts. The Council will be responsible for advising the Government of India on matters related to training policy, training design, and programmes as well as issues concerning their implementation. It will prepare and up-date, from time to time, guidelines for organisations of Government and training institutions, for operationalising the National Training Policy. The Council shall be assisted by a high-powered Coordination Committee of Directions headed by Secretary (Personnel). The Committee will generally oversee operationalisation of the Training Policy. It will ensure that training plans are actually drawn up by cadre controlling authorities, syllabi are prepared, and proper planning of training activity takes place through preparation of Perspective Plans, Annual Action Plans and Triennial Reviews.

The elements, contained in this training policy resolution are expected to provide guidance for the training dispensations of the State Governments as well. It is expected that every State Government also will formulate a training policy along similar lines, and provide for training infrastructure for civil servants under the employ of the State Government.

### **Role of Department of Personnel and Training**

There should be an apex Organisation for coordinating the various activities involved in giving concrete shape to the training policy prescriptions and preparation of training programmes oriented to achieving the goals and objectives of the State. The Department of Personnel and Training of the Government of India, which in the present scheme of things, is the apex agency for preparing training policy and coordinating implementation of Government's Training

Programmes and other related responsibilities, including those for maintaining liaison with the State Governments, Training Institutions, experts, as well as academic institutions involved in training, should continue to be the apex agency in the new dispensation for training. It will coordinate training related work of the Central Government with similar work of the State Governments. It will take initiative in networking training institutions and resources, develop a strong data base covering the entire spectrum of training activities and institutions, and act as a clearing house of training related information and data. It should coordinate the work of developing training performance criteria for various organisations and fields of specialisation in which Government is concerned. It will also examine the Practicability of acting as a centre for certification of training standards, relating to the work of governmental organisation. DOP&T will also service the Trainer Staffing Scheme.

## **IX. Funding**

Training is a vital instrument for human resource development. It is central to any scheme of action aimed to effective realisation of the goals and objectives of the State. Government is, therefore, committed to allocating money and training related resources to maximum feasible extent. Each department of Government and other major organisations like the attached office, as well as other Organisation funded by the public exchequer, should set apart a suitable minimum percentage of its budgetary provision for training purposes, which may be determined by Department of Personnel and Training after a careful analysis of factors such as recommended periodicity of training, actual costs that have to be incurred for training of each category, the numbers involved and last but not the least, the existing funding levels so as to ensure realism in the targets. Pending such an exercise, the group recommends adoption of 5% of salary budget as the norm during the interim period. There will be a specific

earmarking of this amount which should not be diverted to other purposes.

Training institutions should develop and implement high quality training programmes and diversify their training-related activities to cater to the increasing requirements of organisations and functional groups in and outside the government. This will enable them to tap resources available with the private sector business and industrial enterprises and thereby attain a larger measure of self-reliance.

## **X. Human Resource Development**

Members of the Civil Service must be encouraged to take initiatives for their self-development. They should be encouraged to undertake activities like research and consultancy, if necessary, by availing study leave. With a view to instill greater practical bias and realism in the content of Training Programmes, the special expertise acquired over a period of time by certain members of the Civil Service must be put to use by involving them in the training programmes. A system should be developed whereby special expertise developed by Civil Servants in the course of certain assignments is properly documented soon after the end of their tenure on such posts, if necessary by posting them as Officers on Special Duty on extended tenure of upto 6 months with office facilities, on a selective basis.

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**Source:-** Training Division, Department of Personnel and Training, Ministry of Personnel, Public Grievances and Pensions, Government of India, New Delhi, 1996 & <http://www.civilservices.gov.in/lbsnaa/research/trdc/NTP/NTP01.htm>

## 4

**A BRIEF HISTORICAL BACKGROUND,  
STRUCTURE AND FUNCTIONS OF Dr. MARRI  
CHANNA REDDY HUMAN RESOURCE  
DEVELOPMENT INSTITUTE OF  
ANDHRA PRADESH, HYDERABAD**

The Dr. Marri Channa Reddy Human Resource Development Institute of Andhra Pradesh (Dr. MCR HRD IAP), Hyderabad is under the administrative control of General Administration Department of Govt. of Andhra Pradesh and is headed by the Director General and Ex-officio Special Chief Secretary to Government (HRD).

In the year 1962, the Government of India suggested to all the State Governments, that, action should be taken on the recommendations of Late Sri. V.T. Krishnamachari, that a training institute be established in each state to provide common foundational training to state civil and technical service as well as to arrange refresher courses. Subsequently, the then State Administrative Reforms Committee (1964-1965) as well as the Administrative Reforms Commission setup by the Government of India also suggested establishing of State Training Institutes.

Consequently a proposal for the establishment of a centralized training institute at Hyderabad for Civil Servants was accepted in principle by the state government but did not materialize till 1976.

In pursuance of the recommendations of the 'Services Sub Committee' of Secretaries to government which met and considered the project report of Sri. M. Gopalakrishnan, in July 1974, this was established under the name "INSTITUTE OF ADMINISTRATION"

(IOA) in March 1976, to serve the general training needs of the civil servants of the state.

### **AIMS OF IOA:**

- Conducting Foundational Training Programs for direct recruits to various categories of civil services including the Indian Administrative Service.
- Conducting Refresher Courses for all categories of in-service personnel covering state policies, programs and initiatives.
- Conducting Specialized Training Programs and
- Conducting Department Specific Training Programs.

### **ORIGINAL CHARTER OF FUNCTIONS:**

- Continuous training needs assessment.
- Conduct of Induction training programs.
- Conduct of elementary training programs for senior and junior assistants.
- Conduct of refresher training programs.
- Setting up regional and district training facilities.
- Undertake distance education training programs.
- Undertake consultancies in areas relating to management in government.
- All other activities consistent with objectives, programs and policies of government.

### **INSTITUTE'S LONG TERM OBJECTIVES:**

The Institute has grown over the past years and as of now, its objectives & functions stand as mentioned below:

**HRD IAP role:**

- Apex training institution of the Government of AP serving as the Center of Excellence for "Management in Government"
- Nodal Institution for all training institutions and to co ordinate HRD/training activities in the entire state
- Conducting High-quality training in order to create a team of motivated and dynamic Administrators at all levels in the state government

**Objectives:**

- To provide up-to-date, relevant training for all categories of state government functionaries, on the basis of up-to-date, continuous assessment of their needs
- To co ordinate Human Resource Development across the state to improve the efficiency, effectiveness and responsiveness of government functionaries, particularly at the cutting edge level
- To develop itself as a 'Quality Training Institution' and to promote quality practices in government
- To assist government to focus on its role of facilitating public-good including through promoting transparency in administration and accessibility of information
- To act as a catalyst for administrative reform across state government
- To facilitate implementation of change to achieve key government policy priorities

**Functions:**

- Support reform agenda for
  - Good Governance
  - Smart Government

- Change of mind set

- Develop training modules and training material
- Co ordinate training activity in the state
- To develop evaluation methodology for training effectiveness
- Co ordinate preparation and printing of Function Manuals, Functionary Manuals and Training Manuals
- Conduct training programmes
- Organise Trainer-Training Programmes
- Collaborate with departments in design, development and decentralized delivery of domain training
- Develop a comprehensive training strategy for the whole state
- Oversee training in District Training Centres and DVD centres
- Carryout review of training by Departmental Training Institutes
- Facilitate development of Department-wise Training Action Plans
- Develop Trainer capabilities in departments

**Range of tasks & activities:**

- In campus training
- Decentralized training
- *Governing for Results Programme*
- Interface Development Initiatives

**In campus training:**

- Calendared programmes
- Specially requisitioned programmes
- Project-based training programmes
- Capacity building programmes

Calendared programmes:

## Category

- Foundation category/Induction Courses
- Refresher Courses
- Disciplinary & Vigilance Programmes
- Management Courses
- Workshop/Awareness programmes
- General programmes
- Information Technology/Computer Training
- Sponsored programmes

Capacity building programmes

- Training of Trainer (ToT) in Vigilance Procedures
- Training of Trainers (ToT) in Office Procedures
- Training of Trainers (ToT) in Preparation of Pension Papers
- Distance Training Course in Office Procedures
- Direct Trainer Skills (DTS)
- Design of Training (DoT)
- Management of Training (MoT)
- Systematic Approach to Training (SAT)
- Training Needs Analysis (TNA)
- Training of Trainers in Distance Learning Methodology
- Evaluation of Training (EoT)

Project Based Training - Centre for Urban Development Studies (CUDS)

- Orientation programmes in
  - Revenue Management of ULBs
  - Public Health & Sanitation
  - Municipal Accounts & Budget
  - Women Elected Representatives of ULBs



- Financing Urban Infrastructure
- Resource Mobilisation in ULBs
- Community Participation in Urban Governance
- Poverty Alleviation programmes in ULBs
- Urban Project Development
- Urban Planning

### **ILO-IPEC-APSBP Action Programme on Elimination of Child Labour**

#### Aim:

- Sensitisation & Capacity building for elimination of child labour
- Influence the influencers social attitudes and awareness creation
- Develop change agents/opinion leaders as trainers, sensitisers

#### Range of programmes

- Training of Trainers/Resource Persons
- Capacity Building Programmes
- Sensitisation Programmes
- Orientation Programmes

### **Decentralised training in Districts**

#### Government Directives

- Collectors nominated as District Training Commissioners
- Responsibility to oversee entire 'training activity in the district'
- Creating District Training Centres
- Department Training Units/Cells in each District
- Pooling already available resources
- Identification of area/subject/functionary wise resource persons who can impart training

Present status:

- District Training Centres
- + Organising training programmes in generic areas, rule/ procedure based subjects
- DVD Centres
- + About 100 hrs of training modules developed and training being regularly organized
- KU Band transmission
- Information Technology training

Governing for Results WorkshopAim:

- Taking stock of the current situation & priorities
- Carryout SWOT Analysis
- Preparation of implementable and time-bound strategies and action plans
- Identification of 20-30 officers considered to be good-performers & with positive orientation to reforms/change

Outcome:

- Strategic Action Plan
- Core Group Formulation

**Core Group Development – The purpose**

- Capacitating Core Group members with knowledge and skills about their roles pertaining to
  - Initiating "Citizen Focused" reforms
  - Identification of internal processes for analysis and reforms
  - Problem identification, analysis and solving skills
- Sensitize Core Group members about the need to develop replicable approaches and interactive processes for "capacity building".

## **Orientation to Management of Training (O-MOT)**

### **Present status:**

- Seeking involvement & commitment of HoDs and other top/senior level officers to HRD/training
- Establishing linkages between training and performance enhancement
- *Setting priorities for training function*
- Formulation of Training Action Plans
- Demonstrated credentials along with growing ability to address development needs for
  - Change Management
  - Capacity Building
  - Reform Oriented Initiatives
- *Capacity building for decentralized training being undertaken to facilitate delivery at cutting edge level*
- Organising training programmes and workshops for top management/policy level of government
- Nodal agency for effective implementation of State Training Initiative
- Major up-gradation of infrastructure and state-of-art facilities

### **INSTITUTE'S HEAD-AUTHORITY WHICH CREATED:**

Vide GO Rt.No. 915 of General Administration (Special A) Department dt. 17.3.1976, the Government accorded sanction for the creation of a post of 'Special Officer', Institute of Administration in the super time scale of IAS, for a period of one year and Sri V. Narayana Rao IAS was posted in the newly created post.

Vide GO RT No. 1315 of General Administration (AC) department dated 25-3-1977, the Special officer IOA, is declared

as Head of Department. He is also declared as Disbursing and Estimating Officer for operating the budget provision under the head: "265. Other Administrative Services (g) Training (II) Institute of Administration".

During the year 1979, when Sri. P. Sitapati IAS, was heading the institute, the designation of Special officer was changed as Commissioner and Ex-officio Secretary to Government.

The office was located in the second and third floors of Shakar Bhavan, on Fateh Maidan Road, and its training campus was located at Banjara Hills, before it was moved in to the present campus in Road No. 25, Jubilee Hills, Hyderabad, in March 1988.

#### **CALENDAR OF TRAINING PROGRAMS:**

For few years and until 1982, the practice was to get the approval of the Government for individual training programs. This was replaced with approval of calendar of training programs for the forth-coming year, which practice is still continued.

#### **CONSTITUTION OF BOARD OF GOVERNORS:**

Vide GO MS No. 762 of General Administration (AR&T-II) department dated 23-10-1979, the Government constituted a Board of Governors, with the Chief Secretary to Government as its Chairman. Principal Secretaries to Government, Finance & Planning and Social Welfare departments as well as Secretary to Chief Minister & Ex-officio Secretary to Government (GAD). Commissioner IOA is its Member Secretary. The Governing Body will be the overall controlling body and all-important decisions, i.e., administrative and financial shall be taken by the body.

Vide GO MS No. 433 of General Administration (AR&T-II) department dated 13-8-1981, the Board of Governors for the management of the IOA is reconstituted with the Chief Secretary as Chairman and Commissioner IOA, Second Secretary to Government (Revenue) and Principal Secretary to Government (Finance & Planning) departments as Members. The Deputy Commissioner IOA is the Secretary and Convenor of the body.

### **IOA AS NUCLEUS INSTITUTION:**

Vide GO RT No. 5389 of General Administration (AR&T III) department dated 8-11-1984, a committee with the Chief Secretary as chairman, was constituted by the state government to consider:

- The modalities of the IOA as a 'Nucleus Institution'.
- The scope for liaisioning with other training institutions in the state in the fields of common interest.
- Organizational needs of the institute.
- Courses to be conducted by the institute.

Based on the proposal submitted by the Commissioner IOA and taking into consideration the recommendations of the 'Nucleus Institution Committee', the Government vide G.O. MS. No. 752, GAD (AR&T) department, dated 31-12-1984, authorized the Commissioner IOA as follows:

" To take up new courses in addition to those included in the calendar of training programs approved by the Government for a particular year subject to the condition that the entire cost on the programs already included in the approved calendar for that year and the additional programs taken by the Commissioner in that particular year should not exceed the provision made in the budget estimate for the particular year under any circumstances."

The government, thus, gave to the Commissioner IOA, that, he would take up new courses in:

- Management Accounting.
- Aspects of Modern Scientific Management applicable to government functioning.
- Broad category of courses intended to improve upon styles of functioning in the bureaucratic setup.

The government vide GO RT No. 3779 of GA (AR&T) department dated 27-9-1986, in response to a proposal submitted by Commissioner IOA, permitted him to consult experts in the field of training for preparing papers on training schemes of the IOA, projects whenever necessary and also incur expenditure for payment of remuneration ranging from Rs. 500 to Rs. 2000 depending upon the extent and quality work at his discretion within the budgetary proviso

#### **IOA AS APEX TRAINING INSTITUTE:**

Government vide GO MS No. 27 of GA (AR&T-III) department dated 20-1-1986 issued orders, that, the IOA shall function as the "Apex Training Institute" of the government assuming responsibilities for training in those departments where separate training facilities do not exist and also for:

- Coordination of the training activities of the several departmental training institutions.
- Liaison with other (non-departmental) training bodies in the state.
- Running foundational courses for direct recruits (at post entry stage) into every department of government at officer's level where direct recruitment is provided for, the duration of the course being at least eight weeks.
- Formulating a specially designed course for all officers of

every department who keep moving up the organization to positions of higher responsibility.

- Taking on the training of even the police department functionaries (wherever their training requirements are not already covered by the police departmental training arrangements).
- Extending the training coverage to include new areas of attention also, like automation etc.,

#### **ADVISORY COMMITTEE OF IOA:**

Government vide the same order, also constituted an advisory committee, under the Chairmanship of the Chief Secretary to Government and with 8 other principal Secretaries/ Secretaries to Governments well as the Commissioner IOA. The other members to be: Principal Police Training College, Anantapur, heads of accounts, excise, local fund audit, commercial taxes, SIRD, cooperative training institutions of the government. The APPSC Secretary to be the special invitee on occasions when matters pertaining to recruitment are discussed. The Deputy Commissioner IOA will convene the meetings of the committee once in six months. The functions of the advisory committee will be:

- To lay down the broad policy guidelines within which the various training institutions should function.
- To review the performance of the various training institutes from time- to- time to achieve maximum efficiency.
- To review the extent of participation by several departments in the training programs organized by the IOA and
- To advise on coordination with the departments of government and the Andhra Pradesh Public Service commission whenever there is large/ sizable direct recruitment.

### **AMALGAMATION OF ACCOUNTS AND AUDIT TRAINING WINGS WITH THE IOA:**

In accordance with the GO MS No.40 F. Ad-1, Finance department, dated 25-1-1989, it was decided to merge the training institutions, which were, hitherto functioning under Treasuries & Accounts Department and Local Fund Audit Department, with the IOA and to entrust the responsibility of imparting training in accounts and audit to the IOA.

- Consequently, the training institutions of the local fund audit department was shifted in to the premises of the IOA on 30-6-1989. The accounts training school of the local fund audit department, Eluru also came under the control of IOA from the same date. The treasury and accounts training institution started functioning from the IOA premises since September, 1989.
- The institution at Eluru conducts training programs to some of the non-gazetted lower level functionaries of the local fund audit department and the ministerial employees of Panchayat Raj bodies & municipal councils. The training of ministerial employees of the PR bodies and municipal councils by this institution is subject to the condition that the cost of training these ministerial employees will be ultimately recovered from the PR bodies & municipal councils. The training activity of these three training centers is technical and purely departmental in nature.

### **ADDITIONAL RESPONSIBILITIES ENTRUSTED TO IOA BASED ON RUSTOMJI & UPENDRA COMMITTEE RECOMMENDATIONS ON TRAINING:**

Vide GO MS No.380 of General Administration (AR&T-III) department dated 4-7-1989, with reference to the recommendations



relating to training, of M.K. Rustomji & Associates and Upendra Committee, as well as the Cabinet Sub-Committee on training policy, the Government directed that:

- Facilities for training in various state level and other training institutes should be strengthened.
- All new recruits should be exposed to induction training especially in secretariat and also refresher training at the stage, where, they are considered for promotion as Section Officers. The scheme should be extended to cover Heads of Departments (HODs) throughout the state in a phased manner so as to provide the middle and lower level functionaries opportunities for proper orientation and to update their skills and knowledge.
- The senior members of staff who are likely to get promotion should be deputed for the training strictly in order of seniority. All the Assistant Section Officers in Secretariat should be deputed for the refresher training.
- Evaluation report on the training undergone should be brought to the 'personal file' and be given weightage at the time of promotion. Suitable provisions may be incorporated in various service rules accordingly.
- Training programs should include topics like: a) Dimensions of new work ethic, b) Aims and objectives of development administration, c) Time management and d) Achievement motivation and economic development.
- The refresher courses should not only deal with processes and procedures of administration but be basically oriented towards types of major problems of different categories & sections of people in the state, solutions to those problems and the positive & constructive role of administration in finding implementing solutions.
- In course of time, there should be district training institutes to meet future demands/needs of training by providing suitable allocations in the concerned budgets of the departments.

- An internal training program should be a regular feature in all departments/offices.
- All departments of Secretariat were, therefore, requested to identify the training needs suitable to their departments/offices under their administrative control and formulate necessary schemes in consultation with the Commissioner, Institute of Administration which is the state nodal institution for training purposes.
- As a follow up of the above, action to amend the relevant service rules should be taken up in consultation with General Administration (Services) Department. The Commissioner IOA should utilize the proposed peripatetic training centers for organizing suitable programs at the district level which should eventually be utilized by the district centers as and when they are setup.

### **LINKAGES BETWEEN DEPARTMENTAL TRAINING INSTITUTES & INSTITUTE OF ADMINISTRATION**

The report of the 'curriculum development committee' constituted by the government vide GORT No. 1951, GA (AR&T-II) department dated 20-4-1985 and the views of the concerned departments were considered at a meeting of the Secretaries to the Government held on 28-11-1987. The general recommendations of the said committee as detailed below were accepted by the government vide GO MS No. 150 of General Administration (AR&T-III) dated 16-3-1988:

- Direct recruits to group I services of the state government and All India Services Officers allotted to AP should be given a good grounding in the matters about background of AP, the codes/rules, accounts, general administration, planning system with particular reference to the state.
- It is desirable to enlarge the training to higher-level functionaries (Gazetted Officers) in various departments in order to impart

meaningful training with a frequency of at least once in five years and, if possible, more often, in-as-much-as the present training to them is limited.

- The Indian Forest Service Officers should participate in training programs on general management etc., conducted by the IOA. This is in addition to the technical training being imparted to them already at the Forest Research Institute and College, Dehradun.
- The Officer and staff working in departments which have no training institutes of their own should be sent for training programs conducted by the IOA.
- The IOA may conduct in addition to the present courses, refresher training programs for higher functionaries such as Collectors, Superintendents of Police, Conservators of Forests, Deputy Commissioners of Commercial taxes & Excise departments and senior level functionaries of other departments.
- Government vide the same order also emphasized the need for treating IOA as the nodal institute for training in the state and the need for establishing linkages between the training institutions (under the control of different departments) and the IOA with regard to the curricula and training programs.
- The Commissioner IOA and Heads of Departmental Training Institutions are instructed to formulate training syllabi and organize programs while establishing mutual linkages in all aspects of training curricula and training programs.
- The Commissioner IOA is permitted to do this (as mentioned in above paragraph) over a period of time after the IOA is well established.

### **IOA AND DEPARTMENTAL TRAINING UNITS & CONCEPT OF TRAINING COORDINATORS:**

The Commissioner IOA, in July, 1990 has proposed to the Government,

that, every Secretariat Department, Heads of Department and District Collector should nominate a senior officer of the respective office to function as Training Coordinator and assume responsibility for discharging the functions of the training unit.

- The Government vide GO MS No. 297 of General Administration (AR&T-III) department dated 15-4-1991 read with GO RT No. 4463 of GA (AR&T-III) department dated 6-12-1990 issued the following orders:
  - Every Secretariat Department, HOD and District Collector, Should nominate a senior officer of his choice to function as "Training Coordinator" and to assume responsibility for discharging the functions enumerated in training unit.
  - In respect of departments which have their own Departmental Training Institutes, the 'Training Coordinator' proposed to be selected by the Secretariat/HOD/District Collector, may be either a separate officer or the officer in charge of the departmental training institutions for the purpose of discharging the training functions of the department concerned.

Vide the same order the government specified the following functions, to be discharged, by the departmental training units:

- Assessment of the training needs of the department and determination of the volume of the training demand, order of priority and the cost of each demand, element of training, in conjunction with the Secretary to Government of the Administrative Department/HOD and other senior functionaries in the department/ and the nodal agency i.e. IOA.
- Preparation of a training plan and budget to meet the training needs of the officers and staff of the department, in consultation with the nodal agency i.e., IOA.
- Monitoring the cost and controlling the training budget of the department.
- Advising and assisting the department on the identification

of training needs, the setting of training objectives, cost effectiveness methods of delivery, planning and delivering training and techniques of validation & evaluation and organizing programs of departmental training courses.

- Being a liaison officer on behalf of the department for the purpose of sponsoring participants to the generalized courses conducted by the IOA, Regional/District training institutes and in addition to Institutional Induction/Foundational Training programs to all direct recruits.

### **RECOMMENDATIONS OF 1991 PAY REVISION COMMISSION - HIGH LEVEL COMMITTEE FORMATION WITH CHIEF SECRETARY TO HEAD IT**

The Pay Revision Commission constituted vide GO MS No.502 of General Administration (Spl.A) Department dated 16-8-1991, has made certain observations in training aspect resulting in constituting of a High Level Committee to formulate and recommend suitable measures relating to training. The observations are:

- It is common knowledge that most cadres in the government do not get adequate opportunities to update their skills and knowledge. *It would be common thing to say that in an era of fast changing technology, the knowledge acquired at the time of entering into service would gradually become less and less adequate for the tasks to be performed. It would be in the interests of government as well as the employees, that, the employees should be put through intensive training at least two times in one's career. Commission would recommend, that, a 'high level body' be setup directly reporting to the Chief Minister, to address the above concern and formulate suitable measures. It may be compact body co-opting experts in the field under consideration for government departments, universities, research institutes etc., from time to time. The*

training needs are likely to be very large and in order that there may be no loss of sense of direction, control, coordination would be necessary

- **HIGH LEVEL COMMITTEE:** After careful examination of the above recommendations of the Pay Revision commission, the government constituted a 'High Level Committee' under the Chairmanship of the Chief Secretary to Government to formulate and recommend suitable measures, from time to time regarding matters relating to the training aspects of the officers and employees of the state government. The terms of reference of the above 'High Level Committee' are as follows:
  - To identify the needs of training of personnel of all departments at different levels.
  - To make specific recommendations regarding the measures to be taken to update the skills and knowledge of the staff at different levels.
  - To identify the existing infrastructure for training, available to the government and to recommend further infrastructure requirements and training needs, if any, to be created.
  - To identify strategic training needs of government servants and to suggest suitable training programs and
  - To make any further recommendation relating to training needs of government servants, as the 'High Level Committee' deem necessary.

A 'High Level Committee' was constituted making it responsible for formulating and recommending to the government suitable measures to be undertaken for the adequate and appropriate training of officers and employees of the state government. As per the original Government Order a committee was chaired by the Chief Secretary and Secretary (Services) GAD, was the convenor while the Commissioner IOA, was one of the members only. Subsequently The Commissioner IOA has been made as the convenor of the committee to call for information from various training institutes for preparation of an

agenda for the meeting of the 'High Level Committee' to identify the training needs and objectives.

The Government have later reconstituted the same committee wherein the Chief Secretary remains the Chair Person, and the Special Chief Secretary & Director General IOA, has been made a Member Convenor in place of Secretary (Services) GAD and the same pattern continued till the launching of State Training Initiative in 1997-1998.

### **CONSTITUTION OF A SUB-COMMITTEE OF THE GOVERNING BODY OF INSTITUTE OF ADMINISTRATION IN AUGUST 1996:**

In the Board of Governor's meeting under the Chairmanship of Chief secretary to Government held on 19-4-1996, it has been decided to constitute a sub-committee to consider all proposals requiring approval of the Governing Body of the Government and other expenditure exceeding the limit of up to Rs. 10.00 lakhs.

Accordingly, Government vide GO MS No. 342 of General Administration (AR&T-III) Department, dated 2-8-1996, constituted a sub-committee of the Governing Body of IOA with:

|                               |                       |
|-------------------------------|-----------------------|
| Special Chief Secretary (CSR) | Chairman              |
| Special Chief Secretary and   | Member & Convener     |
|                               | Director General, IOA |
| Secretary to Govt. (Planning) | Member                |
| Secretary to Govt. (Finance)  | Member                |

### **IOA NAMED AS DR. MARRI CHANNA REDDY INSTITUTE OF ADMINISTRATION IN FEBRUARY 1997:**

Vide GO MS No. 55 of General Administration (AR&T-III) Department dated 5-2-1997, a notification was issued to the effect, that, the Institute of Administration shall be named as Dr. M. Channa Reddy Institute of Administration.

**LAUNCHING OF STATE TRAINING INITIATIVE (STI)****BACKGROUND:**

The National training Policy (NTP) document was released by the Department of Personnel & Training (DOP&T), Government of India in 1996. A copy of this document was forwarded to the IOA by the State Government with an indication that action be initiated for formulation of a State Training Policy on the lines of NTP.

IOA was also one of five government training institutions selected by the DOP&T, Government of India, for participating in a pilot project for introducing Total Quality Management (TQM) practices in government training institutions.

In response to the above-mentioned two occurrences, the IOA carried out an exercise in introspection in late 1996 by carrying out a SWOT Analysis of the Institute. One of the highlights of this analysis was a realization that training had never received a focal position in government's scheme of things. As a result, the IOA was in the unenviable position of having to 'chase' government departments for sponsoring candidates in adequate numbers for the training programs organized by the Institute. A critical examination of the Institute's original charter of functions revealed that most of them were being "honored in the breach than in the observance" by the Institute.

One of the responsibilities entrusted to the Institute was the assessment of training needs in the State Government on a continuing basis. It was realized that such an assessment had never been carried out on systematic lines. A decision was, therefore, taken to organize five 3 day Workshops for groups of state government departments to identify the training needs of the various categories of staff of these departments. These Workshops were organized during the period June - September, 1997.



As per the intentions outlined by the Hon'ble Chief Minister, the *Andhra Pradesh AGENDA FOR ACTION* includes initiative in the area of TRAINING for achieving SMART governance, i.e. governance which is Simple, Moral, Accountable, Responsive and Transparent.

In fact, the following role has been envisaged for IOA as detailed in a paper on the "USE OF INFORMATION TECHNOLOGY IN THE GOVERNMENT OF ANDHRA PRADESH" issued by the Chief Minister's office:

- "The IOA will be developed as a center of excellence for management in government. Possibilities of a tie up with internationally reputed institutions will be explored. Since East Asian countries like Malaysia and Singapore are already in the process of setting up electronic governments, possibilities will be explored for a collaboration between the IOA and Civil Service Training Institutions in such countries. Similar arrangement could also be worked out for collaborating with the John. F. Kennedy School of Government at Harvard or other internationally renowned training institutions. The IOA will be restructured in order to adequately equip it for conducting high quality training programs in Information Technology (IT), Management in Government, Privatization and Business process Reengineering. Use of multimedia and the latest training methods would form part of the Institute's program."
- "The IOA would also be encouraged to bring out an electronic journal of high quality with reputed international publisher, so as to provide a forum for the generation and dissemination of ideas on modernizing the administration."
- "The Government will make available to the IOA the services of outstanding civil servants in the state and will permit engaging professionals from the academia and the private and public sectors, within and outside the state, on highly favorable terms in order to attract the best possible talent."

### **TQM INITIATIVE AND IOA'S SHORT TERM MISSION STATEMENT ARTICULATION:**

Concurrently as part of its TQM initiative, the Institute also articulated a short term **Mission Statement** to guide it till the turn of the century, which reads as: As The Apex Training Institution of the State Government Of Andhra Pradesh The Dr. MCR Institute of Administration, Hyderabad commits itself to:

- Providing up-to-date relevant training for all categories of state government employees on the basis of an up-to-date, continuous assessment of their training needs
- Providing training which will improve the efficiency and effectiveness of government functionaries, particularly at the grass root, cutting edge level
- Developing itself as a quality training institution for promoting quality practices in government

Playing a lead role in focusing the role of government as a facilitator of public good by promoting transparency in administration and accessibility to information through the development and use of state of the art technology.

### **SERIES OF MEETINGS HELD BY THE CHIEF SECRETARY AND REVIEWED BY THE CHIEF MINISTER DURING 1997-1998:**

Two meetings were held by the Chief Secretary (Coordinated by IOA) in December, 1997 to discuss the proposed State training Initiative (STI). All Secretaries to the State Government and Heads of State Government Departments as also the Heads of other State Training Institutions have participated in these discussions. On the basis of these discussions, all State Government Departments, including Public Sector Undertakings, have nominated their respective 'Training Coordinators' who have been responsible for exclusively

handling the work relating to the Training Initiative in the concerned department /organization / office. Detailed information has also been collected on the department wise categories of employees as also their total sanctioned strength. The perception of the Heads of Departments and other concerned supervisory officers regarding the areas in which training is required along with broad indications of the training methodology (ies) to be followed were also ascertained. Information relating to available training infrastructure was also obtained from the various State Government Departments as also from the persons in charge of existing training facilities for the purpose of examining whether these facilities are being put to optimal use. It is the intention of the State Government to strengthen these facilities for optimal utilization before proceeding with action to create additional training infrastructure / facilities.

On the basis of information gathered, a presentation was made to the Hon'ble Chief Minister by the IOA on 26-2-1997 wherein cost-time projections were made for organizing one complete round of training for all State Government employees in the course of a single training year of 12 month duration. The Chief Minister was particular that every State Government employee should be provided with relevant training input on an annual basis and that a system of evaluating the in training and post training performance of the employee should be developed so that there is a link between this performance and the career progression of the employee. Realizing the magnitude of the training task involved, the CM has suggested that there should be decentralization of training delivery at least to the level of Revenue Division and both governmental and non-governmental sources, including Universities, could be involved in the training effort. The entire training activity in the State Government would be watched over, guided and reviewed by a State Training Council to be Chaired by the CM and include experts drawn from the field of training.

During a subsequent review of the STI by the Chief Minister on 28-02-1998, the CM has indicated that the training facility also be extended to cover the leaders and members of various categories of self-help groups who are involved in the State Government's welfare and developmental programs such as elected representatives of local self government bodies, leaders and members of the Women's Thrift & Credit Societies, Water User Societies, Vana Samrakshna Samithis, the Youth Groups organized under the CM's program for Empowerment of Youth etc. This is in line with AP's vision of a participatory government.

The CM also indicated that any assessment of training requirements should be initiated based on the individual employee's (trainee's) perception of his/her own training requirements to which the perception of the HOD/ Government could be added. It was, therefore, decided that a questionnaire would be developed for distribution to individual government employees for obtaining this information. The OPTICAL MARK READER (OMR) questionnaire format was developed for this purpose in consultation with the Computer Maintenance Corporation Limited, Hyderabad.

In the meeting that held on 18-03-1998, by the Chief secretary with all Secretaries to Government, HODs and Heads of State Training Institutions as also the nominated Training Coordinators the main points of discussion and decisions taken are as detailed below:

- HODs will be primarily responsible for preparing and implementing the Annual Training Action Plan for the department concerned, including budget requirements. The IOA will closely monitor and coordinate the activity.
- The core portion of the OMR questionnaire developed by the IOA in consultation with the CMC, Hyderabad would be distributed by the HODs to all their functionaries.
- Individual HODs would develop and append additional sheets to the questionnaire format based on their requirements for

ascertaining information relating to the technical/ professional training inputs required by any category of functionaries specific to their departmental work responsibilities.

- HODs would identify resource persons whose services would be utilized for preparation of Departmental Manuals, Functionary Manuals and Training manuals specific to their departments.
- It was decided that 1.5 per cent of the salary budget of each department would be earmarked for training purposes.

### **ORDERS OF GOVERNMENT ON UTILIZING THE SERVICES OF RETIRED AND EXPERIENCED PERSONS FOR DEVELOPING VARIOUS MANUALS:**

Vide GO RT No. 2519 of General Administration (AR&T.III) Department, dated 16-6-1998 read with GO RT No. 2999 of General Administration (AR&T.III) Department, dated 20-7-1998, the Government has issued the following orders:

- "The Commissioner IOA, is authorized to reach job-specific contracts for individual departments or groups of departments as deemed fit for developing training and trainer manuals on a contract basis for a period of one year subject to the following conditions":
  - Taking only retired people.
  - It has to be treated as consultancy contract and not appointment.
  - Period of engagement as well as the output expected from the consultancy be specified.
  - The total payment has to be a consolidated indicating proper phasing of payment as per output norm.
  - Consultancy contract should not be extended.

The *Departmental Manual* would indicate the role of the department & the functions and responsibilities entrusted to it. While

indicating the origin of the department and tracing its development over time, the Manual would also present a departmental organizational chart and list out the various legislations / enactments, rules and regulations which govern its functioning and direct its activities. It will also deal with details of available infrastructure, the expectations of the general public from the department, interaction of this department with other organs of the government. At the end, it would present the vision for the next two decades and a tentative plan of action for achieving it.

The *Functionary Manual* would relate to a single category of functionary /employee within the department and would indicate the functionary's position within the departmental hierarchy/organization, would list out the duties to be performed by this category of functionary and list out his/her responsibilities vis-à-vis superiors, subordinates and peers both within the department and outside (i.e. towards other interacting government departments or the general public). The department would, therefore, have to develop as many Functionary manuals as there are categories of functionaries in the department.

The *Training Manual* would flow from the Functionary Manual in that it would detail the content and methodology of training necessary to be developed and delivered to the specific category of functionary. In other words, every Functionary Manual would have a parallel, supporting Training Manual.

### **ORDERS OF THE GOVERNMENT ON 'OMR FORMATS' INDENTING THROUGH IOA:**

Vide GO RT. No. 2099 of General Administration (AR&T.III) Department, dated 21-5-1998, Government has issued orders, approving the rates quoted by Computer Maintenance Corporation (CMC) Limited, Hyderabad, for developing and printing of questionnaires

in OMR format. All the departments of Secretariat/ HODs have been requested to approach the CMC with their indents for getting the required formats printed and making the necessary payments from their own budget as per the rates approved by the Government i.e. @ Rs. 2.80/- for two sheets constituting one full format.

In view of certain procedural problems outlined by the Commissioner Dr. MCR IOA and to over-come them, the Commissioner Dr. MCR IOA, has been authorized vide GORT No. 2670 of General Administration (AR&T.III) Department dated 25-6-1998, to place collective indent for the 3.5 lakh forms and also to effect payment of advance for the same, with the CMC Limited. All the departments of Secretariat/ HODs have been requested to approach the IOA directly for obtaining the forms.

### **GOVERNMENT ORDERS NOMINATING DISTRICT COLLECTORS AS TRAINING COMMISSIONERS:**

The Commissioner, Dr. MCR IOA in a letter to the Government dated 25-4-1998, has mentioned that so far they have been planning the entire training activity only by involving the Heads of Departments and making them responsible for training activity for their staff. They have not worked out coordination mechanism at the district level and suggested to nominate the Collectors as Training Commissioners for their districts.

The Government vide GORT No. 2520 of General Administration (AR&T.III) Department dated 16-6-1998 issued orders nominating the District Collectors as the 'Training Commissioners' of their respective districts to oversee the entire training activity and to keep a watch on the progress made in each department. The order also mentioned that the District Collectors in that capacity have to send their progress reports to the commissioner Dr. MCR IOA.

**REVISED GOALS AND OBJECTIVES SET BY GOVERNMENT  
FOR DR. MCR IOA IN TRANSITION:**

- Collection and organization of data on every state government functionary for maintenance of centralized computer database.
- Dr. MCR IOA as nodal agency for entire training activity in state government, making use of training infrastructure available with all state training institutions, including various training facilities with all departments.
- Cent percent coverage of government functionaries on annual basis under training inputs.
- Organization of special training programs for senior level administrators and public servants, including Cabinet Ministers, Secretaries and Heads of Departments, MLAs and Chair - Persons of Corporations (numbering about 700).
- Identification of about 10,000 key and strategically placed state government functionaries throughout the state for specific coverage of their training needs by developing special packages for improving their commitment and performance.
- Organization and coordination of training activities at the district level by HODs and district collectors by opening 'District Training Centers' and 'Training Wings' in every office of each departmental Head at the district level.
- Organization of computer networking to facilitate access between Dr. MCR IOA and all Ministers, Secretaries to government, HODS, District Collectors, District Departmental Heads as also training institutions within the state and select training institutions outside the state. Provision for video conferencing and Internet access also to be made.
- Organization of Research and Publication Division to publish training manuals/material, modules and other publications.



**NOTABLE ACTIONS AND INITIATIVES IN PURSUANCE OF ABOVE MENTIONED OBJECTIVES:**

Optical Mark Reader (OMR) formats numbering five lakhs were developed and were printed in coordination with the CMC Ltd on specific department wise indent and were distributed. The filled in formats from different departments were being processed for developing an info base by CMC.

For preparation of information manuals by individual state government departments guidelines have been issued to the HODs for preparation of draft manuals.

Process of vetting by a committee of experts constituted by IOA before they are printed for distribution of copies to all concerned had begun.

Organization of Training of Trainer (TOT) programmes developed by the Department of Personnel & Training, Government of India in co ordination with the Thames Valley University, United Kingdom such as the Direct Trainer Skills (DTS), Design of Training (DOT) and Management of Training (MOT) programmes to build up trainer capacities within the state government

The annual budget of the Institute has been increased considerably to permit the building up of the Institute's facilities – both physical and otherwise. Clearance has been given for the Institute to avail the services of external consultants on contract basis for building up its competencies in various relevant areas.

## **PRESENT ROLE OF THE INSTITUTE CONSTITUTION OF GOVERNING BODY & GENERAL BODY OF THE DR. MCR INSTITUTE OF ADMINISTRATION:**

Vide GO.MS No. 272 of general Administration (AR&T-III) Department dated 18-7-1998 read with GO.MS No. 315 of General Administration (AR&T-III) Department dated 5-8-1998, the Government reconstituted Board of Governors of the Institute with the Chief Minister as Chair Person and with the following Members:

Minister for Finance, Minister for transport, Minister for Sports, Media Advisor, Chief secretary, Principal Secretary Finance, Secretary Information Technology, Commissioner I&PR, Director of Administrative Staff College of India, Director of National Police Academy, Director of Indian Institute of Public Administration, Director of Lal Bahadur Sastry National Academy of Administration, Director of Manufacturing Technology Development Institute, Director Indian Institute of Information Technology, Director of National Academy of Construction, Director of Knowledge Park, Mr. Anil Kumar of Mckenzy, Representative of World Bank Group, Representative of UNDP, Experts in the field of Training and Human Resource Development to be nominated by the Government, Mr. Prahlad, Dr. B.C. Muttaiah (Ex- Director general National Institute of Rural Development), Mr. K.A. Chandrasekhar (Training Consultant of UN-Retired), Mr. Samuel Paul (Former Director IIM) and Mr. Preetam Singh (Director Management Development Institute. The Commissioner (Later re designated as Director General) of the Institute is the Member Convenor.

The Body will follow the procedure as they deem fit for effective execution of the terms of work entrusted to them subject to any directions given by Government from time to time.

Vide GO. MS. No. 492 of General Administration (AR&T-III) Department, dated 19-11-1998, the Government having examined the proposal of the DG Dr. MCR HRD IAP, have delegated the following powers to the Governing body of DR. MCR HRD IAP:

Dr. MCR HRD IAP, Hyderabad, can take decisions regarding *purchase of equipment and creation of Training Infrastructure* for formulation of appropriate procedures so that such cases need not be referred to the Government routinely to avoid any loss of time.

The Institute can sanction expenditure under plan and non-plan budget provisions made by the Government with powers to transfer funds from one Head of Account to another Head.

The Institute can incur expenditure for organizing special training programs on prevalent market rates through out side agencies/ guest faculty drawn from other Government/ new government sources.

As regards delegation of powers for undertaking creation of posts, the posts can be created by the Government, by taking orders in circulation to Chief Minister and later placing the same before the Cabinet for ratification.

Vide GO. MS. No. 470 of General Administration (AR&T-III) Department, dated 16-11-1999, the Government issued revised orders with reference to the Board of Governors. The GO mentioned that: "In follow up of the recent elections and the constitution of the new State cabinet, the Human Resource Development Institute's Board of Governors is reconstituted, nominating the following Cabinet Ministers in place of the ministers earlier nominated vide G.O. MS. No. 272 of GA (AR&T-III) D, dated 18-7-1998:

Sri. Y. Ramakrishnuđu, Minister for Finance; Sri. T. Devender

Goud, Minister of Home; Sri. K. Vidyadhara Rao, Minister for Industries; Sri. K. Vijayarama Rao, Minister for Roads & Buildings and Sri. K. Srihari, Minister for Education.

Vide the same GO, Government have also decided to constitute a Sub-Committee of the Board of Governors of the DR. MCR HRD IAP with the following members:

- Sri. Y. Ramakrishnuadu, Minister for Finance (Chair Person); Sri. T. Devender Goud, Minister of Home; Sri. K. Vidyadhara Rao, Minister for Industries; Sri. K. Vijayarama Rao, Minister for Roads & Buildings; Sri. K. Srihari, Minister for School Education; Principal Secretary to Government (Finance) Finance and Planning Department; Secretary to Government Roads & Buildings department; Secretary to Government (Information Technology); Chief Engineer, Roads & Buildings Department and Director General Dr. MCR HRD IAP (Member Convenor).
- The above Sub-Committee is authorized to exercise powers vested in the Governing Body of the Institute vide GO MS. No. 492 of GAD (AR&T-III) dated 19-11-1998.
- All decisions taken by the Sub-Committee will be implemented by the HRD Institute. In specific cases, however, where it is considered necessary, the decisions of the Sub-Committee will be circulated to the Hon'ble Chief Minister and Chair - Person of the Board for orders/information.

Vide GO. MS No. 273 of General Administration (AR&T-III) Department, dated 18-7-1998, the Government constitute the General Body of the Institute with the following Members:

All the Members of the Governing Body of the Institute, All the Cabinet Ministers, All the Secretaries to Government, All District

Collectors, All Heads of Departments, All Directors of Departmental Training Institutes in the state. The Commissioner (Later re designated as Director General) of the Institute will be the Member Convenor.

### **CHANGE OF INSTITUTE'S NAME AND DESIGNATIONS OF THE TOP EXECUTIVES:**

- Vide GO, MS. No. 314 of General Administration (AR&T-III) Department, dated 4-8-1998 a notification has been issued by the Government for publication in the Andhra Pradesh Gazette that " Dr. Marri Channa Reddy Institute of Administration, shall henceforth be named as Dr. Marri Channa Reddy Human Resource Development Institute of Andhra Pradesh (DR. MCR HRD IAP)".
- Vide GO. RT No. 3232 of General Administration (AR&T-III) Department, dated 4-8-1998, the Government issued orders with a direction that the present designation of the head of the Dr. Marri Channa Reddy Institute of Administration be changed as "**Director General, Dr. Marri Channa Reddy Human Resource Development Institute of Andhra Pradesh and Ex-officio Principal Secretary to Government, Human Resource Development**".
- Vide GO. RT.No. 4644 of General Administration (AR&T-III) Department, dated 5-11-1998, the Government re designated the posts of Special Commissioner of the Institute and Coordinator (Training) as Additional Director Generals of Dr. Marri Channa Reddy Human Resource Development Institute of Andhra Pradesh.

**SCHEMES, ACTIVITIES, PROJECTS, PROGRAMS, THE INSTITUTE IS ENTRUSTED WITH FROM TIME TO TIME BY THE GOVERNING BODY/GOVERNMENT.**

The first meeting of the Governing Body held on 21<sup>st</sup> July 1998, proposed a strategy to be followed to provide HRD inputs to every single public functionary on the lines detailed below:

- The need for a VISION and MISSION statement for the Institute which fit in with the similar statements already being articulated for the State Government at large in the VISION 2020 document.
- Institute to work towards cost effective decentralized training / HRD activities by working towards establishing electronic linkages.
- Administrative Reforms as the need of the hour which should be undertaken through a consultative process where all stakeholders are involved.
- Need to develop the Institute into an Institute of Excellence for Public Management.
- Develop a Master plan for development of Institute which includes (a) building up its physical infrastructure on aesthetic lines to create the right environment and atmosphere for intellectual interaction and debate (b) accessing the best in terms of professional expertise (c) providing for faculty development on appropriate lines (d) building up the institute's research and consultancy capacities to provide the right lead to government in its welfare, developmental efforts and (e) organize a Publications Wing.
- Use of Media, audiovisual packages for dissemination of government's VISION and MISSION intentions through both training and non-training interventions.
- Consider and work towards establishing a link with the Open University through a Wide Area Network (WAN) so as to extend reach of the Institute.

- Need for providing adequate and appropriate HRD inputs for crucial public functionaries and, where necessary, establishing links with systematic career progression and development.

The second meeting of Board of Governors held on 21<sup>st</sup> August, 1998 decisions as detailed below were taken:

- Based on a series of discussions held at the level of the Chief Minister and Chief Secretary with senior officials of State Government Departments having high public interface, it has been decided to initiate a program for implementation of the 'Anaar Road Map' in the Twin Cities by picking up the "Service Wings" of civic service organizations such as Municipal Corporation of Hyderabad, the Hyderabad Urban Development Authority, the Hyderabad Metropolitan Water Supply & Sewerage Board, the Police and the AP Electricity Board.
- To ensure that appropriate training/HRD inputs are provided to specific categories of public functionaries in the state, it has been decided to categorize them as follows:

|                      |  |
|----------------------|--|
| Policy level         | 120 to 150, including Ministers and Senior All India Service Officers who are serving as Secretaries to the State Government |
| Administrative level | 800-1000, including all Legislators, Heads of Departments and other senior officers of the All India Services                |
| Executive level:     | 10,000-12,000, including state and field level staff holding crucial, key positions up to the Mandal level                   |
| Support level:       | 5 lakh plus, including office and field support staff of the levels of clerks, superintendents and equivalent ranks.         |

- The methodologies and approaches to be adopted for formulating and providing HRD inputs to the 4 different levels of public functionaries as identified above by the government to be on the following lines:
- For the Policy and Administrative levels, the Organizational Behavior (OB) packages developed by Dr. M.B. Atreya Defence Research Development Organization (DRDO), the Public Policy package developed by Sri. V.K. Agnihotri IAS, at LBSNAA, Mussoorie could be tried.
- The expert members on the Board of Governors would prepare the lists of programs and suggest institutions /organizations and persons capable of conducting these programs.
- Special emphasis should be given to providing HED inputs to those functionaries who are handling special programs launched by the government involving community participation.
- The possibilities of either facilitating some of the beneficiaries to participate in the programs along with public functionaries or taking groups of public functionaries under training on field visits where proper and useful interaction could take place have to be examined.
- To ensure a closely coordinated approach, down the line at all levels, between various Government Departments, the Dr. MCR HRD IAP should organize Workshops involving all concerned individuals .
- The Institute would make full use of all available training infrastructure belonging to Government of India, Government of AP and non government institutions/organizations in meeting the HRD requirements of the state government.
- To achieve decentralized administrative functions even while providing for a strong and efficient centralized monitoring system, the institute could gather data on success stories and conduct Workshops for preparing Action Plans for replicating such successful efforts in other areas.



- Institute has to make efforts for developing modules on 'relationship building to ensure that public functionaries do not operate in a rigid, straitjacketed administrative structure.
- All Foundational and Orientation Courses are to be freshly looked at with a view to recast the modules and update them to ensure that they are more relevant to current needs.
- While moving towards covering all for training, the institute would concentrate on public functionaries in the age group of 25-45 years to start with.
- *The Institute to develop appropriate HRD inputs to improve the public image of government functionaries, especially those working in departments which have a high public interface.*
- The Institute to develop formats for the Executive level functionaries numbering about 10-12 thousand, for obtaining periodical feedback on training/HRD inputs at least once in 3 months.
- *Training inputs would be developed for nodal Officers nominated to handle the work relating to coordinating and overseeing the implementation of the JANMABHOOMI program, by the Institute.*
- The philosophy and concept of issuing Citizen's Charters have to be propagated to make public functionaries more accountable and government more responsive.

In the meeting of the Board of Governors held on 21<sup>st</sup> October, 1998, the decisions as detailed below are taken:

- Need to prepare a Directory of Resource Persons in the area of training/HRD activities for use by those who are made responsible for such activities in government like the District Collectors (who have been nominated as District training Commissioners), HODs etc.
- Constituting a Technical Committee with five members for organizing the Information Technology Wing of the Dr. MCR

HRD IAP as per the proceedings of Director General No. AI/4294/98 dated 26th September, 1998.

- The logistics of facilitating foundational/orientation courses for fresh recruits as outlined below would be sorted out and coordinated by the HRD institute.
- For conducting Foundation Courses for the support staff like the Junior Assistants 3 District Training Centers (DTC) in 3 regions of the state be notified as the centers for the purpose. Training modules/material and other professional support will be provided by the DR. MCR HRD IAP.
- It is made mandatory for a fresh recruit to undergo the Foundational Training Course before reporting for duty. After selections are finalized, the concerned departments shall direct the candidates to report to the notified Training Institute. Regular posting orders shall be issued to the candidates only at the end of the training. At the end of the probation period, there should be another training package and the performance of the candidate shall be considered for taking a final decision with regard to the declaration of probation.
- Performance evaluation should be made compulsory and relevant. For purposes of finalizing the inter se seniority within a batch, the performance of candidates up to declaration of probation must be taken into consideration. The break up of weightage:
  - Scores obtained in Foundation Course.
  - Scores obtained during probation period-Evaluation to be done on an objective basis by HOD.
  - Scores obtained in training program conducted at end of probation period.
  - The final merit list, giving the final inter seniority position, will be issued based on the above-indicated procedure.

The government personnel in the zone of promotion to be provided with training/HRD inputs in a systematic manner, with an intention to link the in training performance of such personnel with their eligibility for promotion. The HRD institute would recommend to government for implementation of the same. An explanatory note on this special training programs for personnel in zone of promotion is given below:

- There is no specific policy relating to the promotion of government functionaries from one level of functioning to another. In most cases, the job content of an individual changes substantially with the promotion to a higher level. It is left to the initiative of the individual to cope with this situation.
- When a person is promoted from the clerical level to a supervisory level or from a non gazetted to a gazetted one or when a functionary who has been handling technical work is promoted to a managerial /administrative level (Eg. Lecturer to Principal, Doctor as a Superintendent, MHO etc), the complexion of his job responsibilities changes completely. Most often, the promoted officer finds himself very poorly equipped to deal with the situation. In many cases, he is forced to depend very heavily on the supporting staff.
- There is need for a comprehensive training policy and a package to be linked with the promotion policy. The following Plan of Action is to be followed:
  - Heads of departments shall identify all persons in each category (functionary) level who are in the promotion zone, i.e. likely to be considered for promotion to the next level during the subsequent 3-year period.
  - All such persons should be subjected to at least 2 training packages each, specially designed for that level of functionary, keeping in view the job requirements in the higher cadre

- These 2 packages have to be made compulsory for promotion. During the training, systems developed for evaluation of candidates shall be applied and the performance scores shall be communicated to the HOD. Due weightage shall be given to these scores during selection for promotion.

In the fourth meeting of the Board of Governors held on 26<sup>th</sup> November, 1998, decisions as detailed below have been taken:

- The HRD Institute has to establish a Public Relations Cell so that it can function as a PR window having full information to explain to anyone with regards to various schemes and programs besides Acts, Rules and Regulations and how they have been conceived and evolved over a period. The Institute should also organize a top class multi media presentation room fully equipped with hardware and software for this purpose.
- It has been decided to recommend the following action plan to the Government with regards to Citizens charter, the HRD Institute being the Coordinator.
  - To conduct departmental workshops in the Institute for select departments to familiarize with the Principals and modalities in preparing the Citizens Charter.
  - The draft charters prepared will be considered by the Government and an informal consultation process to be started by Minister/Secretary/Head of Department with the stakeholders.
  - A follow up workshop is to be organized in HRD Institute of AP within a fortnight where in the Minister concerned along with his senior official will interact formally with the representatives of stakeholders.
  - Keeping in view the deliberations in the follow up workshop, the department will firm up the draft within the next one week.

- At this stage the concerned department should organize issuing a public notification through press/electronic media indicating the contents of the proposed citizens charter and inviting suggestions from the general public on the specific points to be covered in the charter.
- Simultaneously the department would (coinciding with the publication for suggestions from public) informally start implementing the contents of the charter and get a feedback on any practical problems faced in the implementation.
- Keeping in view the suggestions from General Public and the feedback in the trial run of the charter final draft will be prepared, approved and issued by the Government, within three months of the original notification calling for suggestions from public.

The fifth meeting of Board of Governors held on 23<sup>rd</sup> March, 99 has taken decisions as detailed below:

- The HRD Institute has been entrusted with the job of preparation of quality, audio, visual training material on interactive Digital Versatile Disc (DVD). It is proposed to develop 100 hrs of program with an intention to develop at least 20 -25 hrs of program on topics which are relevant to all public servants within the state so that these can be multiplied and made available on commercial terms, if necessary, to other State Governments / Institutions for use in training activities.
- The Institute has to undertake and speed up the process of compiling all the Acts and Rules and to prepare CDs to be made available to all Government Offices and, if necessary, to the general public on commercial costs
- The HRD Institute has to implement immediately in the Institute the concept of *Paperless Office* so that it can be

a model to observe and follow. Training packages on the concept may also be developed by the Institute and be implemented.

- Based on the initiatives already launched by the HRD Institute, for extending training /HRD activities throughout the State Government, it has been suggested by the Board:
  - To ensure that there is the required coordination of activities within the same department and that all functionaries from top to bottom are on the same wavelength, it is necessary to provide training/HRD inputs. The programs/ courses are to be so structured as to provide an opportunity for functionaries at various levels to come together in a common forum and interact, if necessary, by facilitating an overlap of various levels of functionaries in programs. Identifying specific problems and facilitating brainstorming/ workshop sessions to find solutions to specific problems may be explored.
  - Innovations in administration should be documented- not merely for media purposes but for capturing on record the improvements in procedures and process management which have resulted in better administration so that this material can be used as a case study for demonstrative purpose for functionaries of other departments or elsewhere in government as an effective training input.
  - The Institute should immediately take up the documentation of the training initiative undertaken by the State Government. All information relating to the various schemes and programs of government should be put on record and maintained in the HRD Institute and the Institute must create a modern multi media presentation to display to all visiting delegations calling on the government.
  - Third party evaluation of government initiatives is a must to ensure a critical look at the same with the intention

of bringing in improvements where necessary. The institute is to take the initiative to build up a research and development wing and activities to achieve that goal

- Since training activities in government cannot be an end in themselves and should necessarily result in the improved and effective functioning of public functionaries, all training activities should be supported by the necessary non training interventions such as strengthening and streamlining of procedures, processes and, if necessary, even amendment of government Acts, Legislation, Rules and Regulations. The Administrative Reforms wing in the government and the institute should work hand in hand to bring in administrative reforms and to effectively implement the decisions taken in this area. Workshops are to be organized on the working of peoples participation programs such as Water User Societies, Joint Forest Management, Irrigation Committees etc and also other initiatives taken up such as counseling in transfers, tender procedure etc
- Training inputs could be facilitated for functionaries handling specific government schemes or programs with a high degree of public impact so that the effectiveness of these inputs can be measured in terms of public appreciation. Coverage of all personnel belonging to a particular area/project/program for training purposes could be considered so that it can be followed up by creating sufficient impact.
- The effectiveness of a training institution, as also its credibility in the eyes of its multiple customers, depends totally on the quality of its faculty and as such, the HRD institute should be given the necessary flexibility to ensure that they are able to take on board the best

people available in the areas of serious concern to them. Research initiatives are to be promoted and such activities should be used by the Institute for building up an associated profit center which alone can sustain the institution over time.

In a review meeting of the Board of Governors of the institute held on 23<sup>rd</sup> January, 1999 decisions as detailed below have been taken:

- The HRD institute, as the apex training institution of the State Government and the nodal agency for coordinating all training activities in the government, shall be the facilitator for designing training programs for application specific training on a reactive basis and on request from various state government departments. The Institute shall also facilitate training on specific packages developed and standardized for use across departments in common functional areas like Accounting, Payroll Management, Office Orders etc.
- The HRD Institute was made responsible for formulating the training strategy for IT in government for which a framework is to be prepared based on yardsticks approved by the Institute's Board of Governors relating to quality of instructors, infrastructure and material, the presence and willingness to undertake training activities in the districts for which the help of leading training institutes shall be used on a competitive basis.
- It was decided to set up a core group in the HRD institute with immediate effect consisting of GM (IT), Manager (IT Training), Manager (Coordination), Manager (Infrastructure) and 6 DEOs whose services shall be availed on a contractual basis for setting up IT wing of the institute and putting in place the on line training infrastructure.



- The potential CIOs are to be identified by a Selection committee consisting of the DG, HRD Institute, Secretary, IT and DDG (IT) from candidates nominated by the HODs and they shall be given customized training in skills for management of IT projects at the IIIT.
- Computer Maintenance Corporation (CMC) was identified as the technical consultant for undertaking the setting up of a campus network for the HRD Institute as also a total IT solution. A training laboratory with 50 machines and 2 servers will be immediately established on the Institutes premises. CMC will advise the Institute for the above and will also organize the up gradation of the existing machines wherever feasible.
- The DG, Dr. MCR HRD institute was authorized to address the HODs for nomination of functionaries who can be covered in the IT training and this activity should be given highest priority.

During the Review meeting held by the CM as Chairperson of the Board of Governors of the Institute on 23<sup>rd</sup> January, 1999, it was decided that the HRD IAP would be developed as an Apex Center for training of government employees in the use of IT. The Institute was authorized to formulate the IT training strategy for government, identify the training needs of various levels of government officials in the use of IT and also initiate steps to impart such training. The training activity would include the up gradation of general IT awareness skills as well as application specific training in packages currently in use or those that will be developed for specific government department. The institute would also initiate action to develop a core group of officials at a senior level who, on being given adequate inputs in management of IT, would spearhead its use in the various departments of the government, as IT Managers or Chief Information officers. The Institute, it was agreed upon shall also play a leading role in enabling the standardization of platforms, system software

and application software across department in the government.

- In pursuance of these decisions, and after detailed deliberations, the IT sub committee of the Institute had identified CMC as the appropriate technical consultant for formulating a comprehensive IT solution for the institute above.
- CMC's IT plan report for campus wide networking at the HRD Institute, includes extension of its computer training laboratory facilities, establishment of an intranet, automation of major activities at the institute, development of the institute's web site and providing connectivity on the APSWAN to the districts and eventually to the District Training Centers. The proposal to computerize the activities at the HRD are in pursuance of the decisions taken in the Institute's Board of Governors meeting, to develop the institute into a center of excellence in the field of training, interalia establishing a full fledged IT wing and resource center that shall not merely impart and facilitate training in the use of computers but shall reflect, by example, the potential in the use of IT in Government. The IT plan report has been approved for implementation by the Finance & Works Committee of the institute.
- Implementation plan:
  - For facility of implementation, the IT Plan of the institute has been envisaged in 2 logically executable phases, as follows:

**PHASE-I:**

- a) Procurement and installation of hardware, system software, networking and infrastructure required for the establishment of 2 networked IT labs, comprising of 30 desktops each, LAN and intranet.
- b) Implementation of small office systems such as Reception enquiry handling system, Course enquiry and Registration,

- Gate pass and Attendance Recording system
- c) Installation of Library Management system, Document and File Management system.
  - d) Creation of the HRD Institute web site.
  - e) Setting up the Internet Gateway.
  - f) *Training of staff in the use of the systems.*
  - g) Formulation of the System Requirement Specifications for the applications required to be developed - Financial Accounting, Course scheduling, Monitoring & Planning and Payroll & Personnel Information systems.

#### **PHASE II:**

- a) Procurement, installation and Commissioning of infrastructure for connectivity to Hostel and to the Districts (including connectivity to one DTC as a pilot).
- b) Implementation of application software.
- c) Setting up and Migration of AP State employee database to RDBMS environment.
- d) Training staff in use of the systems

To address their training requirements of the Government personnel in the field of IT, the following additional steps have to be undertaken and to be implemented in stages:

- Compilation of a detailed info base of the training needs of all government personnel.
- Categorization of their work functions into 4 broad levels depending on their IT related work responsibilities.
- Development of audiovisual training aids required for imparting IT training.
- Formulation of appropriate training modules to meet the needs of the various departments.
- Development of specific application based CBTs for application of software in use in the various departments.
- Development of standardized course modules and material.

To achieve the sustained and continuous implementation of this plan as well as to coordinate the training activity, monitor the adequacy of the training inputs, develop feedback mechanisms and direct the training process the following decisions were taken:

- That the best resources in terms of faculty shall be leveraged from the private sector.
- That at the managerial level, a core group consisting of a GM IT, 3 Managers (one each for focusing on IT training, coordination and infrastructure and 6 data entry operators/ lab assistants shall be established.
- That the services of these personnel shall be availed by the IT wing of the institute on contract/deputation basis.

The Sub-Committee of the Board of Governors constituted vide GO Ms No. 470 of General Administration (AR&T-III) Department dated 16<sup>th</sup> November, 1999 in a series of meetings, since its constitution, has taken decisions as detailed below:

- To conduct workshop on "File Management in Secretariat for Minister"
- As a follow up of the preparation of quality audiovisual training material on Digital Versatile Disc (DVD) Format, 300 copies of each DVD prepared to be made. For some programs which the Institute plans to market outside the State, additional requirement of copies may have to be assessed and put up to the Committee for approval. Multi language DVDs in principle with a condition that the actual number of languages will depend on the subjects and their relevance outside the state. An explanatory note is given below in detail:
  - As an apex training institute of government of Andhra Pradesh. The Dr. MCR HRD Institute of AP has been entrusted with the responsibility of providing training/ HRD inputs for five lakh plus public functionaries of

the State Government on an annual basis. In order to do this effectively, it has been decided to prepare quality audiovisual training material using the latest available technology and techniques.

- A proposal has been placed before the Board of Governors of the Institute in their meeting held on 21<sup>st</sup> October 1998, to produce 100 one hour programs on topics which have common relevance for categories of functionaries belonging to all state government departments which shall be used for the purpose of distance/decentralized training to be organized all over the State at 5 Regional and 23 District Training Centers, as also 100 field level training facilities distributed all over the state. Each DVD master disc is to contain up to 3 hours of program material. Subsequently it was also decided that the main language of instruction would be Telugu, with visuals in English.
- Based on a detailed assessments of Institute's up to date requirements as regards the number of copies required per program as also the languages in which the programs are required it is decided to go for approximately 300-500 copies per program while the choice of languages for each program varies with the audience for which it is meant.
- The DVD format supports an 8-track audio recording facility for every video track, all the languages being accessed instantly on a single disc by selecting the audio options on the DVD player. The use of DVD technology also necessitates that multiple languages in which the DVD is to be finally made available and the number of copies required to be replicated be spelt out before the glass master DVD disc is cut.

The courses being run both in the Institute and under the Decentralized Training Activity system be planned and approved by the Sub-Committee.

The training modules should include a section on Motivational Skills to cover the following areas:

- Time Management.
- Personality Development, health and stress management.
- Information Technology-Awareness and concepts.
- Policy Initiatives, Vision and Important programs of the Government.

Each Government employee should be given 60 hours of training in a calendar year and to begin with 30 hours training during the year 2000-2001. The 30-hour module would also include sections on motivational and skill building areas which would be specific to the subject area of work of the employee.

Feedback analysis from the District Collectors should be taken seriously and reported to the sub committee and the training module updated, if required.

## ORGANIZATIONAL STRUCTURE

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|--|
| <p style="text-align: center;"><b>Director General</b>—(having a Special Category Stenographer)</p>  |
| <p style="text-align: center;"><b>Additional DG (TC)... Additional DG... FA&amp;CAO.....Joint DG</b><br/>(All having a Senior Stenographer)</p>  |
| <p style="text-align: center;">1. Training 2. Administration 3. Accounts 4. House Keeping, 5. Accounts Training wing, 6. Audit Training wing and 7. Regional Training Centre, Eluru.</p>   |
| <p style="text-align: center;"><b>TRAINING:</b><br/>Professor-1, Senior Faculty-7, Faculty-3, Junior faculty grade I-2, Junior faculty grade II-9, Consultants and Training &amp; Research Associates-3 and Associate Programers-4.</p>  |
| <p style="text-align: center;"><i>Training Program Coordinators-4, D'Man Grade I-1, Senior Assistant-1, Senior Stenographers-5, Junior Stenographers-2, Training Assistants-4, Typists-2 and Helpers-8</i></p>   |
| <p style="text-align: center;"><b>ADMINISTRATION:</b> Administrative Officer-1<br/>Superintendent-1, Assistant Librarian Grade I-1, Assistant Librarian grade II-1, Senior Assistant-1, Junior Assistants-2, Typists-2, Telephone Operator-1, Attendants-2, Wachman/ Sweepers-3 and Roneo operators-2.</p> |
| <p style="text-align: center;"><b>ACCOUNTS:</b> Accounts Officer-1 and Assistant Accounts Officer-1.<br/>Superintendent-1, Senior Assistants-2, Junior Assistant-1, Typist-1 and Attendees-2.</p>  |
| <p style="text-align: center;"><b>HOUSE KEEPING:</b> Estate Officer-1<br/>Senior Assistant-1, Junior Assistant-1, Attender-1, Room Boys-6, Drivers-6 and AV Operator-1.</p>  |

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| ACCOUNTS TRAINING WING: Joint Director-1 and Assistant Lecturers- 3.  |
| Superintendent-1, Senior Accountant-1, Junior Accountant-1, Junior Stenographer-1, Typist-1, Driver-1, Attendees-2, Watchman-1 and water Boy-1.           |
| AUDIT TRAINING WING: Deputy Director-1, Senior Lecturer-1 and Assistant Audit officers-2. Senior Auditor-1 and Attendees-3.                               |
| REGIONAL CENTER, Eluru: Senior Lecturer-1 and Assistant Lecturers-2. Senior Auditor-1, Junior Auditor-1, Typist-1, Attendees-2, Watchman-1 and Sweeper-1. |

(Note:- The above organization structure briefly indicates the role of different functionaries at the Institute. In the process of structural and functional changes, there is likely to be some changes in the future.)

### ROLE OF EACH CATEGORY:

Functions of each post in brief are detailed below:

- Director General and ex-officio Special chief secretary to Govt. (HRD)
- Additional Director General
- Financial Advisor & Chief Accounts Officer
- Joint Director General
- Professor
- Senior Faculty: To identify Training needs in various departments of State Government. To plan, design & organize training programs, apart from being a direct trainer. He/ she is also a guide to Faculty/Junior Faculty in all Training



- & Research functions, preparation of course material, writing case studies etc.
- *Faculty: Apart from being a direct trainer, to plan, design, organize training programmes.*
  - *Junior Faculty grade I: Apart from being a direct trainer to plan, design, and organize training programs.*
  - *Junior Faculty grade II & Training & Research Associate: Apart from being a direct trainer to Plan, Design, Organize Training Programmes.*
  - *Administrative Officer: To look after all Administrative matters in the department. He is the superior officer for all Non-Gazetted staff in the department. He will assist the Head of the Department in all policy matters and coordination with the faculty members in training activity.*
  - *Accounts Officer:*
  - *Assistant Accounts Officer. Shall look after all the matters relating to Accounts*
  - *House Keeper (Estate Officer): To attend to all housekeeping functions of the hostel like the allotment of rooms, supervising the caterer. Supervises the hostel accounts etc.*
  - *Special Category Steno: To work as P.A. to the Head of the Department, to work as Course Coordinator whenever such duties are entrusted.*
  - *Superintendent: He/she is a section senior head, he supervises the work of S.As /J.As, Typists & attenders working in his/her section*
  - *Assistant Librarian Grade .I and Grade II:*
  - *Draughts Man Gr.I: For preparation of plan and designs for district level planning*
  - *TPCs: To assist faculty members in conducting training programmes*
  - *Asst. Librarian Gr.II: Maintenance of library, classification, arrangement of books, purchase of books, documentation*

- Sr.Steno
- Jr.Steno: To provide stenographic assistant to Faculty
- Sr.Assstants
- Jr.Assistants
- Training Assistant: To assist the TPCS & FMs in all training programmes. Maintain all files relating to Training programmes
- Typist: Fair copying of all correspondence and course material
- Telephone operator: To work on the EPABX board
- Audio visual operator: Operation of AV equipment maintenance & minor repairs projection of 16 mm films, video films
- Driver: To drive light motor vehicles
- Roneo Operator: Operation/duplicating machines takeout copies and arrange in order
- Attender/Watchman-cum-Sweeper/Helper: To attend to office work to watch and ward duties upkeep of building, classrooms, cleaning of equipment
- Room Boys: To work in the hostel to maintain hostel rooms, to attend to the calls of inmates of the hostel.

### Facilities

As the Apex training institute in the State of AP, the Institute has spacious and well equipped

- Lecture halls
- Auditorium
- Seminar halls/conference rooms
- Computer training laboratories
- Library
- Hostel facilities
- Residential Accommodation for Staff.
- Clubhouse

- Guesthouse
- Sports & Yoga

*The Institute's expansion plans, under execution presently, include*

- Additional seminar and conference facilities
- Additional hostel accommodation

### **Lecture Halls**

- Currently **13** tastefully furnished lecture halls are available.
- Each classroom and seminar hall is provided with the LCD Projectors and other modern audio visual equipment
- The air conditioned and well furnished halls provide an appropriate and comfortable ambience for learning / discussions / workshops etc.

### **Computer Labs**

- **4** state of art air-conditioned computer labs each with **30** desktops **networked** on a LAN.
- Dedicated connectivity to INTERNET.
- Hardware facilities – P-IV Computer systems with Internet connectivity medium and high-end servers.
  - Separate classrooms for computer training with LCD facility
  - SUN Solaris server for maintenance of State Employee Training Database on RDBMS from data captured on OMR formats from 5 lakhs employees.
  - *275 desktops on campus intranet.*

### **Outside**

- One laboratory at State Secretariat with 20 desktops
- Setting up of LAN at 4 Regional Centers.

### Conference Halls

- The Institute provides **3** huge air-conditioned conference halls.
- Each hall is provided with the latest *Projectors, microphones* etc. and can accommodate around **150** members each.
- **Ergonomic** furniture has been provided to facilitate group discussions and seminars in a comfortable ambience.
- One huge air-conditioned Boardroom with capacity of **120** members.

The Institute, in its agenda, has plans to provide more **3** such conference halls shortly.

### Auditorium

- An aesthetically designed Auditorium.
- Can accommodate around **250** members.
- *Centrally Air-conditioned with pushback seats for the comfort of the audience.*

Integrated audio and video facilities provided.

### Library

Library has a collection of around **10,000** books

- Books available on various disciplines such as Computer Science, Journalism, Library Science, Philosophy, Psychology, Sociology, Economics, Public Education, Management, Training methods/ codes/ manuals etc.
- **16mm** films and **Video** films on management are also available
- The collection also includes all reading material, departmental and functionary manuals of various departments developed in consultation with the Institute.

## **Accommodation**

### **HOSTEL**

- 11 Single Bed rooms with A/C.
- 23 Double Bed rooms presently available, each of which can accommodate two trainees.
- 6 VIP Suites with A/c.
- 10 Four bedded rooms
- 10 Double bedded rooms with common bath rooms
- 2 Dormitory with 50 beds with common bath rooms

### **GUESTHOUSE**

- 15 Double bedded A/C suites with Cable TV, Computer and telephone facility
- Dining Hall
- One VVIP Suit
- Library

### **Dining Arrangement**

- Participants of non residential programmes are provided with working lunch

### **Transport**

- For the convenience of the trainee participants of non-residential training programmes, transport facilities are provided from the BRK Government Offices Complex near Secretariat everyday morning and to drop them in the evening.

### **Internet Access**

- Access to the Internet on Kiosks at reception for visitors
- Access to the Internet is to all the staff members
- Connectivity has also been given to the desktops at the labs for participants.

All the above facilities are also available at prescribed rates for government departments and other subject to availability.

### **Publications:**

The Institute has printed and published the following reading material. This material is being distributed to the participants attending various training programmes and also made available to the departments on their request.

1. Office Management
2. Service Matters
3. Secretarial Procedures
4. Introduction to Management
5. Disciplinary & Vigilance Procedures
6. Financial Management for Drawing & Disbursing Officers
7. Revenue Administration
8. Neuronal Empowerment for Success
9. Field Craft Tactics, Map Reading
10. Weapon Drill
11. Physical Training & Miscellaneous Subjects
12. Indoor Subjects – A
13. Indoor Subjects – B
14. Police Vachakamu (Telugu) – 1
15. Police Vachakamu (Telugu) – 2
16. Bhagaswamy Neeti Yajamanyamu – Saaguneeti sanghalu (Telugu)
17. Windows 98 – Office 2000
18. Smart Gov
19. Janmabhoomi – Rural Development
20. Neeru-Meeru
21. Strategies for Developing Entrepreneurship Among Women

### CENTER FOR GOOD GOVERNANCE

Government of Andhra Pradesh in G.O.Rt.No.5006 General Administration (Co ordination) Department dt.28-10-1999 have constituted a Task Force on Good Governance for making recommendations on specific actions to be taken for addressing the task of how to reform governance within the State. The Task Force was to define the scope of governance and suggest specific measures to make the Government efficient and transparent without corruption. The Task Force has submitted its report by January 2000. One of the recommendations of the Task Force was the setting up of a Center for Good Governance (CGG) which would work on issues relating to Good Governance in a focused manner so that the results of such work would feed into the functioning of the State Government and its line Departments for streamlining their activities and improving the implementation of their programmes as also their delivery systems. The project report had been prepared and submitted to DFID for assistance to set up the center. The DFID had agreed to finance the project and sanctioned 5.9 million sterling pound as grant.

The Department of Economic Affairs, Ministry of Finance, Government of India have signed a Memorandum of Understanding (MoU) with the Department of International Development (DFID) of the UK Government for funding the setting up of this Centre for Good Governance located in the Dr. Marri Channa Reddy Human Resource Development Institute of Andhra Pradesh.

In accordance with the management arrangements, detailed in the MoU, the Government of Andhra Pradesh constituted the Governing Body of the Centre for Good Governance with the following members:

|  |             |
|--|-------------|
| Hon'ble Chief Minister of AP   | Chairperson |
| Minister for Finance   | Member      |
| Minister for Home  | Member      |
| Minister for Industries  | Member      |
| Minister for Roads, Buildings & Ports  | Member      |
| Minister for School Education  | Member      |
| Dean, Indian School of Business,<br>Hyderabad  | Member      |
| Sri Madhav Godbole IAS (Rtd)<br>Former Home Secretary, Govt of India                 | Member      |
| Sri P.Kotaiah, Deputy Governor,<br>Reserve Bank of India & Chairman,<br>NABARD (Rtd) | Member      |
| Ms Sudha Narayana Murthy,  | Chairperson |
| Infosys Foundation, Bangalore  | Member      |
| Sri Sanjay Baru, Editor<br>Financial Express, New Delhi                              | Member      |
| Chief Secretary to Government of<br>Andhra Pradesh                                   | Member      |



|   |        |
|---|--------|
| Director General, Dr MCR HRD Institute of AP & CGG And Ex-Officio Spl. Chief Secretary to Govt. of AP   | Member |
| Special Chief Secretary to Government, General Administration (Governance, Public Management & Administration Reforms) Department               | Member |
| Principal Secretary, Finance Department   | Member |
| Secretary, Planning Department  | Member |
| Nominee of Department of Economics Affairs, Ministry of Finance, Govt of India  | Member |
| Nominee of Department of Administrative Reforms & Public Grievances, Ministry of Personnel, Public Grievances and Pensions, Government of India | Member |
| Executive Director, CGG   | Member |

## **ILO-IPEC-APSBP** **(Programme on Elimination of Child-Labour)**

The Institute has been entrusted with the work of implementing the ILO-IPEC-APSBP action programme on Sensitization and Capacity building for progressive elimination of Child Labour, under this programme a total of 248 Trainers are being developed across the State, who in turn will train 4,100 participants belonging to 19 different groups.

### **About ILO** **Mandate**

The International Labour Organization is the UN specialized agency which seeks the promotion of social justice and internationally recognized human and labour rights. It was founded in 1919 and is the only surviving major creation of the Treaty of Versailles which brought the League of Nations into being and it became the first specialized agency of the UN in 1946. The ILO formulates international labour standards in the form of Conventions and Recommendations setting minimum standards of basic labour rights: freedom of association, the right to organize, collective bargaining, abolition of forced labour, equality of opportunity and treatment, and other standards regulating conditions across the entire spectrum of work related issues. It provides technical assistance primarily in the fields of:

- vocational training and vocational rehabilitation;
- employment policy;
- labour administration;
- labour law and industrial relations;
- working conditions;
- management development;
- cooperatives;

- social security;
- labour statistics and occupational safety and health.

### **CENTRE FOR URBAN DEVELOPMENT STUDIES**

A center for Urban Development Studies (CUDS) has been set up in Dr. MCR HRD Institute of AP in July 2001 in pursuance of the MoU entered with HUDCO. As per another MoU entered with National Institute of Urban Sector, the center will be conducting 36 training programmes during the year 2002-2003 for various functionaries working in APUSP Project implementing Municipalities. Another 6 programmes are to be conducted with the financial assistance from the National Institute of Urban Affairs, New Delhi in the year 2002 – 2003.

The principal objective of the MOU is to strengthen and build professional capacities of various organisations and institutions charged with the responsibilities of developing and delivering Housing and Urban infrastructure services in the State of AP.

#### **Objectives of Centre**

The Centre has been entrusted with the following tasks:

- o To undertake Training Needs Assessment of the urban sector
- o To develop annual training programmes for urban sector
- o To undertake the responsibility for the development of new training areas and respective training material
- o Research and documentation

#### **Action plan for Training**

On 12-11-2001, the Centre organised a seminar to discuss an Action Plan for Training of various functionaries in Urban Local

Bodies (ULBs). The Principal Secretary to Government, MA & UD Dept., all HODs, Regional Directors of MA have participated in the seminar and an Action Plan for training was finalised in pursuance of the deliberations of the seminar.

### **MoU with NIUA**

Dr. MCR HRD Institute of A.P. has entered into MOU with National Institute of Urban Affairs, New Delhi on 4.8.2001 to conduct training programmes in the Urban Sector and to become a member of network of training institutions concerned with urban sector in the country. NIUA will provide strategic support to conduct training programmes, to document best practices in urban management and financing, and case studies.

### **Capacity Building Programmes of APUSP Project**

APUSP Project is being implemented in 32 urban local bodies with a primary objective of achieving sustained reduction in vulnerability and poverty of the urban poor in Andhra Pradesh. The purpose of the project is to benefit the poor in class one towns of AP from access to more appropriate and sustainable services. Further, the project aims to improve the performance of the municipalities to deliver and maintain the services, which the poor people need.

One of the components of the project focuses on Municipal Reforms. Staff training is one of the sub-components of municipal reforms. APUSP has entrusted the task of conducting training programmes to Municipal staff in the following areas to the centre.

1. Revenue Management in ULBs
2. Municipal Accounts and Budget
3. Public Health and Sanitation

Already programmes have been conducted on all the above three subjects to the municipal staff and further programmes are scheduled to be conducted from January'03 to March'03.

### **Programmes conducted during 2002-03**

As per the Calendar for 2002-03 the following training programmes were conducted.

1. Revenue Management in ULBs : 1 programme
2. Municipal Accounts and Budget : 3 programmes
3. Public Health and Sanitation : 2 programmes
4. Training of Elected Representatives (Govt sponsored) : : 5 programmes
5. Financing Urban Infrastructure: : 1 Programme
6. ToT on Resource Mobilisation: : 1 Programme  
(to be conducted by IHS-India, New Delhi)
7. Rural Housing Project Formulation : 1 Programme  
(To be conducted by HSMI, New Delhi)

### **Training Plan for Women Councillors of ULBs**

Ministry of Urban Development and Poverty Alleviation, GOI in a meeting conducted on 16.5.2002 have taken a decision to arrange for training of all Women Councillors all over the country within the next two years, that all State Governments should identify a state level training institute to impart training. Government of AP nominated Dr. MCR HRD Institute of A.P. as nodal agency for conducting training programmes to Women Councillors in A.P.

A training plan was prepared and necessary proposals were submitted to Ministry of Urban Development and Poverty Alleviation, GOI in June, 2002. There are 1147 Women Councillors in ULBs in the State and 46 residential training programmes have to be conducted at the rate of 25 participants per batch. The duration of the training programmes is three days. The training module is under preparation

### **Training Plan for Elected Leaders of ULBs**

Ministry of Urban Poverty and Poverty Alleviation, Govt proposed to organise training programmes to elected representatives of Urban Local Bodies and identified HSMI as nodal agency for organizing training programmes. The CUDS proposed to organise seven training programmes covering Mayors, Deputy Mayors, Chairpersons and Vice Chairpersons of Municipal Corporations and Municipalities during the year 2002-03. so far, 2 programmes have been conducted.

### **Suggestions on Training Programmes**

It is opined that each Department may identify its strengths and weaknesses in HRD and undertake training needs assessment for overcoming weaknesses in HRD. For instance ULBs are weak in the following four areas:

1. Municipal Accounts and Budget
2. Revenue Management
3. Municipal Office Management
4. Computer Applications

Hence, it is desirable to concentrate on preparing training modules on the above priority areas and conducting training programmes. Further it is desirable to train all employees in all ULBs in the above areas in a phased manner.

### **Future Plans**

The Centre is planning to undertake the following tasks.

1. Translation of Training Manual on Training Elected Leaders prepared by UN-HABITAT, NAIROBI.
2. Launching of Municipal Newsletter.
3. Documentation of best practices and case studies in Urban Development.
4. Preparation of common Act both for Municipal Corporations and Municipalities

**Links to the training materials developed by Center for Urban development Studies**

1. Revenue Management in ULBs
2. *Municipal Accounts and Budget*
3. Public Health and Sanitation
4. Training of Elected Representatives (Govt sponsored programmes)
  - a. Municipal Corporations
  - b. Municipalities
5. Leadership and Management for Elected Leaders of Urban Local bodies

**TRAINING PROGRAMMES OFFERED AT**  
**Dr. MCR HRD IAP**

*Dr.MCR HRD Institute of AP designs and conducts foundation training programmes for direct recruits to civil services of the state apart from large number of short and long duration training programmes, workshops, seminars and awareness programmes for different departments of state government of Andhra Pradesh. It also organizes the programmes for public sector undertakings, for the elected representatives of local government bodies and also for NGO's. The institute has the flexibility and expertise to design and conduct any short or long term programmes of general or professional category. The institute has the infrastructure and expertise to conduct various IT related training programmes for state government officials and others.*

**IT Training at MCR HRD**

Dr.MCR HRD Institute of AP is imparting the Computer Training Programmes for both Gazetted and Non Gazetted categories on Basic Awareness covering Introduction to Computers, Windows'98, MS Office (Word, Excel & Power Point), iLeap (Telugu Software)

and Internet. The duration of these programmes will be 6-8 working days. Similar training programmes are being conducted at District level in association with few identified training institutes like CMC, NIIT & APTECH etc.

The Institute also conducts few Training programmes on Multilingual Software (iLeap), Page Maker, MS Access, Oracle, Visual Basic & Web Designing in addition to Basic Awareness Programmes for the participants who have adequate familiarity with MS Office.

The participants attending Foundation/Induction training programmes will undergo a 6-day module on MS Office, CTAS as a part of their main programme.

The Institute also conducts specific training programmes as per the request of the departments duly designing such courses as per their requirement.

The Institute has expertise in conducting training programmes and also developing applications using Lotus Notes.

Dr. MCR HRD Institute of AP has been identified for providing training on SMART Gov an S-Governance application developed to streamline operations, enhance efficiency through workflow automation and knowledge management for implementation in the Secretariat of Andhra Pradesh. A series of training programmes were conducted covering about 2300 employees at all levels working in Secretariat from April-December 2002.



**IT Software**

- Workflow automation of functional areas in Government.
- Lotus Notes communication & collaboration system.
- Attendance system.
- Development of employee training database
- Total Library Management system.
- Payroll package.
- Personaltree

**“GOVERNING FOR RESULTS”**

Governing For Results is a workshop which runs for a duration of three days at Dr. MCR HRD Institute of Andhra Pradesh. Perhaps this kind of Training we find nowhere in India especially in the Government Training Institutions. This is a three-day programme where we will have 100-120 participants (it ranges from department to department). If the employees are more, we conduct 3 to 4 workshops from a specific department only, for example, the departments of Agriculture, Women Development & Child Welfare etc. The participants comprise the Hon'ble Minister Of the specific department, Principal Secretary, Head of the department, other officials and down to the lowest incumbent in the respected department. In this workshop the Government has planned to train 10,000 employees throughout the state. Each department will take note of its present performance and the expected performance with SWOT-Analysis (Strengths, weaknesses, Opportunities and Threats) and prepare an Action Plan which would include imparting of knowledge, operational Skills and requisite attitude in the changes towards collective team oriented achievement of the planned targets. Here the participants take an active part in brainstorming and decision-making, preparing the action plan and come out with practical solutions for the development of the department. This total exercise is

called 'Governing For Results' which is a flagship programme of the Institute. This total exercise we may call it as AMBO (Administration & Management By Objectives). In a sense MBO (Management by Objectives) is a popular concept in Management but that is gradually inducted into Administration.

The uniqueness of 'Governing For Results' is bringing all the officials of different levels as participants and they sit in the same hall and interacting which seldom takes place in the same department. Many people realized especially in the Government departments that authority itself couldn't bring results. There is the convergence of authority with expectations in terms of performance with requisite knowledge, skills and attitude. The administration has to provide them the tools of operation. There has been auditing and evaluation of performance all these years. But all these years it has been going as a routine kind of affair. With the increase of awareness and expectations on the part of the people as well as intentions on the part of the Government to meet people's expectations, attend to their needs and solve their problems, a decisive effort has been made to govern for results. That is, the administration should be oriented to achieve results. This determination which is the right one if it were to be translated into action, the whole administrative missionary is to be geared up with ideas and motivation for collective action to accomplish the expected, anticipated performance to make things better. It is a progressive march. This kind of determination for results oriented administration necessitates group training for concerted, committed action. Any incumbent in a Government Organization most often works out of fear of punishment. But this workshop is a massive interaction among the different layers of personnel with the top administrative executive. In the course of workshop what is expected on the part of the department is explained clearly. The message is not passed from top to bottom but the message is given to the entire department in a group situation. The

message is passed on at the same time so that there is no distortion of communication or conveying the message or instructions at top to down. It is a kind of collective commitment and as a result of listening to the way to go about the understanding and arriving at consensus as to how they have to proceed and accomplish the task which has been expected by the entire department. The dynamics of this workshop is the modesty and uniqueness which lies in the *Modus Operandi*.

The workshop also provides the opportunity to the participants top, middle and lower to voice their problems, grievances, shortcomings, limitations they face in terms of adequacy of personnel, time, finance, expected co-ordination, the voluminous nature of performance expected of the department. The workshop also provides a forum for exchange of ideas as a kind of brainstorming. In a normal situation the subordinate staff especially in the Government departments seldom questions the higher officials when they are at disagreement with the instructions provided by the higher ups. They have that fear. But here in the workshop since it is gradually made it clear to voice their ideas, it has provided an opportunity to the participants a kind of new thinking and rethinking. It is something like an ice-breaking and a kind of warming up. Gradually it draws the silent and communicating personnel of the lower level to voice their ideas. An official at the lower level as a single individual is apprehensive of accosting, when the boss is not clear in his instructions. He simply bears the burden with a murmur within himself. But in the workshop it has provided the opportunity to the lower level employees to come up with their ideas. The very group situation provides psychological fillip to a hesitant and normally withdrawn official who comes forward and discusses ideas.

One exclusive factor in this workshop is that usually the participants from any department are sent for training but the higher

officials will not present. Here we find homogeneity of the group and higher officials have to participate very actively. Here authority is fused with training technology. In traditional type of training in management, the participants are there but the Government and authority is absent. But in this workshop we find Participants, the Government and the Authority.

#### Objectives of 'Governing For Results'

- (a) To analyse the status of governance in the department of Forests (If we take the example of the Forest department) from the point of effective delivery of services to the people in Andhra Pradesh with focus on the best practices in other states/ countries.
- (b) To define the vision and identify the SWOT (Strengths, Weaknesses, Opportunities and Threats) of the department
- (c) To prepare an implementable plan of action to achieve the goals with the optimum use of available resources and improved performance.

#### Contents of the workshop:-

- How to bridge the gap between expectations and actual performance.
- With the given resources, how to extract full potential from the staff.
- How citizen friendly we are?
- How to be transparent within the department.
- How to improve the efficiency of the department better office administration, vertical and horizontal communication flow.
- Within the constraints what is that we can do?

If we look into the workshop schedule we can understand easily how seriously it has been taken from the side of the Government as well as the Institute with the guiding force of the Chief Minister. If we take the example of the department of forests the following is the workshop schedule.

## WORKSHOP SCHEDULE (Department of Forests)

| Date/ Day                 | Time                    | Activity   |
|---------------------------|-------------------------|--|
| 21.08.2002<br>(Wednesday) |                         |  |
|                           | 9.30 am to<br>10.00 am  | Registration   |
|                           | 10.00 am to<br>10.10 am | Welcome by<br>Director General,<br>Dr.MCR HRDIAP           |
|                           | 10.10 am to<br>10.20 am | Workshop<br>Expectations<br>Hon'ble Minister               |
|                           | 10.20 am to<br>11.20 am | Inaugural Address<br>by<br>Hon'ble Chief Minister<br>of AP |
|                           | 11.20 am to<br>11.30 am | TEA BREAK  |

|  |                       |  |
|--|-----------------------|--|
|  | 11.30 am to 12.30noon | Good Governance<br>-Introduction<br>-Panel discussion<br>-Summary presentation |
|  | 12.30 noon to 1.30 pm | Team Work<br>-Group Activity<br>-Presentation<br>-Discussion                   |
|  | 1.30 pm to 2.15 pm    | LUNCH  |
|  | 2.15 pm to 3.15 pm    | Leadership<br>- Introduction<br>- Group Activity<br>- Discussion               |
|  | 3.15 pm to 3.30 pm    | TEA BREAK  |
|  | 3.30 pm to 4.20 pm    | Participatory Management<br>- Presentation<br>- Group Activity and Discussion  |
|  | 4.20 pm to 5.10 pm    | Time Management<br>- Activity and Discussion<br>- Practical advice             |

|                         |                        |  |
|-------------------------|------------------------|--|
|                         | 5.10 pm to 5.20 pm     | Groups Announcement  |
| 22-8-2002<br>(Thursday) | 9.30 am to 9.40 am     | Summary and Recap  |
|                         | 9.40 am to 10.40 am    | Citizen Focus<br>- Presentation<br>- Group Activity and Discussion                 |
|                         | 10.40 am to 10.50 am   | TEA BREAK  |
|                         | 10.50 am to 11.30 am   | E-Governance<br>- Presentation<br>- Discussion                                     |
|                         | 11.30 am to 12.15 noon | File as a person (Simplifying the file procedure)<br>- Presentation and discussion |
|                         | 12.15 pm to 1.00 pm    | Vision and Goals of the Department   |
|                         |                        | Presentation by Hon'ble Minister/ Principal Secretary of the department            |
|                         | 1.00 pm to 2.00 pm     | LUNCH  |
|                         | 2.00 pm to 2.10 pm     | SWOT Analysis - Introduction   |
|                         | 2.10 pm to 4.00 pm     | SWOT Analysis - Group Work   |
|                         | 4.00 pm to 4.15 pm     | TEA BREAK  |
|                         | 4.15 pm to 6.00 pm     | Presentation and discussions on SWOT Analysis in the plenary                       |
| 23.08.2002<br>(Friday)  | 9.30 am to 9.40 am     | Summary and Recap  |
|                         | 9.40 am to 10.10 am    | Responses on SWOT By Hon'ble Minister / Principal Secretary                        |
|                         | 10.10 am to 10.25 am   | Introduction to Action Plan  |
|                         | 10.25 am to 10.35 am   | Briefing by the HOD on Action Plan preparation                                     |
|                         | 10.35 am to 11.45 am   | Action Plan Preparation - Group Activity   |

|  |                       |  |
|--|-----------------------|--|
|  | 11.45 am to 12.00 pm  | TEA BREAK  |
|  | 12.00 noon to 1.30 pm | Action Plan Preparation – Group Activity   |
|  | 1.30 pm to 2.15 pm    | LUNCH  |
|  | 2.15 pm to 4.00 pm    | Action plan presentations group wise   |
|  | 4.00 pm to 5.30 pm    | Open discussions on issues emerged in the Workshop and future course of action (Tea & Snacks will be served in the Room) |
|  | 5.30 pm               | Feedback & valedictory   |



### How the idea 'Governing For Results' evolved:-

With the initiative of the Hon'ble Chief Minister of Andhra Pradesh Sri Nara Chandrababu Naidu, the A.P Government has adopted Vision-2020. By 2020 Hon'ble Chief Minister wanted to achieve SWARNANDHRA PRADESH, which is His dream as well as Vision-2020 as a goal. It states:-

" My dream is that Andhra Pradesh should be a state where poverty is totally eradicated, that every man, woman and child in the state should have access not just to basic minimum needs, but all the opportunities to lead a happy and fulfilling life; and that we must emerge as a knowledge and learning society built on values of hard work, honesty, discipline and a collective sense of purpose".

- Nara Chandrababu Naidu.

To facilitate the vision2020 goal the Government has identified 24 growth engines which will account around 75% of the GSDP in the State. The 24 growth engines are: 1) Rice, 2) Dairy, 3) Horticulture, 4) Groundnut, 5) Cotton, 6) Chillies, 7) Sugarcane, 8) Fisheries, 9) Cocoons, 10) Egg, Meat & Meat Products, 11) Food Products, 12) Mining, 13) Chemical Products, 14) Small Scale Industries, 15) Electricity, 16) Construction, 17) Trade, 18) Railways, 19) Transport, 20) Business Services (IT), 21) Education, 22) Medical & Health, 23) Communications and 24) Banking

In order to strengthen the concerned departments and to make use of effectively and efficiently the existing resources and overcoming the constraints of budget and manpower shortage, the departments should strive very hard. In the process certain performance indicators for each of the department are identified and accordingly the strengths and constraints of each department are analyzed. To reach all these expectations the Government has

planned to follow the path of Good Governance. For Good Governance, the Government has set some parameters i.e., Simple, Moral, Accountable, Responsive and Transparent (SMART).

On the night of the second day workshop the Hon'ble Chief Minister will have discussions with all the participants especially with the field level employees at dinner on the institute's campus and tries to solve their small problems on the spot.

The first day of the programme covers concepts like Good Governance, Team Work, Leadership, Participatory Management and Time Management. These are the basic components for action embracing every aspect of administration and development for welfare of the people. The above elements are inter-related one proceeding and another following ultimately reinforcing each other for synchronized action to translate plans for development and achieving desired objectives.

On the second day it covers citizen focus, e-governance, file as a person and finally they go for SWOT – Analysis. Groups will work in different rooms for swot-analysis and action plans on different themes like Forest Protection & HRD, Forestry Works, participatory Forest management, Social Forestry and Biodiversity Conservation in Andhra Pradesh. (Every Participant has to contribute for SWOT and action plans). Here I may like to add a few sentences about Citizen focus and E-Governance. Any kind of Governance may be construed focusing on the citizens. Citizen focus government sounds rather vague in the development evolution of administration. This concept may be likened to be a vast umbrella, which is aimed at covering all the segments of people depending on the kind of development and assistance extended to them. Earlier the focus of administration to a large extent has been sporadic, less intensive and selective. But today every citizen, irrespective of economic

and social stratification and gender, is a focal point under this concept. In other words it is a *totalistic approach towards the development of all segments of population*. There is no question of treating any segment of population as primary or secondary. In a sense the whole effort in a *citizen friendly approach is sensitizing every employee and people's representatives to be citizen friendly in all promotional activities concerning people at large*. This needs a constant emphasis with *altruistic tendency on the part of every developer and change agent*.

The E- Governance is like electricity which will give light to all and enter into all walks of life easing and facilitating every need on the part of the man. E-Governance in the shape of e-seva centers has brought in the facilities of all kinds of transaction to one point similar to a large departmental store. It has cut short lengthy and frequent communications, sometimes larger distances, frequent visits to multiple departments, long waiting and it has reduced time and effort, labour on the part of the customer. In a word it makes things easy and convenient under one roof.

On the final day (third day) of the workshop each member is asked to write 5 names of the respective department whom the participant thinks those five people are honest, who could provide good leadership in the department for its own development. After taking from each participant 5 names, the first 25-30 officials have been selected as a 'CORE GROUP' on the basis of the score. These 25 officials who have been selected by the participants in turn again have to attend a 2-day workshop on various issues with the stream Leaders from Dr. MCR HRDIAP and Center for Good Governance (CGG). This 2-day workshop is conducted in Dr. MCR HRDIAP.

In this 2-day workshop they discuss and finalize mainly topics like how citizen friendly governance should be created, how to simplify the work process, capacity building, effective implementation of action plan, MOU & concluding session. In this two day CORE GROUP workshop the group will give implementable action plan for two months and after two months they are meeting in the institute to discuss whether they have reached the set action plans. Once we see the workshop schedule (CORE GROUP), we can understand easily how vigorous it is, if we take example of Forest Department:

| Date/Day             | Time  | Activity   |
|----------------------|---|--|
| 01.07.2003<br>Monday | 9.30 - 10.00 am<br>10.00 - 11.00 am<br>11.00 - 11.15 am<br>11.15 - 01.15 pm<br>01.15 - 02.00 pm<br>02.00 - 03.15 pm<br>03.00 - 03.15 pm<br>03.15 - 06.30 pm | Registration<br>Welcome & Introduction to Workshop<br>TEA BREAK<br>Citizen Friendly Governance<br>•Presentation<br>•Discussion<br>LUNCH<br>Citizen Friendly Governance<br>•Discussion & Group Experience<br>TEA BREAK<br>Improving work process (simplifying the present procedures)<br>•Presentation<br>•Discussion |

|                               |   |  |
|-------------------------------|---|--|
| <p>02.07.2003<br/>Tuesday</p> | <p>9.30 - 11.30 am<br/>11.30 - 11.45 am<br/>11.45 - 01.15 pm<br/>01.15 - 02.00 pm<br/>02.00 - 03.00 pm<br/>03.00 - 05.00 pm<br/>05.00 - 06.00 pm<br/>06.00 - 07.30 pm</p> | <p><i>Improving the work process</i></p> <ul style="list-style-type: none"> <li>•Discussions</li> <li>•Group Exercises</li> </ul> <p>TEA BREAK</p> <p>(Discussions for adoption of latest techniques for more and more plantation.)</p> <p>LUNCH</p> <p>Improving work process</p> <ul style="list-style-type: none"> <li>•Panel Discussion, Group exercise</li> <li>•Film Show</li> </ul> <p><i>Capacity Building</i></p> <p>Presentation</p> <p>Discussion</p> <p>Effective Implementation of Action Plans</p> <p>MoU &amp; Concluding the Session</p> |
|-------------------------------|---|--|

After completion of this core group workshop the decisions will be sent to the Hon'ble Chief Minister for approval. All these core group members in turn will become the trainers of other employees in the same department.

By the by there is a constant monitoring by the higher-level authorities in the Institute (Since it is a nodal institute of the state) to make it successful. Hon'ble Chief Minister is taking keen interest to implement the decisions, which are taken in the core group workshop in compliance with the Governing for results action

Plans. Sri. P.V.R.K. Prasad IAS Director General attends and spends some time with the participants in interaction. Additional Director General of the Institute will be sitting continuously in the two workshops and making the workshops successful.

### **TRAINING PROGRAMME FOR CHIEF INFORMATION OFFICERS (CIOs)**

#### **Introduction**

The Training Programme on Planning and Implementation of Information Systems for e-governance was conceived in the year 2000 with an intention to build an exclusive cadre in the Government with officers having strong domain knowledge and inclination to work in the IT field so as to utilize them in the ongoing and proposed e-governance projects of Government of Andhra Pradesh. So far about 90 officers have undergone this training in 3 batches. Several of them are presently entrusted with such assignments in their departments. Some of them have been posted as Project Managers for independent Projects. The 4<sup>th</sup> batch was trained in October, 2003 at IIM, Ahmedabad. A bridge course has been conducted at Dr MCR HRD Institute from 15-10-2003 to 23-10-2003 covering some of the basic concepts and exposure to various e-governance projects in the state.

#### **OBJECTIVES**

The overall objective of the programme is to prepare the participants to play a leadership role in the planning and implementation of information systems projects in the governance of the state. The specific objectives which contribute to this overall objective are:

- To help the participants acquire a holistic view of an IT application: to

enable them to consider a government information system from the point of view of the various players including the citizens, the government, and the technology vendors, so that while dealing with such applications both the technical aspects and socio-economic aspects are taken into consideration.

- To enable the participants understand their role in the analysis, design, and implementation of an information system, to lead members of IT project management and implementation teams, to interact meaningfully with agencies who have been awarded contracts to participate in the implementation of the projects, and to effectively monitor such projects during their different phases of life cycle.
- To develop an appreciation among the participants for information technology and its role in operational and strategic decision making, and to expose them to current trends in hardware, software, communications and networks, so that they can assess the implications of the new technologies for offering new and improved services, choose cost-effective technology in planning and upgrading their systems, and to acquire a variety of skills for handling techno-commercial decisions.
- To help the participants appreciate the fact that what determines the success of an IT application is not merely its technical excellence but also the extent to which it impacts the concerned organization or society, and on how well the resulting socio-cultural, administrative, and other organizational changes are managed.

## **PARTICIPANT'S PROFILE**

Senior officials of government of Andhra Pradesh and other states with experience in managing government and public systems, and with a strong motivation to introduce e-governance in their respective fields of work. Participants should have knowledge and experience in using IT systems. Government of AP would identify suitable participants

to attend this programme. A participant is expected to have a good working knowledge of computers and should be comfortable in using MS office, in addition to being experienced in managing government processes.

## **DURATION**

The programme was for 11 weeks, each week consisting of six working days. The programme began on 27th October 2003, and concluded on 10th January 2004.

Out of the eleven weeks, first seven weeks (27 October 2003 to 13 December 2003) will be devoted to in-class modules and the last four weeks (15 December 2003 to 10 January 2004) to project work.

## **PROGRAMME STRUCTURE & PEDAGOGY**

The in-class modules impart to the participants skill and knowledge in information systems design, implementation, and management in the context of government. There would be a balance between principles, tools and techniques, methodologies, system development paradigms and legal, economic, and social implications of information systems.

The objective of the project is to provide an opportunity to the participants to consolidate what they have learnt in the in-class modules, by applying the principles to a real situation. The project involves identification of a list of computer applications in a government department and prioritizing them, for one of the applications, to develop a logical design using standard methodologies; and, for the application chosen, to develop a project plan with necessary details. The projects are done in groups. Each group is required to



document their work in the form of a project report and make a presentation of their work at the end of the programme.

The learning and teaching methodology would involve conventional lecture method, case analysis, problem solving workshops, lab work, role-play, and participant presentations.

At the beginning of each week, a detailed session-wise list of topics and the readings is supplied to the participants along with the reading material. Several textbooks also will be used as course material. These will be distributed to the participants at appropriate points in the programme.

The various in-class modules are:

1. E-Governance and Information Systems: Strategy and Planning
2. *Information Technology: Overview and Emerging Trends*
3. Systems Analysis and Design
4. System Development
5. *Data Base Management and Online Transaction Processing Systems (DBMS & OLTP)*
6. Decision Support Systems
7. Change Management
8. Project Management

Depending on the background and interest of the participants, the contents of the modules will be modified suitably during the programme.

## **OUTLINE OF IN-CLASS MODULES**

The following outline of the modules is based on IIMAs experience with the first three batches of participants that went through this programme. The outline is to be treated as tentative.

The programme faculty might modify the outline during the course of the programme, depending on their assessment of the desirability and implementability of such changes

### **1. e-Governance and Information Systems: Strategy and Planning**

Principles e-governance  
 Different categories of information systems  
 Choice of applications for e-governance  
 Cost-benefit analysis of an information system  
 Environmental constraints and strategic choices  
 Performance analysis of information systems  
 Comprehensive analysis of a variety of e-governance applications

### **2. Information Technology: Overview and Emerging Trends**

Desktop Hardware and Software Technologies  
 Data communication and computer networks  
 LAN and WAN technologies  
 Internet, Intranet  
 Network security and firewalls  
 Tools for Web-enabled applications  
 Client-Server technology  
 Groupware  
 Technology view of Electronic Commerce

### **5. Database Management and Online Transaction Processing**

Introduction to Database Management Systems  
 Introduction to Entity Relationship diagrams  
 Data Modeling for database applications  
 (Exercise with normalization)  
 Introduction to SQL  
 Physical Database Design  
 Query by Example (QBE)  
 Creating Forms and Reports  
 Issues in Large Database Management  
 Distributed Databases, client server databases  
 Data warehousing and data mining  
 Examples and comparison of Database Management Systems

### **6. Decision Support Systems**

The idea of a decision support system  
 End User Computing Tools

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| Distributed Computing Technologies    | for DSS                             |
| Network Operating Systems             | Design of interfaces in a DSS       |
| Future road map of technology         | Heuristics in DSS                   |
| <b>3. Systems Analysis and Design</b> | Case studies of DSS                 |
| <i>Principles of re-engineering</i>   | <b>7. Information Technology</b>    |
| System Design Life Cycle              | <b>Project Management</b>           |
| Requirements specification            | Development of overall project plan |
| using structured and                  | Project Time Management             |
| object oriented methods               | Project Resource Planning           |
| Risk analysis                         | Project Cost Management             |
| Estimation of size and effort of a    | Project Human Resource              |
| software project                      | <i>Management</i>                   |
| <i>Logical system design</i>          | Project procurement management      |
| Case Tools                            | Project execution and Control       |
| <b>4. System Development</b>          | <b>8. Change Management</b>         |
| Quality assurance                     | People related issues in            |
| Configuration management              | introducing technology              |
| Testing                               | Communication and negotiation       |
| Documentation                         | <i>skills needed by a change</i>    |
| System maintenance, and               | <i>agent</i>                        |
| <i>housekeeping</i>                   | Importance of team work             |

## VENUE OF THE PROGRAMME

The first two weeks (27 October 2003 to 8 November 2003) of the programme would be held at Indian Institute of Management, Ahmedabad. The remaining part of the programme (10 November 2003 to 10 January 2004) would be held at Dr. Marri Chenna Reddy Human Resource Development Institute of Andhra Pradesh, Hyderabad. The programme is fully residential.

At Ahmedabad, participants were accommodated for part of the time at Kasturbhai Lalbhai Management Development Centre

(KLMDC) on IIM campus, and for the remaining time at at Karnavati Club, which is about four kilometers away from the campus of IIM Ahmedabad. Classes were held at KLMDC, IIM campus. Transport arrangements were made for the travel of the participants between Karnavati Club and IIM campus every day, when the participants stayed at Karnavati club. Furthermore, participants were received at the airport when they arrived at Ahmedabad and were dropped at the airport when they departed from Ahmedabad. At Ahmedabad, accommodation arrangements were made for the participants.

### **Guidelines on Course Project**

The objective of the course project is to help you consolidate the learning that is expected to have taken place in your in-class module.

Towards achieving this objective, you will choose a government department, a public sector organization, or a department within it, or a public programme of your interest and study its current and long-term objectives and activities. Then, for each activity, you will derive the information support needed and identify the information systems required. The list of information identified can be organized into a prioritized list by performing cost benefit analysis. Process re-engineering is a part of this phase (Phase-1). In the next phase (Phase-2), one of the systems identified above is chosen and a logical design is developed for it. Requirements analysis, system design, configuration (both hardware and software architectures) design, and project planning are sub-phases of this phase. A report in both hard and soft forms is required to be submitted, followed by in-class presentation, by each project group at the end of the project phase.

**Project Deliverables:****Phase-1**

- Objectives, activities and information systems needed for the area chosen by you.
- *As-Is model: Description (in the form of a flow chart, or pseudo-code) of some key processes, as they are performed now, in the above area.*
- *To-Be Model: Description of the above processes after re-engineering, if possible.*
- A table of costs and benefits, for the information systems that are needed to support the key activities.
- A prioritized list of information systems for the area.

**Phase-2.**

- All diagrams covered in the class under both structured analysis and design, and Object Oriented Analysis and Design. These include: event partitioned logical model, context diagram, leveled DFDs, ERD, a list of normalized relations, Structure Chart, Pseudo-codes for important modules, screen and report layouts, Use case diagram, object diagram, event chart etc.
- *Estimates of size, effort and time using the approaches discussed in the class*
- Testing scheme
- Project activity list, and schedule (bar) chart
- System Requirement Specification
- Network configuration and software architecture

**Methodology**

The size of a project group should not exceed four. In the initial part of the project, the team will collect data from the department

chosen by them by field visits, observation, interviews of the officers in charge, and discussions with all stake holders. Approaches like critical success factors analysis can be used in identifying the critical IT applications. In analyzing costs and benefits some aspects can be quantified and others cannot be. Financial appraisal of the proposed applications can be carried out, where possible.

The second phase involves mostly analysis and design of an application. Even here, especially during the requirements analysis phase, discussions with the users will be needed. For the rest of the work, the material covered in your classes, the material in textbooks and the material available on Web will be useful. For producing the diagrams you can use any of the standard packages or even a scanner. Use the MS Project package for project planning and scheduling.

Standard formats are available for Systems Requirements Specification (SRS). Some will be circulated to you. For examples, and other formats use Google search engine on the Web.

Do not postpone the report writing till the end. The report should get developed as each step of the project is carried out.

**Time allotment:**

- Time allotted for Phase-1: One week
- Time Allotted for Phse-2: Two and a half weeks
- Time allotted for final touches, preparation of presentation, and final presentation and submission of report: Half week.

It should be emphasized that the above instructions are only guidelines. Feel free to add to or delete from the above instructions, depending on the special needs of your project.

| S.No | Date                             | Event  |
|------|----------------------------------|--|
| 1    | 27 October 2003                  | Programme inauguration   |
| 2    | 8 November 2003                  | In-class module begins at Ahmedabad                                      |
| 3    | 10 November 2003                 | In-class module ends at Ahmedabad  |
| 4    | 13 December 2003                 | In-class module begins at Hyderabad                                      |
| 5    | 15 December 2003                 | In-class module ends at Hyderabad  |
| 6    | 9 January and<br>10 January 2004 | Project module begins at Hyderabad<br>Project presentations at Hyderabad |
| 7    | 10 January 2004                  | Programme valedictory at Hyderabad                                       |

Total duration: 11 weeks

Every Sunday is a holiday. No other day is a holiday.

### PROGRAMMES CALENDAR FOR THE YEAR

2003-2004

#### FOUNDATION COURSES

Duration APRIL, 2003 To MARCH, 2004

| Programme Name  | Schedule   | Duration     | Total Programmes |
|---|--|--------------|------------------|
| Foundational Training for direct recruit Junior Assistants of HOD's | 05-05-2003 To 31-05-2003<br>11-08-2003 To 06-09-2003<br>08-12-2003 To 06-01-2004                             | 4 Weeks      | 3                |
| Foundational Training for Compassionate Appointees                  | 21-04-2003 To 17-05-2003<br>01-08-2003 To 30-08-2003<br>29-09-2003 To 24-09-2003<br>19-01-2004 To 13-02-2004 | 4 Weeks      | 4                |
| Induction Training for Jr/ Sr.Accountants of T&A Dept               | 30-06-2003 To 12-09-2003<br>13-10-2003 To 20-12-2003   | 2 1/2 Months | 2                |

|  |  |          |   |
|--|--|----------|---|
| foundational Training for SO's/ASO's of Secretariat Departments        | 02-06-2003 To 31-07-2003   | 2 Months | 1 |
| Orientation Course for employees who are in promotion zone to Gazetted | 02-06-2003 To 13-06-2003<br>14-06-2003 To 26-06-2003<br>18-08-2003 To 30-08-2003<br>01-09-2003 To 12-09-2003<br>19-01-2004 To 31-01-2004<br>02-02-2004 To 13-02-2004<br>01-03-2004 To 12-03-2004 | 2 Weeks  | 7 |
| Orientation Course for employees promoted to 1st Gazetted Cadres       | 12-05-2003 To 24-05-2003<br>09-06-2003 To 21-06-2003<br>18-08-2002 To 30-08-2003<br>13-10-2003 To 24-10-2003<br>01-12-2003 To 12-12-2003<br>01-03-2004 To 12-03-2004                             | 2 Weeks  | 6 |
| Orientation Course for IAS(P)2002 batch                                | Dates will be decided later  | 6 weeks  | 1 |
| Training in Major Projects for IAS (P),02                              |  | 18 Days  | 1 |
| Secretariat Training for IAS(P) 2001                                   |  | 2 Weeks  | 1 |



**REFRESHER COURSES****Duration APRIL, 2003 TO MARCH, 2004**

| Programme   | Schedule   | Duration | Total<br>Progr-<br>ammes |
|---|--|----------|--------------------------|
| Refresher Courses for GOs                                   | 21-04-2003 To 26-04-2003<br>14-07-2003 To 19-07-2003<br>22-09-2003 To 27-09-2003<br>10-11-2003 To 15-11-2003<br>02-02-2004 To 07-02-2004<br>22-03-2004 To 27-03-2004                             | 1 Week   | 6                        |
| Refresher Course for NGOs                                   | 05-05-2003 To 17-05-2003<br>26-05-2003 To 07-06-2003<br>18-08-2003 To 30-08-2003<br>15-09-2003 To 27-09-2003<br>13-10-2003 To 24-10-2003<br>01-12-2003 To 12-12-2003<br>01-03-2004 To 12-03-2004 | 2 Weeks  | 7                        |
| Orientation Training in Office<br>Admn and PR to PAs/Stenos | 25-03-2004 To 27-03-2004   | 1 Weeks  | 1                        |
| Refresher Course for AAOs<br>of L.F.Audit                   | 5-05-2003 To 17-05-2003<br>14-07-2003 To 24-07-2003<br>06-10-2003 To 17-10-2003  | 10 Days  | 3                        |
| Refresher Course for<br>Sr.Auditors of L.F.Audit            | 30-06-2003 To 10-07-2003<br>18-08-2003 To 29-08-2003<br>06-10-2003 To 16-10-2003<br>24-11-2003 To 05-12-2003<br>05-01-2004 To 19-01-2004   | 10 Days  | 5                        |

|  |  |         |   |
|--|--|---------|---|
| Refresher Course for Audit Officers of L.F.Audit                                     | 26-05-2003 To 31-05-2003   | 1 Week  | 1 |
| Refresher Training for ATO/ AAOs/JAOs of T&A Dept                                    | 12-05-2003 To 31-05-2003   | 3 Weeks | 1 |
| Refresher Course for Non Accounts Personnel working in Accounts Section              | 09-06-2003 To 12-06-2003<br>18-08-2003 To 30-08-2003<br>10-11-2003 To 22-11-2003<br>19-01-2004 To 31-01-2004<br>27-01-2004 To 09-02-2004 | 2 Weeks | 5 |
| Refresher Course in Office Procedures  | 21-04-2003 To 26-04-2003<br>10-11-2003 To 15-11-2003   | 1 Week  | 2 |
| Refresher Course in Admin Procedures for Tech/Professional, Personnel & Academicians | 15-12-2003 To 19-12-2003   | 1 Week  | 1 |

### DISCIPLINARY AND VIGILANCE PROCEDURES

Duration APRIL, 2003 TO MARCH, 2004

| Programme                | Schedule   | Duration | Total Programmes |
|--------------------------|--|----------|------------------|
| For Implementation level | 05-05-2003 To 08-05-2003<br>04-08-2003 To 07-08-2003<br>08-12-2003 To 11-12-2003<br>15-03-2004 To 18-03-2004 | 4 Days   | 4                |
| For Support level        | 06-10-2003 To 10-10-2003   | 5 Days   | 1                |

**MANAGEMENT PROGRAMMES**  
**Duration APRIL 2003 To MARCH 2004**

| Programme  | Schedule   | Duration | Total Programs |
|--|--|----------|----------------|
| Leadership Skills & Motivation<br>-Administrative level<br>-Implementation level | 29-12-2003 To 31-12-2003<br>26-01-2004 To 28-01-2004   | 3 Days   | 2              |
| Negotiation Skills   | 18-12-2003 To 20-12-2003<br>04-03-2004 To 06-03-2004   | 3 Days   | 2              |
| Disaster Management  | 05-05-2003 To 09-05-2003<br>14-07-2003 To 18-07-2003<br>15-09-2003 To 19-09-2003<br>20-10-2003 To 24-10-2003<br>08-12-2003 To 12-12-2003<br>16-02-2004 To 20-02-2004 | 5 Days   | 6              |
| Management of Change   | 05-05-2003 To 09-05-2003   | 5 Days   | 1              |
| Media and Public Relations   | 21-04-2003 To 23-04-2003<br>21-07-2003 To 23-07-2003   | 3 Days   | 2              |
| Tender & Procurement Procedures  | 03-07-2003 To 05-07-2003<br>07-01-2003 To 09-01-2003<br>18-03-2003 To 20-03-2003   | 3 Days   | 3              |
| Orientation Course for Drawing & Disbursing Officers                             | 21-04-2003 To 26-04-2003<br>02-06-2003 To 07-06-2003<br>24-11-2003 To 29-11-2003<br>01-12-2003 To 06-12-2003   | 1 Week   | 4              |

|  |                          |        |   |
|--|--------------------------|--------|---|
| Plg. & Mgt. of Human Resource Development in Govt        | 27-11-2003 To 29-11-2003 | 3 Days | 1 |
| Plg. & Mgt. of Developmental Projects/programmes in Govt | 16-06-2003 To 20-06-2003 | 5 Days | 2 |
| Vision - 2020 for Integrated                             | 05-01-2003 To 09-01-2003 | 5 Days | 1 |
| 08-12-2003 To 12-12-2003                                 |                          |        |   |
| Approach for implementation                              |                          |        |   |
| Communication Skills                                     |                          |        |   |
| -Administrative Level                                    | 07-04-2003 To 09-04-2003 | 3 Days | 1 |
| -Implementation Level                                    | 21-07-2003 To 23-07-2003 |        |   |
|  | 02-02-2003 To 04-02-2003 | 3 Days | 2 |
| Stress Management  |                          |        |   |
| -Administrative Level                                    | 05-04-2003 To 09-04-2003 | 3 Days | 1 |
| -Implementation Level                                    | 24-06-2003 To 28-06-2003 |        |   |
|  | 25-08-2003 To 29-08-2003 |        |   |
|  | 02-12-2003 To 06-12-2003 | 5 Days | 3 |
| Stress Audit   |                          |        |   |
|  | 07-07-2003 To 09-07-2003 |        |   |
|  | 06-10-2003 To 08-10-2003 | 3 Days | 2 |
| Total Quality Management                                 |                          |        |   |
| -Administrative Level                                    | 25-08-2003 To 29-08-2003 | 5 Day  | 1 |
| Personality Development                                  |                          |        |   |
|  | 18-08-2003 To 20-08-2003 |        |   |
|  | 06-08-2003 To 08-10-2003 | 3 Days | 2 |
| Government in the new role of Facilitator                |                          |        |   |
|  | 27-05-2003 To 29-05-2003 |        |   |
|  | 08-08-2003 To 10-08-2003 | 3 Days | 2 |
| Management of Drought and Floods                         |                          |        |   |
|  | 27-10-2003 To 31-10-2003 | 5 Days | 1 |
| Infrastructure Building and Development Process          |                          |        |   |
|  | 02-03-2004 To 06-03-2004 | 5 Days | 1 |

|  |   |        |   |
|--|---|--------|---|
| Environment Management                                   | 09-06-2003 To 10-06-2003                              | 2 Days | 1 |
| Conflict Management                                      | 03-06-2003 To 05-06-2003<br>18-08-2003 To 20-08-2003  | 3 Days | 2 |
| Team Building  | 15-12-2003 To 17-12-2003                              | 3 Days | 1 |
| Motivating Self and others                               | 07-07-2003 To 09-07-2003<br>07-01-2004 To 09-01-2004  | 3 Days | 2 |
| Managing Self  | 10-11-2003 To 14-11-2003<br>15-03-2004 To 19-03-2004  | 5 Days | 2 |
| Management of Behavioural skill for implementation level | 15-09-2003 To 19-09-2003                              | 5 Days | 1 |
| Creativity for excellence for - Administrative level     | 03-11-2003 To 05-11-2003<br>-22-03-2004 To 24-03-2004 | 3 Days | 2 |

**WORKSHOPS/AWARENESS COURSES****Duration APRIL 2003 TO MARCH 2004**

| Programme  | Schedule   | Duration | Total Programmes |
|--|--|----------|------------------|
| Workshop in skill based areas for Administrative Level | 25-08-2003 To 26-08-2003   | 2 Days   | 1                |
| Public Facilitation Centers for Administrative Level   | 26-05-2003 To 28-05-2003<br>18-12-2003 To 20-12-2003                             | 3 Days   | 2                |
| Feedback workshop on training Impact and Evaluation    | 08-12-2003 To 10-12-2003   | 3 Days   | 1                |
| Follow up Workshop for Foundational Course Trainees    | 16-12-2003 To 17-12-2003   | 2 Days   | 1                |
| Workshop on Performance Indicators                     | 26-11-2003 To 27-11-2003<br>16-02-2004 To 17-02-2004                             | 2 Days   | 2                |
| Human Rights   | 07-04-2003 To 09-04-2003<br>14-07-2003 To 16-07-2003<br>08-03-2004 To 10-03-2004 | 3 Days   | 3                |
| Gender Issues  | 06-05-2003 To 08-05-2003<br>17-07-2003 To 19-07-2003                             | 3 Days   | 2                |

|  |  |        |   |
|--|--|--------|---|
| retirement<br>selling                        | 07-04-2003 To 08-04-2003<br>05-09-2003 To 06-09-2003<br>30-01-2004 To 31-01-2004<br>27-02-2004 To 28-02-2004 | 2 days | 4 |
| 1 Governance<br>izen's Charter               | 18-09-2003 To 20-09-2003   | 3 Days | 1 |
| l water supply<br>Sanitation                 | 21-04-2003 To 24-04-2003   | 4 Days | 1 |
| shop on<br>nue Laws                          | 03-05-2003 To 04-05-2003   | 2 DAYS | 1 |
| shop<br>rmance<br>ssment- a<br>m approach    | 04-02-2004 To 06-04-2004   | 3 Days | 1 |
| shop on<br>es<br>ipation and<br>RT<br>rmance | 07-05-2003 To 09-05-2003   | 3 Days | 1 |

### TRAINING OF TRAINERS (TOT) PROGRAMMES

Duration APRIL 2003 TO MARCH 2004

| rogramme            | Schedule                       | Duration | Total Progra<br>mmes |
|---------------------|--------------------------------|----------|----------------------|
| l                   | 22-12-2003 To<br>03-01-2004    | 2 Weeks  | 1                    |
| l Follow<br>orkshop | Dates will be<br>decided later | 3 Days   | 1                    |

|   |  |          |   |
|---|--|----------|---|
| MOT   | 08-09-2003 To 12-09-2003<br>13-10-2003 To 18-10-2003 | 1 Week   | 2 |
| TOT in Disciplinary Procedures                | 26-08-2003 To 30-08-2003                             | 1 Week   | 1 |
| TOT in Office Procedures                      | 13-10-2002 To 18-10-2003                             | 1 Week   | 1 |
| TOT in Preparation of Pension Papers          | 17-11-2003 To 22-11-2003                             | 1 Week   | 1 |
| OMOT  | 05-02-2003 To 07-02-2003                             | 3 Days   | 1 |
| DOT   | 07-07-2003 To 11-07-2003<br>19-02-2004 To 13-02-2004 | 5 Days   | 2 |
| Distance Training Course in Office Procedures | Dates will be decided later                          | 2 Months | 1 |
| DTS   | 05-05-2003 To 09-05-2003                             | 5 Days   | 1 |



**COMPUTER COURSES****Duration APRIL, 2003 To MARCH, 2004**

| Programme                                  | Schedule   | Duration | Total Programmes |
|--|--|----------|------------------|
| <b>Basic Computer Awareness Programmes</b> |  |          |                  |
| -For Gazetted Officers                     | 03-04-2003 To 10-04-2003<br>26-05-2003 To 31-05-2003<br>02-06-2003 To 07-06-2003<br>14-07-2003 To 19-07-2003<br>01-08-2003 To 07-08-2003<br>01-09-2003 To 06-09-2003<br>17-10-2003 To 23-10-2003<br>03-11-2003 To 12-11-2003<br>01-12-2003 To 06-12-2003<br>19-01-2004 To 24-01-2004<br>13-02-2004 To 20-02-2004<br>01-03-2004 To 06-03-2004 | 6 Days   | 12               |
| -For Non Gazetted Officers                 | 15-04-2003 To 24-04-2003<br>01-05-2003 To 09-05-2003<br>10-06-2003 To 19-06-2003<br>02-07-2003 To 10-07-2003<br>11-08-2003 To 20-08-2003<br>09-09-2003 To 18-09-2003<br>06-10-2003 To 15-10-2003<br>14-11-2003 To 20-11-2003<br>09-12-2003 To 18-12-2003<br>01-01-2004 To 09-01-2004<br>02-02-2004 To 11-02-2004<br>09-03-2004 To 18-03-2004 | 8 Days   | 12               |

|  |  |         |    |
|--|--|---------|----|
| Programmes specific to Departments         | 24-04-2003 To 30-04-2003<br>23-06-2003 To 28-06-2003<br>22-09-2003 To 27-09-2003<br>23-10-2003 To 30-10-2003<br>21-11-2003 To 28-11-2003<br>18-12-2003 To 24-12-2003<br>27-01-2004 To 01-02-2004<br>23-02-2004 To 28-02-2004<br>22-03-2004 To 27-03-2004 | 6 Days  | 9  |
| Skills upgrading programme for HRDI Staff  | 20-06-2003 & 31-12-2003  | 1 Day   | 2  |
| MS Power Point for HRDI Staff              | 15-05-2003<br>30-09-2003<br>29-11-2003   | 1 Day   | 3  |
| Client Server Technology                   | 21-07-2003 To 31-07-2003   | 10 Days | 1  |
| Multilingual Software                      | 12-05-2003 To 13-05-2003<br>21-06-2003 To 22-06-2003<br>22-08-2003 To 23-08-2003<br>29-12-2003 To 30-12-2003   | 2 Days  | 4  |
| <b>GoI Programmes</b>                      |  |         |    |
| MS Word & MS Access                        | 19-07-2003 To 24-07-2003   | 6 Days  | 1  |
| Using Internet & Creating Web Pages        | 25-08-2003 To 30-08-2003   | 6 Days  | 1  |
| Computer slots for foundational programmes | Dates to be allotted in consultation with professor after finalizing the training calendar   | 6 Days  | 25 |
| HRMS Training for selective departments    | Dates to be finalized depending on the progress of development   |         | 30 |
| Performance Tracking System (PTS)          | Dates to be given as per the request of C.G.G  |         | 30 |
| Computer training at Secretariat Cell      | Dates to be decided later as per the requirement by IT & C Department  |         | 25 |

**CENTER FOR URBAN DEVELOPMENT STUDIES****Duration APRIL, 2003 TO MARCH, 2004**

| Programme   | Schedule   | Duration | Total Programmes |
|---|--|----------|------------------|
| Orientation Programme on Revenue Management in ULBs | 01-12-2003 To 03-12-2003                             | 3 Days   | 1                |
| Finance Urban Infrastructure                        | 02-07-2003 To 04-07-2003                             | 3 Days   | 1                |
| Municipal Accounts & Budget                         | 11-08-2003 To 14-08-2003<br>02-02-2004 TO 05-02-2004 | 4 Days   | 2                |
| Urban Heritage                                      | 07-07-2003 To 08-07-2003                             | 2 Days   | 1                |
| Public Health & Sanitation                          | 01-09-2003 To 03-09-2003                             | 3 Days   | 1                |
| Municipal Office Management                         | 03-11-2003 To 07-11-2003                             | 3 Days   | 1                |

**GOVERNMENT OF INDIA SPONSORED PROGRAMMES****Duration APRIL, 2003 TO MARCH, 2004**

| Programme  | Schedule                                |
|--|---|
| TOT in Disciplinary & Vigilance Procedures                                 | Dates will be decided from time to time |
| TOT Course on Preparation & Processing of Pension papers                   | -do-                                    |
| TOT in Conduct of Training with DVD Technology                             | -do-                                    |
| Application of Geographic Information System and Remote Sensing Techniques | -do-                                    |
| Application of Geographic Information System and Remote Sensing Techniques | -do-                                    |
| Conduct Rules  | -do-                                    |
| Disaster Management (in Management Sector category)                        | -do-                                    |
| Public Relations & Media Management  | -do-                                    |
| Information Technology E-Governance as Development Process                 | -do-                                    |
| Gender Issues  | -do-                                    |
| Financial Management in Panchayat Raj Institutions                         | -do-                                    |
| Workshop on Stress Audit   | -do-                                    |
| Workshop on Civil Liberties and Crime Mitigation                           | -do-                                    |

|  |      |
|--|------|
| Stress Management  | -do- |
| Human Rights   | -do- |
| Workshop on Public Relations and Responsive Behavior                                 | -do- |
| Role of Panchayats & NGOs in The Management of Natural Disasters (in Rural Category) | -do- |
| Workshop on Local Self Government & Development Process                              | -do- |
| Total Quality Management in Public Services  | -do- |
| Participatory Rural Appraisal for Rural Development                                  | -do- |
| Communication Skills   | -do- |
| Conflict Management  | -do- |
| Pre retirement Counselling   | -do- |
| Workshop on creativity for Good Governance   | -do- |
| Planning & Management of Development Programmes / Projects in Government             | -do- |
| ILO - IPEC - APSB Programme  | -do- |

Here we may just mention the number of programmes that were conducted from 2000-2001 to 2003-2004 and the programmes proposed for the year 2004-05.

### 2000-2001

|                         |   |        |
|-------------------------|---|--------|
| Total No. of Programmes | : | 253    |
| No. of participants     | : | 6989   |
| No. of Trg. days        | : | 2220 ½ |
| Trg. Hours              | : | 11445  |

### 2001-2002

|                                  |   |       |
|----------------------------------|---|-------|
| Total No of programmes conducted | : | 260   |
| No. of participants              | : | 7657  |
| No. of training days             | : | 2267  |
| No. of training hours            | : | 11722 |

### 2002-2003

|                             |   |       |
|-----------------------------|---|-------|
| No. of Programmes organized | : | 410   |
| No. of Participants         | : | 13410 |

### 2003-2004

|   |   |       |
|---|---|-------|
| No. of Programmes (April, 2003-15.3 2004)   | : | 538   |
| No. of Participants (April, 2003-15.3 2004) | : | 20014 |

In addition to the above, while the calendar data is being compiled proposals for following additional programmes have been received:-

|                               |    |
|-------------------------------|----|
| Endowments Department         | 20 |
| AP Social Welfare Residential | 6  |
| Education Society             |    |

|  |    |
|--|----|
| Tirumala Tirupati Devasthanams/ Sri Venkateswara Employees Training Academy                          | 15 |
| Training of Trainers-Domain/Subject specific Orientation to Management of Training & Citizen Charter | 24 |
|  | 3  |
|  | 68 |

The total number of programmes, proposed as on date therefore is **944**.

### **Proposed Calendar for 2004-2005**

#### **General**

Some of the salient features of the proposed 2004-05 calendar are:-

- a) Minimum and maximum number of training programmes in any particular week is from 3 to 33. In as many as 25 weeks the number of training programmes would be 20-29. In 7 weeks number of programmes will be 30 or more.
- b) This year following additional categories of programmes have been added
  - (i) Change-Management Programmes
  - (ii) Department/Organisation Specific Programmes – Tribal Welfare, Endowment, APSWRES, TTD/SVETA, etc.
  - (iii) Law Related Programmes
  - (iv) Workshops on Govt. Rules and Procedures

In respect of 97 computer-programmes Sri R. Bhaskar, Manager IT Training has been indicated as CD.

### Change Management Programmes:

A total of 303 programmes have been proposed in this category. This forms part of the capacity-building for reform implementation, which will be funded by the Center For Good Governance (CGG). A project jointly prepared by Dr. MCR HRD IAP & CGG, is being processed for approval of funding support through DFID. The salient features of these programmes are:-

- a) The programmes have been fed and indicated in the calendar only with tentative dates. No other information such as title, target-group, department, etc. are available at this stage
- b) The purpose of feeding the block-dates for these programmes is to commence work on earmarking infrastructure facilities and other resources
- c) Specific details related to these programmes, will need to be worked out in consultation with departments, and Core-Group members
- d) For planning-purposes Dr H. Srinivas has been indicated as Course-Director. However the programmes will be coordinated by different faculty-members, consultants, depending upon the department and title of the programme
- e) The Governing For Results (GFR) Workshop and Core-Group Development (CGD) programmes are deemed to have been included in this category
- f) A number of programmes i.e. Management, Organisational Behaviour, ToT For Core Group, Freedom of Information, Citizen Charter, Vision-2020, TQM, etc. which are other wise proposed in the calendar, are amendable to be treated as Change Management Programmes



The programmes will have high degree of uncertainty, not only in terms of response time, but also in terms of subjects, aim, objectives, instructional-strategy, resource-persons, duration, number of participants, residential/non-residential, etc.

### **Department specific Programmes:**

The total range of programmes in this category is likely to exceed, 150. This category has been added to meet departmental training-requirements and organise demand based training. This category in long-term may prove to be an opportunity of generating funds on sustained basis. The maximum number of programmes proposed is 106 by Tribal Welfare Department. Other department/ Organisations who have sent their proposals are Endowment (20), TTD/SVETA (15), APSWRES (proposal for 6 programmes, is expected). About 8 programmes related to coordinating TV Production, Script Writing, etc. have been added with a understanding that these will be sponsored by I&PR, Department and SAPNET. Salient features of these programmes are:-

- a) The programmes have been scheduled as part of Departmental Training Support
- b) These programmes will be funded by respective departments, out of their training-budget or training-funds from other sources
- c) The title, content, duration, level and number of participants, are decided by concerned departments or worked out through mutual consultation.
- d) The range of support to be provided by Dr. MCR HRD IAP may vary from programme to programme, as indicated below
  - (i) Providing infrastructure & facilities only
  - (ii) Programme coordination in addition to infrastructural facilities
  - (iii) Design, development and delivery of programme in addition to coordination, as also infrastructure facilities
  - (iv) Special services, which can be programme specific or may cover general logistic support

- e) Concerned DTSU I/C has been indicated as Course Director
- f) Departments will also nominate "Nodal-Officers" for each of the programmes or range of programmes
- g) The scheduling of these programmes will depend upon departmental priorities and feasibility of relieving participants
- h) Course-fee and estimated funds requirement, will vary depending upon range and scope of services to be provided, as also availability of departmental training-funds
- i) Department/programme wise funding norms will be worked-out and promulgated, keeping all concerned informed
- j) Preparation of invoices and raising of bills, etc. will be done by Facilities Manager

#### **ToT (Domain/Subject Specific) Programmes:-**

This category has been added to, upgrade some of the existing programmes to ToT level so that resource base of organising such programmes in the State/Institute is enhanced on institutionalised basis. A total of 24 programmes are being added in this category, in addition to, eight programmes already included. Salient features of these programmes are:-

- a) The programmes aim at Capacity Building by transferring knowledge, skill methodology and material required for conducting a programme
- b) The programmes will be run in three phases. In Phase-I expert-faculty of the Institute will run this programme. In phase-II expert trainer will share the detailed rational of design & instructional-strategy. In phase-III the potential-trainers will run these programmes, under overall supervision of expert trainers
- c) In every programme, nomination of 4 potential-trainers from Dr. MCR HRD IAP (faculty, TPC/TRAs, Resource Persons,

*Consultants, etc.) 4-potential trainers from districts and 4-potential trainers from the departmental training cells will be considered*

- d) The potential-trainers will be provided trainer-kits consisting of course-material, trainer-material, exercises, PPT, process-sheet/instructional strategy, to facilitate trained-trainers organising the programmes. Soft copies of the training-material will also be provided
- e) Inclusion of this category of ToT programmes will facilitate new faculty-members, TPCs and TRAs, to run programmes

### **ToT Programmes In Training Process:**

There is a very conscious and major attempt in expanding range and scope of programmes proposed under this category. The institute efforts in this regard, have got a major boost as GoI, for the first-time have offered a large number of programmes in the category of "National Calendar" programmes. It has been possible to attempt a major expansion in this category, as the number of Recognised Users have been, developed during the calendar year 2003-04, and is poised to increase further. The salient features of programmes in this category are:-

- a) A large number of the programmes in this category are GOI funded, either as part of National Calendar or State Calendar
- b) Four programmes on Systematic Approach of Training (SAT) are proposed to reach wider clientele, as most of the Training Managers & Training Coordinators, have been covered by MoT programme
- c) The tutors for the programmes will be from the Institute or drawn from other RUs in the State
- d) All ToT programmes other than DTS will be conducted on team-teaching basis
- e) The calendar of programmes, may have to be adjusted, so that by and large RUs, from within the Institute are available

- f) The programmes, which at present are not funded, will be offered for UNDP/Decentralised Training Funding, or funding through Change Management Category, as also Department/ Organization Specific Programmes Category

### **Workshops on Govt. Rules/Procedure:**

This category of programmes has been added based on the participants feedback, requesting for short duration, refresher programmes, dealing with a specific rule/procedure based aspects, with practical orientation. The salient features of these programmes are:-

- a) The programme will extensively use learner centered and experiential methodologies
- b) Team teaching methodology will be used, wherein two faculty-members will be resource-persons
- c) Programme will offer an opportunity to faculty members to develop and pilot exercises, case-studies, involving analytical skills, problem-solving, interpretational-skills, report writing and group work
- d) Modules forming part of general refresher programmes will be piloted as short-duration workshops. This experience and exposure would be useful in improving training quality in general refresher programmes
- e) Faculty's competence in developing and using learner centered methodologies, will be built and institutionalized

### **Implications and Implementation Level Issues:**

It is evident from the draft calendar that Institutional resources will be put to maximum usage, (may not in absolute terms, but certainly in comparison with the past). The implications of the calendar can be broadly categorized as follows:

- a) Faculty Resource For Coordination, Design, Development, Delivery & Feedback analysis
- b) Infrastructure and Facilities Support System for class-rooms, lodging-boarding, transportation, catering & other services such as water-supply, in the class-rooms, etc.
- c) Interface development for ensuring sufficient nominations

### **Strengthening Faculty and Training Support:**

The procedure for initiating pre-programmes coordination work three months prior to commencement of the programme (D-90) and completed one month after completing post-training coordination work with in one month of completion the programme (DC+30) has been established. This requires time bound actions which have been promulgated in the form of Progress Monitoring Sheet (PMS), to be pasted on each programme file. The PMS has two parts. First part relates to Coordination Work dealt with by a Training Assistant. Second part deals with design, training-material, trainer-material, preparation of overview, etc. dealt-with by Course-Director. PMS has thus facilitated structuring pre and post training processes. The delivery of training programmes earlier had large proportion of guest-faculty/external resource-persons. During Calendar Year 2003-04, emphasis has been laid on faculty's increasing involvement in training delivery. This has meant substantial increase in faculty developing course-material, exercises, Power Point Presentations, and other training material required to deliver training-sessions.

**Category Wise Programmes**

| <b>S. No</b> | <b>Category</b>                                    | <b>No.of participants</b> |
|--------------|--|---------------------------|
| 1            | Change Management Programmes                       | 303                       |
| 2            | Computer Programmes                                | 97                        |
| 3            | Department Specific-Tribal Welfare                 | 106                       |
| 4            | Foundation Programmes                              | 16                        |
| 5            | General Programmes                                 | 10                        |
| 6            | Government of India Programmes                     | 47                        |
| 7            | Induction Programmes                               | 6                         |
| 8            | Law Related Programmes                             | 14                        |
| 9            | Management Programmes                              | 53                        |
| 10           | Orientation Programmes                             | 18                        |
| 11           | Programmes of Centre for Urban Development Studies | 24                        |
| 12           | Programmes on Disciplinary & Vigilance Procedures  | 7                         |
| 13           | Refresher Programmes                               | 53                        |
| 14           | Special/Other Programmes                           | 22                        |
| 15           | Training of Trainers Programmes                    | 12                        |
| 16           | Workshops on Government Rules & Procedures         | 39                        |
| 17           | Workshops/Awareness Courses                        | 49                        |
|              | <b>Total Programmes</b>                            | <b>876</b>                |

## 5

### DISTRICT TRAINING CENTRES OF Dr. MCR HRD IAP

As a part of State Training Initiative, the Dr. MCR Human Resource Development Institute of AP, as the apex Training Institute of the State, has taken up the responsibility of decentralization of training activity in the State. As a part of decentralization of training activity, District Training Centres have been established to provide *training to the employees working at district level, in the year 1998-99.* The Collectors of Districts designated as Training Commissioner of the respective districts are to over see the entire training activities of the government employees of the Districts. (Annexure - G.O. Rt No. 2520, dated 16.6.1998 of the General Administration (AR& T-III) Department). District Training Centres were established utilizing the available infrastructure at the district level. Collectors were permitted to integrate the District Training Centres with the existing infrastructure available relating to different departments of *the government in the nature of DIET, VDOs Training Centre etc.* (Annexure - G.O. Rt No. 1327, dated 4.4.2000 of General Administration (AR&T-III) Department). Some District Training Centres are accommodated on permanent basis and some are accommodated in Temporary buildings. As and when required this Institute is providing budgetary support for strengthening of infrastructure facilities at DTCs to accommodate minimum needs of decentralized training.

Training Modules on the following subjects have been developed by this Institute and communicated to DTCs for conducting of training programmes.

- 1) Office Management
- 2) Training for Drawing & Disbursing Officers
- 3) Disciplinary & Vigilance Procedures

- 4) Revenue Administration
- 5) Revenue Administration for VAOs
- 6) Social Delivery Systems
- 7) Management of Law & Order
- 8) Land Matters & Executive Magistracy
- 9) Training for Development and Welfare Functionaries

Study material on some of the above topics have been developed by this Institute and being supplied to District Training Centres for the use in training programmes.

Collectors were permitted to appoint a locally available senior retired government officer to work as Training Manager for District Training Centres to look after the entire activities of District Training Centre and one support staff qualified in handling Computers to work as Steno, Typist-cum-Computer Operator to assist the Training Manager, on contract basis on consolidated payment.

The DRO of districts have been designated as Nodal Officer (Trg) of the respective district and made responsible for activities of DTC.

During the year 1998-99, training programmes were organized more or less on the conventional lines of class room training through Resource Persons, on the basis of training modules prescribed by this Institute using the reading material developed by this Institute.

To improve employees' skills in Information Technology, basic Computer Awareness training to all employees working in the district level has been initiated by this Institute during 1999-2000. This Institute has identified some reputed Computer Organizations



in the State, i.e., APTECH, NIIT, CMC, ECIL-ECIT etc., to impart Basic Computer Awareness training to the Govt. employees at district level. The Institute has standardized a common training module of six-day duration on Basic Computer Awareness training and detailed guidelines were given to the Collectors for organizing Computer training to all government employees on the standardized module through the authorized Computer organizations. Computer training programmes are being conducted at district level since 1999-2000.

Though in the formative years of 1998-2000 decentralized training was organized more or less on the conventional lines of classroom training through Resource Persons, it was realized that training using different technologies was necessary if all the government employees of the district level are to be covered and to cover a large number of government employees with quality training, training through Digital Versatile Disks was introduced. Digital Versatile Discs on the following subjects were produced by this Institute utilizing the subject matter experts and professionals.

- 1) District Office Manual
- 2) A.P. Leave Rules
- 3) A.P. Revised Pension Rules
- 4) Vision 2020
- 5) Citizen Charter
- 6) A.P. State & Sub Ordinate Service Rules
- 7) Disciplinary & Vigilance Procedures
- 8) Budget
- 9) A.P. Financial Code
- 10) Drawing & Disbursing Officers
- 11) Fundamental Rules
- 12) A.P. T.A. Rules
- 13) Stress Management
- 14) Village Accounts
- 15) Role of Public Relations in Redressal of Public Grievances

A DVD Centre attached to the District Training Centre has been established in each district. Collectors were permitted to appoint a retired Govt. Gazetted Officer to work as Resource Person to conduct training programmes using DVD technology and to appoint a retired government employee of the cadre of Senior Assistant to work as Assistant to the Resource Person. All the Resource Persons of DVD Centres and Training Managers of DTC have been provided the two week Training of Trainers programme on "Conduct of training using DVD technology" by this Institute.

Reading material on some of the topics of the DVDs have been developed by this Institute. Training Programmes through DVDs are being conducted in District Training Centres since 2001-2002.

For the year 2003-2004, departmental need based training programmes were also introduced under General Category. Targets under the three categories of training programmes are fixed and communicated to the Collectors and Instructions issued to the Collectors to assess training needs of different departments and asked them to prepare a draft training calendar of the training programmes for the year 2003-2004. A workshop was held during February 2003 to finalise the training Calendar of decentralized training programmes at the district level, in which Training Manager, DVD Resource Person and Nodal Officer (Trg.) of District Training Centres have participated. District Training Calendar was finalized and communicated to districts with instructions to conduct training programmes according to the Calendar. Calendar of decentralized training programmes for the year 2003-04 is at (Annexure)

Training programmes conducted by DTCs are being reviewed by this Institute every month.

**ANNEXURE**  
**TRAINING PROGRAMMES CONDUCTED AT DISTRICT TRAINING**  
**CENTRES (DTCs) DURING 1998-1999**

| Sl. No. | District      | Administrative Training     |                              |
|---------|---------------|-----------------------------|------------------------------|
|         |               | No. of Programmes conducted | No. of participants attended |
| 1       | 2             | 3                           | 4                            |
| 1.      | Adilabad      | 6                           | 177                          |
| 2.      | Anantapur     | -                           | -                            |
| 3.      | Chittoor      | 5                           | 147                          |
| 4       | Cuddapah      | -                           | -                            |
| 5.      | East Godavari | 6                           | 1150                         |
| 6.      | Guntur        | 4                           | 127                          |
| 7.      | Hyderabad     | 7                           | 483                          |
| 8.      | Karimnagar    | -                           | -                            |
| 8.      | Khammam       | -                           | -                            |
| 10.     | Krishna       | 7                           | 252                          |
| 11.     | Kurnool       | 13                          | 570                          |
| 12.     | Mahabubnagar  | 17                          | 577                          |
| 13.     | Medak         | -                           | -                            |
| 14.     | Nalgonda      | -                           | -                            |
| 15.     | Nellore       | 3                           | 486                          |
| 16.     | Nizamabad     | 7                           | 302                          |
| 17.     | Prakasam      | 28                          | 1064                         |
| 18.     | Rangareddy    | 5                           | 125                          |
| 19.     | Srikakulam,   | 21                          | 639                          |
| 20.     | Vishakapatnam | 6                           | 168                          |
| 21.     | Vizianagaram  | -                           | -                            |
| 22.     | Warangal      | 1                           | 39                           |
| 23.     | West Godavari | 1                           | 29                           |
|         | Total         | 137                         | 6335                         |

**TRAINING PROGRAMMES CONDUCTED AT DTCs DURING  
1999-2000**

| S. No | District      | Administrative Training   |                             | Computer Training       |                             |
|-------|---------------|---------------------------|-----------------------------|-------------------------|-----------------------------|
|       |               | No. of Programs conducted | No. of participant attended | No. of Progs. conducted | No. of participant attended |
| 1     | 2             | 3                         | 4                           | 5                       | 6                           |
| 1.    | Adilabad      | 21                        | 592                         | 4                       | 70                          |
| 2.    | Anantapur     | 28                        | 905                         | 4                       | 71                          |
| 3.    | Chittoor      | 15                        | 428                         | 4                       | 67                          |
| 4     | Cuddapah      | -                         | -                           | -                       | -                           |
| 5.    | East Godavari | 48                        | 2063                        | 4                       | 75                          |
| 6.    | Guntur        | 14                        | 357                         | 5                       | 68                          |
| 7.    | Hyderabad     | 2                         | 55                          | -                       | -                           |
| 8.    | Karimnagar    | 5                         | 432                         | 4                       | 44                          |
| 9.    | Khammam       | -                         | -                           | 11                      | 175                         |
| 10    | Krishna       | 48                        | 1386                        | 24                      | 384                         |
| 11    | Kurnool       | 68                        | 2342                        | 4                       | 72                          |
| 12    | Mahabubnagar  | 32                        | 782                         | 14                      | 232                         |

|     |               |     |       |     |      |
|-----|---------------|-----|-------|-----|------|
| 13. | Medak         | 28  | 529   | -   | -    |
| 14. | Nalgonda      | 4   | 152   | 2   | 20   |
| 15. | Nellore       | 21  | 907   | 5   | 71   |
| 16. | Nizamabad     | 24  | 1189  | 4   | 71   |
| 17. | Prakasam      | 94  | 2987  | 19  | 310  |
| 18. | Rangareddy    | 18  | 238   | 3   | 46   |
| 19. | Srikakulam    | 42  | 1046  | 3   | 50   |
| 20. | Vishakapatnam | 30  | 750   | 5   | 117  |
| 21. | Vizianagaram  | 30  | 1072  | 4   | 73   |
| 22. | Warangal      | 2   | 59    | -   | -    |
| 23. | West Godavari | 31  | 1041  | 8   | 74   |
|     | Total         | 605 | 19312 | 131 | 2090 |

**TRAINING PROGRAMMES CONDUCTED AT DTCs DURING  
2000-2001**

| S. No. | District         | Administrative Training |                              | Computer Training      |                              |
|--------|------------------|-------------------------|------------------------------|------------------------|------------------------------|
|        |                  | No. of Progs conducted  | No. of participants attended | No. of Progs conducted | No. of participants attended |
| 1      | 2                | 3                       | 4                            | 5                      | 6                            |
| 1.     | Adilabad         | 24                      | 728                          | 4                      | 76                           |
| 2.     | Anantapur        | 33                      | 968                          | 1                      | 62                           |
| 3.     | Chittoor         | 25                      | 827                          | 4                      | 45                           |
| 4      | Cuddapah         | 18                      | 467                          | 9                      | 122                          |
| 5.     | East Godavari    | 60                      | 1843                         | 4                      | 40                           |
| 6.     | Guntur           | 13                      | 363                          | 6                      | 87                           |
| 7.     | Hyderabad        | 18                      | 309                          | -                      | -                            |
| 8      | Karimnagar       | 4                       | 731                          | 2                      | 48                           |
| 9.     | Khammam          | 33                      | 1211                         | 19                     | 291                          |
| 10.    | Krishna          | 41                      | 1145                         | 21                     | 344                          |
| 11.    | Kurnool          | 67                      | 1916                         | 4                      | 76                           |
| 12.    | Mahabub<br>nagar | 22                      | 507                          | 22                     | 345                          |
| 13.    | Medak            | 25                      | 557                          | -                      | -                            |
| 14.    | Nalgonda         | 48                      | 585                          | 4                      | 57                           |
| 15.    | Nellore          | 7                       | 192                          | -                      | -                            |
| 16.    | Nizamabad        | 18                      | 616                          | 4                      | 75                           |

|     |               |     |       |     |      |
|-----|---------------|-----|-------|-----|------|
| 17. | Prakasam      | 49  | 1406  | 22  | 361  |
| 18. | Rangareddy    | 26  | 682   | 1   | 19   |
| 19. | Srikakulam    | 25  | 661   | 3   | 49   |
| 20. | Vishakapatnam | 29  | 690   | -   | -    |
| 21. | Vizianagaram  | 35  | 891   | 2   | 27   |
| 22. | Warangal      | 21  | 648   | -   | -    |
| 23. | West Godavari | 15  | 478   | 6   | 62   |
|     | Total         | 656 | 18422 | 138 | 2186 |

**TRAINING PROGRAMMES CONDUCTED AT DTCs DURING  
2001-2002**

| S.No | District      | 2001-2002               |                              |                        |                              |                             |                              |
|------|---------------|-------------------------|------------------------------|------------------------|------------------------------|-----------------------------|------------------------------|
|      |               | Administrative Training |                              | Computer Training      |                              | Trg. through DVD Technology |                              |
|      |               | No. of Progs conducted  | No. of participants attended | No. of Progs conducted | No. of participants attended | No. of Progs conducted      | No. of participants attended |
| 1    | 2             | 3                       | 4                            | 5                      | 6                            | 7                           | 8                            |
| 1.   | Adilabad      | 34                      | 633                          | 20                     | 130                          | 14                          | 386                          |
| 2.   | Anantapur     | 27                      | 561                          | 8                      | 142                          | 28                          | 705                          |
| 3.   | Chittoor      | 6                       | 204                          | 20                     | 209                          | 3                           | 89                           |
| 4    | Cuddapah      | 31                      | 718                          | 30                     | 457                          | -                           | -                            |
| 5.   | East Godavari | 22                      | 693                          | 16                     | 242                          | 22                          | 570                          |
| 6.   | Guntur        | 13                      | 315                          | 15                     | 192                          | 14                          | 308                          |
| 7.   | Hyderabad     | 11                      | 222                          | -                      | -                            | 6                           | 89                           |
| 8.   | Karimnagar    | 21                      | 687                          | 8                      | 176                          | 2                           | 90                           |
| 9.   | Khammam       | 12                      | 403                          | 11                     | 180                          | 36                          | 761                          |
| 10.  | Krishna       | 17                      | 503                          | 33                     | 421                          | 36                          | 1054                         |
| 11.  | Kurnool       | 8                       | 274                          | 9                      | 173                          | 56                          | 1422                         |
| 12.  | Mahabubnagar  | 16                      | 356                          | 23                     | 329                          | 26                          | 542                          |



|    |                    |     |      |     |      |     |       |
|----|--------------------|-----|------|-----|------|-----|-------|
| 13 | Medak              | 24  | 549  | 18  | 203  | 1   | 22    |
| 14 | Nalgonda           | 15  | 325  | 9   | 139  | 48  | 1170  |
| 15 | Nellore            | 2   | 54   | -   | -    | 15  | 469   |
| 16 | Nizama-<br>bad     | 15  | 454  | 12  | 210  | 36  | 970   |
| 17 | Prakasam           | 28  | 535  | 23  | 353  | 24  | 424   |
| 18 | Ranga-<br>reddy    | 7   | 188  | 2   | 24   | 5   | 156   |
| 19 | Srika-<br>kulam    | 8   | 258  | 10  | 137  | 36  | 655   |
| 20 | Vishaka-<br>patnam | 13  | 394  | 9   | 153  | 23  | 519   |
| 21 | Vizia-<br>nagaram  | 7   | 161  | 7   | 110  | 22  | 443   |
| 22 | Warangal           | 7   | 236  | 26  | 373  | 24  | 664   |
| 23 | West<br>Codavari   | 4   | 89   | 4   | 50   | 23  | 584   |
|    | Total              | 348 | 8811 | 313 | 4403 | 508 | 12072 |

**DETAILS OF TRAINING PROGRAMMES CONDUCTED IN DTCs DURING 2003-04 (UPTO JANUARY 2004)**

| S.N<br>o | District         | General Category |       |             |      | Computer Category |      |             |      | DVD Category |      |             |      |
|----------|------------------|------------------|-------|-------------|------|-------------------|------|-------------|------|--------------|------|-------------|------|
|          |                  | Targets          |       | Achievement |      | Targets           |      | Achievement |      | Targets      |      | Achievement |      |
|          |                  | Progs            | Part. | Progs       | Part | Progs             | Part | Progs       | Part | Prog.        | Part | Progs       | Part |
| 1        | Adilabad         | 20               | 500   | 18          | 442  | 30                | 360  | 27          | 236  | 20           | 500  | 20          | 388  |
| 2        | Ananthaour       | 20               | 500   | 22          | 567  | 30                | 360  | 12          | 157  | 20           | 500  | 22          | 598  |
| 3        | Chittoor         | 20               | 500   | 27          | 743  | 30                | 360  | 30          | 360  | 20           | 500  | 20          | 527  |
| 4        | Cuddapah         | 20               | 500   | 18          | 416  | 30                | 360  | 28          | 316  | 20           | 500  | 18          | 186  |
| 5        | East<br>Godavari | 20               | 500   | 27          | 600  | 30                | 360  | 17          | 284  | 20           | 500  | 26          | 550  |

DISTRICT TRAINING CENTRES

|                  |     |       |     |       |     |      |     |      |     |       |     |       |
|------------------|-----|-------|-----|-------|-----|------|-----|------|-----|-------|-----|-------|
| 6 Guntur         | 20  | 500   | 28  | 772   | 30  | 360  | 24  | 310  | 20  | 500   | 22  | 447   |
| 7 Hyderabad      | 20  | 500   | 20  | 252   | 30  | 360  | 29  | 333  | 20  | 500   | 20  | 254   |
| 8 Karimnagar     | 20  | 500   | 25  | 519   | 30  | 360  | 18  | 212  | 20  | 500   | 25  | 737   |
| 9 Khammam        | 20  | 500   | 13  | 292   | 30  | 360  | 21  | 300  | 20  | 500   | 25  | 511   |
| 10 Krishna       | 20  | 500   | 37  | 1091  | 30  | 360  | 36  | 489  | 20  | 500   | 30  | 812   |
| 11 Kumool        | 20  | 500   | 30  | 784   | 30  | 360  | 35  | 561  | 20  | 500   | 24  | 578   |
| 12 Mahabubnagar  | 20  | 500   | 10  | 255   | 30  | 360  | 22  | 272  | 20  | 500   | 17  | 245   |
| 13 Medak         | 20  | 500   | 20  | 528   | 30  | 360  | 30  | 323  | 20  | 500   | 19  | 375   |
| 14 Nalgonda      | 20  | 500   | 20  | 538   | 30  | 360  | 33  | 376  | 20  | 500   | 20  | 543   |
| 15 Nellore       | 20  | 500   | 29  | 766   | 30  | 360  | 19  | 206  | 20  | 500   | 25  | 534   |
| 16 Nizamabad     | 20  | 500   | 37  | 752   | 30  | 360  | 18  | 278  | 20  | 500   | 30  | 691   |
| 17 Prakasam      | 20  | 500   | 31  | 841   | 30  | 360  | 13  | 148  | 20  | 500   | 25  | 595   |
| 18 Ranga Reddy   | 20  | 500   | 15  | 472   | 30  | 360  | 14  | 168  | 20  | 500   | 7   | 183   |
| 19 Srikakulam    | 20  | 500   | 22  | 589   | 30  | 360  | 25  | 346  | 20  | 500   | 22  | 438   |
| 20 Visakhapatnam | 20  | 500   | 30  | 803   | 30  | 360  | 29  | 375  | 20  | 500   | 33  | 638   |
| 21 Vizianagaram  | 20  | 500   | 30  | 792   | 30  | 360  | 36  | 309  | 20  | 500   | 38  | 636   |
| 22 Warangal      | 20  | 500   | 21  | 587   | 30  | 360  | 15  | 180  | 20  | 500   | 9   | 187   |
| 23 West Godavari | 20  | 500   | 23  | 628   | 30  | 360  | 20  | 259  | 20  | 500   | 26  | 552   |
| Total            | 460 | 11500 | 553 | 14039 | 690 | 8280 | 551 | 6778 | 460 | 11500 | 523 | 11205 |

**TRAINING PROGRAMMES CONDUCTED AT DTCs  
DURING 2002-2003**

184

| S. No | District      | 2002-2003               |                              |                         |                              |                             |                              |
|-------|---------------|-------------------------|------------------------------|-------------------------|------------------------------|-----------------------------|------------------------------|
|       |               | Administrative Trg      |                              | Computer Training       |                              | Trg. through DVD Technology |                              |
|       |               | No. of Progs. Conducted | No. of participants attended | No. of Progs. Conducted | No. of participants attended | No. of Progs. conducted     | No. of participants attended |
| 1     | 2             | 3                       | 4                            | 5                       | 6                            | 7                           | 8                            |
| 1.    | Adilabad      | 31                      | 635                          | 31                      | 349                          | 30                          | 652                          |
| 2.    | Anantapur     | 36                      | 991                          | 11                      | 168                          | 35                          | 1230                         |
| 3.    | Chittoor      | 37                      | 1190                         | 36                      | 427                          | 27                          | 819                          |
| 4     | Cuddapah      | 32                      | 541                          | 36                      | 416                          | 27                          | 391                          |
| 5.    | East Godavari | 39                      | 1045                         | 12                      | 218                          | 17                          | 478                          |
| 6.    | Guntur        | 33                      | 928                          | 30                      | 383                          | 24                          | 650                          |
| 7.    | Hyderabad     | 26                      | 475                          | 5                       | 62                           | 22                          | 356                          |
| 8.    | Karimnagar    | 31                      | 981                          | 8                       | 195                          | 28                          | 1078                         |
| 9.    | Khammam       | 28                      | 804                          | 34                      | 481                          | 42                          | 1033                         |
| 10.   | Krishna       | 46                      | 1462                         | 52                      | 745                          | 38                          | 1097                         |

Dr.M.C.R.H.R.D. Institute of Andhra Pradesh

DISTRICT TRAINING CENTRES

|     |               |            |              |            |             |            |              |
|-----|---------------|------------|--------------|------------|-------------|------------|--------------|
| 11. | Kumool        | 37         | 1101         | 36         | 589         | 37         | 1129         |
| 12. | Mahabubnagar  | 31         | 520          | 16         | 189         | 16         | 241          |
| 13. | Medak         | 30         | 719          | 9          | 131         | 26         | 647          |
| 14. | Nalgonda      | 35         | 920          | 30         | 383         | 39         | 1001         |
| 15. | Nellore       | 27         | 987          | 8          | 161         | 25         | 646          |
| 16. | Nizamabad     | 26         | 596          | 21         | 335         | 36         | 977          |
| 17. | Prakasam      | 38         | 725          | 6          | 55          | 39         | 740          |
| 18. | Rangareddy    | 25         | 785          | 25         | 363         | 16         | 209          |
| 19. | Srikakulam    | 34         | 794          | 18         | 211         | 31         | 450          |
| 20. | Vishakapatnam | 23         | 421          | 12         | 167         | 28         | 570          |
| 21. | Vizianagaram  | 37         | 751          | 38         | 394         | 39         | 685          |
| 22. | Warangal      | 25         | 895          | 30         | 470         | 26         | 858          |
| 23. | West Godavari | 37         | 1241         | 16         | 239         | 36         | 1066         |
|     | <b>Total</b>  | <b>744</b> | <b>19507</b> | <b>520</b> | <b>7131</b> | <b>684</b> | <b>17033</b> |

**Establishment of DVD Centres - certain guidelines**

**(D.O.Lr.No.T2/5459/99, dt.10.11.1999, of Director General, Dr. MCR HRD IAP addressed to All the District Collectors & Training Commissioners)**

As part of State Training Initiative, the Dr. MCR Human Resource Development Institute, as an apex Training Institute of the State, has taken up the responsibility of providing training to 5 lakh plus employees on an annual basis. To achieve such a challenging task, training activities have been decentralized. It is also decided to establish about 100 DVD Centres in the State to organize training through DVD (Digital Versatile Disks) films. DVD films on different subjects have been prepared. District Collectors have been requested to identify 5 centres in their respective districts to establish these DVD Centres and also identify Resource Persons in each centre for manning the DVD Centres. A few Collectors have responded in this regard. Some Collectors are seeking clarification about the DVD Centres and Resource Persons.

Keeping in view the above, it is decided to establish DVD Centres at each Revenue Divisional Headquarters including District Headquarters Division in every district. In addition, District Training Centre will also have one more DVD Centre in the District

The following guidelines are issued regarding selection of DVD Centres and identification of Resource Persons.

**I. DVD CENTRES:**

1. All Divisional Headquarters including District Headquarter's Division

2. Shall have one DVD Centre. They shall function under the overall supervision of the Revenue Divisional Officers concerned.
3. In addition, District Headquarters will have one more DVD Centre
4. District Headquarters Divisional DVD Centre shall cover all staff working in that Sub-Division.
5. District Headquarter DVD Centre shall cover all staff working in the District Headquarters.
6. District Headquarters DVD Centre shall be attached to the District Training Centre.
7. Divisional DVD Centre in the District Headquarters may also be organised in the District Training Centre, if proper facilities are available. If not, it can be organised separately.
8. Each DVD Centre shall have one hall sufficient enough to accommodate about 50 persons with seating arrangements and DVD equipment, along with a room for accommodation to Office-cum-Resource Person.
9. As far as possible, Collector may identify a suitable Government building to establish the Divisional DVD Centre. If sufficient Government accommodation is not available, suitable rented accommodation may be identified.
10. Necessary equipment for screening of DVD films for each centre will be supplied by the Institute

## **II. RESOURCE PERSONS AND SUPPORTING STAFF:**

1. Collector may identify suitable retired Government Gazetted Officers to work as Resource Persons in each proposed DVD Centre.
2. Minimum educational qualification is graduation
3. Shall be available full time for the job
4. Shall be the overall incharge of the DVD Centre

5. Shall have adequate knowledge and experience in Service Matters and Development & Welfare oriented programmes of the Government
6. Shall have good Communication Skills
7. Shall have right aptitude towards training
8. Will be paid a consolidated amount Rs.4000/- pm as honorarium
9. Collector may identify a retired and knowledgeable Government Servant of the cadre of Senior Assistant to work in the Headquarter's Centre. He/She will be paid a consolidated amount of Rs.1500/-pm as honorarium. He/She should be available full time and work under the Resource Person.
10. Collector may also identify a retired and knowledgeable Government Servant of the cadre of Junior Assistant to work in the other DVD Centres. He/She should be available full time and work under the Resource Person. He/She will be paid a consolidated amount of Rs.1000/- pm as honorarium.
11. An amount of Rs.500/-pm is allowed to each DVD Centre as menial assistance for maintenance of the centre

Resource Persons in the DVD Centres are responsible for organizing training programmes through DVD films. They may also have to organize training programmes with out DVD films whenever and wherever necessary.

All the Resource Persons will be given training in Training Techniques as well as in use of DVD equipment in two phases. This Institute is preparing a Special Training package, which includes aspects relating to Management of Training, Trainer Skills and Design Skills, to train all the identified resource persons.



## 6

**ANDHRA PRADESH DEPARTMENTAL TRAINING INSTITUTES**

The employees of the Govt. of Andhra Pradesh are trained at three important centres. One is the apex Dr. MCR HRD Institute of AP, Hyderabad and its 23 District Training Centres (DTCs). The training programmes offered both at the apex institute and the DTCs are of general nature and area specific, technical training programmes are offered at the training centres attached to some departments. These departments cover Revenue, Home, Panchayat Raj & Rural Development, Law, Transport, Roads & Buildings, Fisheries, Forest, Horticulture, Health, Medical & Family Welfare, Agriculture, Animal Husbandry, Tribal Welfare And Settlements, Survey And Land Records, etc. In the following pages, names of the departments and their respective training centres, training programmes offered are provided. It comprises number of programmes and the number of participants trained during the past five years in respect of a few departments. The number of participants is only indicative though the departmental training centres have been in existence for number of years. In order to obtain details from all these training centres, an instrument has been developed which is mentioned below and it was sent to the departmental training institutes for information as per the instrument.

**Questionnaire**

1. Name of the training institute.
2. When was it established?
3. A brief history of the training institute.
4. Policy and objectives of the institute;
5. Type of training programmes offered.
6. The category of participants who are being trained.

7. A brief information on the designing of the training programmes
8. Who designs the training programmes? Is it done internally or are the programmes provided by governmental or non-governmental organizations.
9. Duration of the training programmes.
10. Are the participants provided with handouts/reading material?
11. The procedure followed in nominating the participants.
12. Any printed brochure / training calendar
13. The themes / areas that are covered in the training programmes.
14. The types of evaluation carried-on on the training programmes
15. Does the institute go in for assessing of training needs?
16. No. of participants trained, programme-wise for the past five years.
17. No. of female participants trained during the past five years.
18. The departments that are covered in the training programmes.
19. What have been the recent improvements in respect to all dimensions of training programmes?
20. Are some of the programmes field-oriented?
21. Is it residential/non-residential training institute?
22. The background and strength of the faculty at the institute?  
Do faculty stay on the campus?
23. To what extent Guest Faculty are involved in the training programmes?
24. Is there any programme for faculty development?
25. Do you have any programme of exchange of faculty?
26. Is the training institute provided with library?
27. Is the institute provided with adequate number of seminar halls / classrooms?

28. Does the training institute provide boarding and lodging facilities to the participants?
29. Does the institute enjoy computers facility?
30. Does the institute run computer-training programmes?
31. Please indicate the sources of funds for the institute?
32. Are the participants charged training fee?
33. Indicate whether the programmes are offered free of fee?

| S. No. | Department                | Training Institutes  |
|--------|---------------------------|--|
| 1      | Tribal Welfare Department | Tribal Cultural Research and Training Institute, Hyderabad   |
| 2      | Revenue Department        | 1.AP Prohibition and Excise Academy, Hyderabad<br>2.Commercial Taxes Department Staff College, Hyderabad   |
| 3      | Home Department           | 1.AP Fire Service State Training School, Hyderabad<br>2.AP Police Academy, Hyderabad<br>3.State Institute of Correctional Administration (Prisons Department), Chenchalguda, Hyderabad<br>4.Police Training College, Ongole, Prakasam District<br>5.Police Training College, Anantapur |

|    |  |   |
|----|--|---|
| 4  | Panchayat Raj & Rural Development Department   | 1.AMR-APARD, Hyderabad<br>2.ETC, Bapalla<br>3.ETC, Srikalahasti<br>4.ETC, Samalkot<br>5.ETC, Rajendranagar, Hyderabad   |
| 5  | Law Department                                 | AP Judicial Academy, Hyderabad  |
| 6  | Transport, Roads & Buildings Department        | R&B Central Training Institute, Hyderabad   |
| 7  | Fisheries Department                           | 1.State Institute of Fisheries Technology, Kakinada<br>2. Inland Fisheries Training Centre, Kumool<br>3.Inland Fisheries Training Centre, Badampudi<br>4.Inland Fisheries Training Centre, Warangal<br>5.Fisheries Training Institute, Machilipatnam. |
| 8  | Forest Department                              | 1.AP Forest Academy, Dulapally, Hyderabad<br>2.Environment Protection Training & Research Institute (EPTRI), Hyderabad.<br>3.AP School of Forest, Yellandu, Khammam District.   |
| 9  | Horticulture Department                        | 1.AP Horticulture Training Institute (APHTI), Hyderabad   |
| 10 | Department of Health, Medical & Family Welfare | 1.The Indian Institute of Health & Family Welfare, Hyderabad<br>2.Regional Training Centre (Female) Niloufer Health School, Hyderabad<br>3.Regional Health and Family Welfare Training Centre, Sultan Bazar, Hyderabad                                |
| 11 | Agriculture Department                         | State Agricultural Management & Extension Training Institute (SAMETI), Hyderabad.   |

|    |  |   |
|----|--|---|
| 12 | Animal Husbandry Department                      | 1.Regional Animal Husbandry Training Centre, Mamnoon, Warangal (District)<br>2.State Animal Husbandry Training Centre, Mandapeta. |
| 13 | Irrigation & Command Area Development Department | Water & Land Management Training and Research Institute (WALAMTARI), Hyderabad.   |
| 14 | Settlements, Survey and Land Records Department  | A.P.Survey Training Academy, Hyderabad  |

### TRIBAL WELFARE DEPARTMENT

Tribal Cultural Research & Training Institute, Hyderabad.

Types of programmes offered:

|   |     |
|---|-----|
| a. Ethnographic Studies                     | 116 |
| b. Socio-economic surveys                   | 76  |
| c. Physical anthropology and allied studies | 83  |
| d. Development Research studies             | 76  |
| e. Tribal Development Plan                  | 157 |
| f. Evaluation studies                       | 77  |
| g. Anti-Exploitation studies                | 19  |
| h. Language studies and other studies       | 38  |
| i. Consultancy studies                      | 26  |

**TOTAL**  
**668**

### REVENUE DEPARTMENT

- 1). AP Prohibition and Excise Academy, Hyderabad and
- 2). Commercial Taxes Department Staff College, Hyderabad.

**1. AP Prohibition and Excise Academy, Hyderabad.**

**Types of Training Programmes Offered:**

- Induction courses for Direct Recruited Officers
- Re-Orientation course for in-service untrained personnel
- Refresher Course for in-service personnel
- Reorientation Course and Rigorous training for the Constables
- Training Course on Narcotics on the Ganja (cultivation) prone areas
- Prevention and Eradication of Adulteration of Toddy to the relevant Districts.
- Prevention and Eradication of Manufacture, Possession, Transport and Sale of I.D. Liquor / Spurious Liquor

**No. of participants trained during the past five years = 3404**

**1. Commercial Taxes Department Staff College, Hyderabad.**

**Types of Training Programmes Offered:**

- Refresher courses,
- Induction courses

**No. of participants trained during the past five years = 1265**

**No. of female participants trained during the past five years = 134**

**HOME DEPARTMENT**

1. AP Police Academy, Hyderabad
2. Police Training College, Ongole, Prakasam District
3. Police Training College, Anantapur
4. AP Fire Service State Training School, Hyderabad
5. State Institute of Correctional Administration (Prisons Department), Chenchalguda, Hyderabad

### **1. AP Police Academy, Hyderabad**

#### **Types of Training Programmes Offered:**

1. Induction
2. In-service
3. Pre-Promotion
4. Orientation
5. Training to Trainers (ToT)

**No. of participants trained during 2002-03 = 5189 (198 courses)**

**No. of female participants trained during the past five years  
= 155**

### **2. Police Training College, Ongole, Prakasam District**

#### **Courses offered:**

- 1) 9 months induction training to SCT PCs Civil
- 2) 6 Months Induction Training to AR PCs
- 3) 2 ½ months Refresher Course for Civil Police Constables (PC) fit to act as Head Constables (HC)
- 4) 3 Months Training ARPCs/APSP PCs, transferred to civil PCs.
- 5) 3 Months Training for S.P.F. Constables
- 6) In-service courses for PCs/HCs/ASIs for 12 days
- 7) 12 Days Computer Basic Course For PCs/HCs/Ministerial Staff
- 8) 3 Weeks Physical Efficiency Course For ARPCs & Local PCs
- 9) 2 Weeks Field Craft Course for ARPCs & Local Police

### **3. Police Training College, Anantapur**

1. Civil SCT.PCs (Induction)
2. AR/APSP, SCT.PCs (Induction)

3. Refresher Course (Promotional) Training for ASIs/HCs fit to act as Sis
4. Refresher Course (Promotional) Training for PCs fit to act as HCs
5. Conversion course from PCs of APSP to AR PCs
6. Conversion course from PCs of AR to Civil PCs
7. Various In-service Courses

#### **4. AP Fire Service State Training School, Hyderabad**

- a. Foundational/Induction training to direct recruits.
- b. Refresher Course for in-service personnel
- c. Orientation (Promotional) courses to the in-service personnel
- d. Training courses for outsiders on fire prevention.

**No. of participants trained during the past five years (1998-2002) = 670**

#### **5. State Institute of Correctional Administration (Prisons Department), Chenchalguda, Hyderabad**

- a. DOs & DONTs for Warders
- b. Security & Gate Management
- c. SGM for Chief Head Warders
- d. Maintenance of Vehicles
- e. Sub-Jail Administration
- f. Budget Rules & Procedures
- g. Functions of Jailors & Deputy Jailors
- h. Duties and Responsibilities of DDOs (DVD)

**No. of participants trained during 2001-2002 = 2698**

**No. of female participants trained during 2001-2002 = 98**



**PANCHAYAT RAJ & RURAL DEVELOPMENT DEPARTMENT**

1. AMR-APARD, Hyderabad
2. Extension Training Centre (ETC), Bapatla
3. ETC, Srikalahasti
4. ETC, Samalkot
5. ETC, Rajendranagar, Hyderabad

**1. AMR-Andhra Pradesh Academy of Rural Development, Hyderabad**

- Foundation Courses
- Refresher Courses
- Other Courses: **Watershed Development, Women SHGs, Panchayat Raj, Gender Issues & Child Labour, Disaster Management, Information Management, Water and Sanitation**

No. of participants trained during 1998-2003 = 20225

No. of female participants trained during 1998-2003 = 5126

During 2001-2002, 280 Training Programmes conducted for Panchayat Secretaries covering 15,000 Participants

**2. Extension Training Centre, Bapatla,**

All the Extension Training Centres offer same kind of training programmes as given below:

1. Orientation Course to Panchayat Secretaries
2. Foundation Course to Panchayat Secretaries
3. *Special Course on Rural Development* to Panchayat Secretaries
4. *Special Course on Revenue* to Panchayat Secretaries
5. Job Course to Superintendents of Zilla Parishads (ZPs) and Mandal Parishads (MPs)
6. Job course on Gram Panchayat to Extension Officers (PR&RD)

7. Job Course on Rural Development to Extension Officers (PR&RD)
8. Orientation Course on Execution of Work to Assistant Engineers and Assistant Executive Engineers
9. Orientation Course to Elected Representatives
10. Orientation Course to Self-Help Groups

**No. of participants trained during 1998-2003 = 1242**

**No. of female participants trained during 1999-2003 = 166**

### **3. Extension Training Centre (ETC), Srikalahasti**

A Special Programme - Off-Campus: Capacity and Institutional building Training to the MAA NEERU Committee Members on Book-keeping, Accountancy

**No. of participants trained during 2002-2003 = 2084**

**(191 courses)**

### **4. Extension Training Centre (ETC), Samalkot**

- Pre-Service Training Programmes
- Refresher Training Programmes

### **5. Extension Training Centre (ETC), Rajendranagar, Hyderabad**

1. Induction Training Course for M.P.D.O's
2. Refresher Training Course for E.O. (P.R. & R.D)
3. Refresher Training Course for Panchayat Secretaries
4. Foundation Training Course for Panchayat Secretaries.
5. Orientation training Course for Sarpanches

**No. of Participants trained during 1999-Jan, 2004 = 2497**

**No. of Female participants trained during 1999-Jan, 2004 = 324**

**LAW DEPARTMENT****Andhra Pradesh Judicial Academy, Hyderabad****Programmes offered:**

Basic course, foundation course, orientation course, specialized course, refresher course and professional advancement course on *legal subjects including labour, taxation, anti-corruption laws, cyber laws* and also personality development, stress management, interpersonal – bar and bench relationship – Court & Case Management, A.D.R. Systems, Advance Study of Forensic Science and Medicine, besides Course on Administration, Course on Financial and Accounts Management, Crash Course and Computer Training Programme

**TRANSPORT, ROADS & BUILDINGS DEPARTMENT****R&B Central Training Institute, Hyderabad.**

1. Executive Development Programme (EDP) for junior and Middle level Engineers.
2. Arbitration and Contract Laws (ACL) for senior level Engineers.
3. *Accounts oriented Course (AOC) for Accounts Assistants.*
4. DVD training programme for ministerial staff up to Superintendent level.

**No. of participants trained during 1998-2003 = 1291**

**No. of female participants trained during 1998-2003 = 184**

**FISHERIES DEPARTMENT**

1. *State Institute of Fisheries Technology, Kakinada*
2. Inland Fisheries Training Centre, Kurnool
3. Inland Fisheries Training Centre, Badampudi
4. Inland Fisheries Training Centre, Warangal
5. Fisheries Training Institute, Machilipatnam.

### **1. State Institute of Fisheries Technology, Kakinada**

- Six Months in Service training to Departmental Officers.
- One Year " Tindal -Cum -Driver" Course to the fishermen boys.
- Refresher Training Courses at S I.F.T, to the Department personnel;
- Academic Training Program's to B.Sc. Fisheries/aquaculture and B.F.Sc students.
- DVD-Programme Sponsored by Dr.MCR HRD OF A.P.
- Awareness Program in Fishermen Villages/ Responsible
- Aquaculture/ Scampi culture
- Training to Beneficiaries of D.R.D.A, Velugu Project and B.C.Corporation, etc.

**No. of participants trained during 1998-2003 = 13535**

**No. of female participants trained during 1998-2003 = 64**

### **2. Fisheries Training Institute, Kurnool**

- Theory Class Room Teaching
- Practical
- Field trip to the different fish seed farms, Reservoirs and other prawn cultural ponds.
- Operation of Crafts and Tackles in deep water
- Nets mending and its repairs
- Visit to the productive farmers who produced maximum yield.

**No. of participants trained during 1998-2003 = 356**

**No. of female participants trained during 2001-2003 = 57**

### **3. Fisheries Training Institute, Badampudi**

- Every year, 4 batches of trainees are being given training. Duration of training is 3 months. Each batch consisting of

40 trainees

- One-day/three days training programme is being organized in this Institute.

**No. of participants trained during 1998-2003 = 250**

**No. of female participants trained during 1998-2003 = 6**

#### **4. Fisheries Training Institute, Warangal**

The training programme is designed for a period of (3) months covering various aspects of Fish culture and capture methods.

**No. of participants trained during 1998-2003 = 195**

**No. of female participants trained during 1998-2003 = 16**

#### **5. Fisheries Training Institute, Machilipatnam.**

1. One year Tindal-cum-Driver Course
2. Awareness Programmes to fisherfolks
3. Special Training to fisherwomen in post harvest technology.

**No. of participants trained during 1979-2002 = 368**

### **FOREST DEPARTMENT**

1. AP Forest Academy, Dulapally, Hyderabad
2. Environment Protection Training & Research Institute (EPTRI), Hyderabad.
3. AP School of Forest, Yellandu, Khammam District.

#### **1. AP Forest Academy, Dulapally, Hyderabad**

- Monitoring & Evaluation
- Viewers Training in GIS
- Survey & Leveling
- Training on JFM to VSS members
- Soil & Moisture Conservation
- Environment Impact assessment Pollution Control
- ICMIS package

- Extension Methodology and Communication Skills
- Audio Visual Aids
- Finance Management Chennai
- PRA
- Training on GPS
- Training on JFM at Dr.MCR HRD

**No. of participants trained during 1998-2003 = 11212**

**2. Environment Protection Training & Research Institute (EPTRI), Hyderabad.**

- Planning for on Site Emergencies
- Training on Advance Instruments
- Environmental aspects for REC Warangal students.
- Hazardous Waste Management
- Academic course for MBA students of Manage
- Microprocessor Application in Air Monitoring & Abatement strategies.
- Orientation programme on Environmental aspects for APIIC officers.
- TSDF
- Workshop on world bank project
- Environmental Analysis (APPCB analysts)
- Pollution & Health Hazards for students from 3 different schools (COVA)
- EIA for Forest officers, etc.

**No. of participants trained during 1998-2003 = 6,076**

**No. of female participants trained during 1998-2003 = 670**

**3. AP School of Forest, Yellandu, Khammam District.**

Training for Forest Beat Officers – 6 months course

**No. of participants trained during 1998-2003 = 683**

**No. of female participants trained during 1998-2003 = 16**

**HORTICULTURE DEPARTMENT**  
**A.P. HORTICULTURE TRAINING INSTITUTE (APHTI),**  
**HYDERABAD**

- Gardeners Training

**Technical Subjects**

- *High density planting in Mango, Canopy Management & Physiology of flowering*
- Hi-tech Banana Production practices
- Sustainable orcharding
- Designing of Drip System and Maintenance
- *IPM on Vegetables*
- Cashew-Canopy Management, Rejuvenation
- Dry land Horticulture
- Contract Farming ~ Possibilities
- Post-harvest Management

**General Topics**

- Account Procedures
- Office Maintenance
- HAD procedures
- Computer Training
- Leadership
- Personality Development

**DEPARTMENT OF HEALTH, MEDICAL & FAMILY WELFARE**

1. The Indian Institute of Health & Family Welfare, Hyderabad
2. Regional Training Centre (Female) Niloufer Health School, Hyderabad
3. Regional Health and Family Welfare Training Centre, Sultan Bazar, Hyderabad

**1. The Indian Institute of Health & Family Welfare, Hyderabad**

- Induction Training
- Orientation Training
- Training in Integrated Skills and Management
- Training of Trainers (TOT) Programme for Trainers
- Training of Multipurpose Health Assistant
- Refresher Training for Health Supervisors
- Training on HIV/AIDS
- Awareness Generation
- WHO Orientation Training
- Management Training
- Training for Community Organizers in Counselling Techniques

**No. of participants trained during 2002-2003 = 2091**

**2. Regional Training Centre (Female) Niloufer Health School, Hyderabad.**

- Provide LHV Training Programme for fresh candidates as Integrated LHV for 2 ½ years.
- In-service job changing promotional training programme
- MPHWF training programme for fresh candidates started in 1979.
- IPP-VI Training Programme for MPFA(F)
- RCH Training Programme for MPHS (M+F)
- Awareness generation programme for Link Volunteers for two days.
- ISDT Programme for MPHS(F)
- ISTD Programme for Staff Nurses.
- SIP under CVP Path for MPHS (M&F)
- SFT for DHPE trainees from other states.



**No. of participants trained during 2001-2003 = 1827**

**No. of female participants trained during 2002-2003 = 1219**

### **3. Regional Health And Family Welfare Training Center (RH&FWTC), Sultan Bazaar, Hyderabad**

1. *Induction Training To newly recruited MO's (30 days)*
2. RCH. Training for Dist. Level officer (6days)
3. RCH Training for PHNS (6days)
4. MPW (M) Training for Unqualified in-service Candidates (6 days)
5. RCH Training for MPHEO's
6. Training for S/N the clinical and Family planning under IPP.VIII (MCH)
7. In service training for newly recruited Medical officers under APERP project (15 days)
8. AIDS control Training for MO's (4 days)
9. RCH. Training for MO's of UHFW under IPP.VIII.
10. Knowledge and skill Training for ANMS (10 days)
11. Orientation Training on SPM programme (2 days) for 2<sup>nd</sup> year BAMS students of Govt. Ayurvedic College.
12. RCH Training programme under IPP VIII (MCH) for ANMS of UHPS & FWW (Male) (6days)
13. In-service Training under APER Project for MO's (7 days)
14. Workshop on Rapid household survey for D.L.Os (3 days)
15. RCH. Trg. Programme UHCs of 7 Municipalities under RCH sub project for MO's and staff nurses.
16. Awareness Generation Training programme under RCH (2 days) for health and non-health functionaries (12 batch's)
17. Job-Oriented training under IPP-VIII AP.U.S.H project expanded cities for ANM's.
18. Integrated skill development Training under RCH for MO's (13 days) MPHS (M) and MPHA (M) – (6 days)

19. Training on strengthening of Routine Immunization and introduction of Hepatitis "B" in UIP for MO's of (Krishna, Warangal, Adilabad Mo's are trained) (2 days)

No. of Participants trained during 1998-2003 = 1863

No. of female Participants trained during 1998-2003 =979

### AGRICULTURE DEPARTMENT

#### STATE AGRICULTURAL MANAGEMENT & EXTENSION TRAINING INSTITUTE (SAMETI), HYDERABAD

- Communication skills
- Human Resource Development
- Resource Management
- Marketing Linkages
- Farmers capacity building
- Curriculum Development Workshops
- Information Technology (Computer application, Documentation)

No. of Participants trained during 1998-2003 = 5129

No. of female Participants trained during 1998-2003 =200

### ANIMAL HUSBANDRY DEPARTMENT

1. Regional Animal Husbandry Training Centre, Mamnoon, Warangal
2. State Animal Husbandry Training Centre, Mandapeta.

#### 1. Regional Animal Husbandry Training Centre, Mamnoon, Warangal (Dist.)

This institute offers training to Animal Husbandry Department staff pre-service training to Veterinary Assistants, Farmers and Gopalamitra.

- 15 trainees per batch for short-term courses and around 25 for long term courses.
- 45 female participants trained as departmental staff and about 1000 female farmers also trained.

## **2. State Animal Husbandry Training Centre, Mandapeta.**

- Basic course in artificial insemination for newly recruited veterinary Assistant Surgeons,
- Extension approaches in fertility management for Veterinary Assistant Surgeons with at least 5years of service.
- Latest trends in physiopathology of reproduction for senior Veterinarians working at Veterinary Hospitals.
- Training of Gopala Mitras. (un-employed youth as doorstep A.I. Practitioners)
- Farmers training. (Adhoc programme)

**No. of Participants trained during 1998-2003 = 6470**

**No. of female Participants trained during 1998-2003 =87**

## **IRRIGATION & COMMAND AREA DEVELOPMENT**

### **DEPARTMENT**

**WALAMTRI (Water and land Management training and Research Institute), Hyderabad**

- Short term, medium term,
- long-term training programmes.
- ½ day seminars / Workshops.

**No. of Participants trained during 1998-2003 = 9282**

**SETTLEMENTS, SURVEY AND LAND RECORDS  
DEPARTMENT****A.P. Survey Training Academy, Hyderabad**

- Induction Training
- Refresher Training
- D.V.D. Training

**No. of Participants trained during 1990-2003 = 4794**

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