

Most Urgent

No. **22/24/2012-2Trg.**
Haryana Government
Chief Secretary's Office
(Training Branch)

Dated Chandigarh, the **28th November**, 2017.

To

1. **All Administrative Secretaries to Government, Haryana.**
2. Director, Haryana Police Academy, Madhuban (HPA), Karnal.
3. Director, Haryana Institute of Rural Development (HIRD), Nilokheri, Karnal.
4. Director, State Council of Educational Research and Training (SCERT), Sohna Road, Opposite Panchayat Bhawan, Gurugram, Haryana-122001.
5. Director, Excise & Taxation Academy, HIPA, Gurugram.
6. Director, Haryana Irrigation Research and Management Institute (HIRMI), Canal Colony, Dhand Road, Kurukshetra (Fax-01744-238572).

Subject:- Draft State Training Policy of Haryana-consultation regarding.

Sir/ Madam,

In continuation of this office's letter bearing same number dated **23.11.2017** on the subject cited above, I am directed to say that the **Draft of State Training Policy of Haryana** received from Haryana Institute of Public Administration (HIPA), Gurugram has been circulated on <http://csharyana.gov.in> with the request **to send your comments** on the State Training Policy directly to HIPA, Gurugram up to **15.12.2017** as decided in the meeting held on **27.11.2017 at 12:45 PM**, under the Chairmanship of the Chief Secretary to Government, Haryana.

Your's Faithfully,



Under Secretary, Training
for Chief Secretary to Government Haryana.

Haryana State Training Policy 2017

**Draft prepared by
Haryana Institute of Public Administration
Gurugram
February 2017**

1. Preamble

The Government of Haryana is committed to provide efficient, transparent and time bound governance of high quality to the people of Haryana. For this purpose Government of Haryana is also committed to maintain a high degree of efficiency, integrity and skill of the human resources at all levels of the hierarchy. Training is the most effective and time tested tool for bringing about good governance, enhancing the performance levels of employees and for taking the State to greater heights. In addition to training the employees, it is also necessary to upgrade the skills and improve the attitude of citizens so that they can play a more effective role in the governance of the State. The State Training Policy envisages the ultimate objective of achieving 'Training for All' and to provide the necessary infrastructure, institutions and personnel for achieving this objective.

2. Background

- 2.1 Government of India had issued a National Training Policy in 1996 through a set of operational guidelines for the development of the human resources of the Government. Subsequently there have been major changes in the country in terms of rapid economic growth, devolution of funds and functions to the Panchayats and Municipalities and enhanced transparency through the enactment of the Right to Information Act and Right to Services Act, globalization, climate change and threats to internal security. This has multiplied the challenges before the civil services as they have to meet the increasing expectations and needs of the citizens and have to keep on upgrading their knowledge and skills continuously.
- 2.2 Realizing the need for development of human resources to meet the challenges, Government of India issued the National Training Policy, 2012, which inter alia, recommended that each state should formulate a training policy based on or similar to the National Training Policy. The Haryana State Training Policy, 2017 has been formulated to fulfil the need for a formal, articulated framework within which training needs to be conducted at the state level.
- 2.3 The Department of Personnel & Training circulated a Model State Training Policy for adoption by the states. The Haryana State Training Policy has been drafted with this model as the basis.

3. Training Objectives

Through the State Training Policy, the Government of Haryana shall aim at the following:-

- a. Develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens.
- b. Equip all functionaries of the government with adequate knowledge and skills and continuously enhance performance at individual as well as organizational levels with a view to bringing about good governance.
- c. To inculcate in the functionaries ethical values, positive attitude, commitment to work and empathy towards vulnerable sections of society.
- d. Promote organizational responsibility, commitment and accountability towards training and capacity building in government departments and organizations.
- e. To establish a link between the career progression of employees and capacity building.
- f. To impart necessary skills to citizens as well as civil society organizations and to bring about attitudinal changes among them so that they can become partners in the development process of the State.
- g. To sensitize employees and citizens of Haryana towards social issues, such as gender disparity, treatment of deprived sections of society, etc.
- h. To identify the gaps in the competency levels of individuals and organizations and to use training as an effective tool for bridging the competency gaps for their current and future roles.

4. Training Target

- 4.1 All employees of Government of Haryana, State undertakings and Local Bodies shall be provided with training to equip them with the competencies for their current and future jobs. Such training will be imparted:
 - a. At the time of their entry into service,
 - b. At appropriate intervals in the course of their careers.
- 4.2 Such training will be made available for all employees from the lowest to the highest levels.
- 4.3 Induction Training at the time of entry into service shall be imparted in the following manner:
 - i. Haryana Civil Service officers: One year including district training
 - ii. Other Group A officers: Six months including on-the-job training
 - iii. Group B officers: Six months including on-the-job training
 - iv. Group C officials: Six weeks including on-the-job training
 - v. Group D officials: Four weeks including on-the-job training

- 4.4 Training of Haryana Police personnel shall be conducted in accordance with the provisions of the Haryana Police Act, 2007 and Training Policy thereunder.
- 4.5 Facilities of training shall be made available to all employees to meet the needs of individuals and organizations as and when they arise through a mix of conventional courses, distance and e-learning.
- 4.6 Departments/Organizations shall provide suitable training to employees before or after promotion to posts of higher responsibility for a period adequate to equip such employees with the competency to handle the additional responsibilities. Similar training shall also be imparted to employees coming on deputation from other organizations.
- 4.7 Facilities of training shall also be available to elected representatives of Local Bodies and Civil Society Organizations and individuals who wish to become partners in the governance process.
- 4.8 Refresher Training shall be imparted to all Group A, B and C employees for a period of no less than five days once in every ten years.

5. Competency Framework

- 5.1 National Training policy has strongly recommended that it is essential to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training. Competencies encompass the knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the professional or specialized skills, which are relevant for specialized functions such as building roads, irrigation projects, disaster management, civil aviation, medical care, etc.
- 5.2 A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job.
- 5.3 Training has usually been based on the duties that are to be performed in a particular post. There has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. For moving to a competency-based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post.

- 5.4 Every department/organization shall prepare a training plan which addresses the gap between the existing and the required competency and provide opportunities to the employees to develop their competencies. The apex training institution and other training institutions shall conduct a Training Need Analysis every year to determine the competency gaps and to formulate training programmes to bridge these gaps.

6. Structural Framework of Training

- 6.1 From a structural viewpoint, the pedagogy of training can be explained in terms of a set of perspectives relevant to different functional levels of the administrative hierarchy. The different perspectives relevant to corresponding levels of administration are given below:-
- a) Policy planning perspective
 - b) Administrative perspective
 - c) Executive perspective
 - d) Supportive administration perspective
 - e) Cutting edge perspective
- 6.2 *The Policy Planning Perspective* refers to developing capabilities in Civil Servants for analyzing the shortcomings of present policies and programmes, examining the salient features of alternate policies and programmes being implemented in other Indian States as well as other developing countries and assisting the political executive to adopt a new policy and revise or design a suitable programme for implementing the said policy. This perspective is relevant for Heads of Departments, Joint Secretaries and Secretaries to the Government.
- 6.3 *The Administrative Perspective* refers to developing competencies in Civil Servants for assisting the Secretary of the Department to develop policy alternatives, design new programmes, prepare detailed administrative guidelines and to secure financial grants/loans on the one hand and effectively administer these programmes in the field through an appropriate management information system (MIS) and regular monitoring on the other hand. This perspective is relevant for Director, Deputy Commissioner and Additional/Joint Director level officers at the directorate, sub-regional and district levels. At the Secretariat level, this perspective is relevant for Deputy Secretary level officers.
- 6.4 *The Executive Perspective* refers to developing capacities for effectively executing government programmes in the field through reports and returns, tours and inspections and appropriate mid-course adjustments to ensure timely execution within the stipulated budget. This perspective is relevant for Joint Directors and Deputy Directors whether at the directorate, sub-regional or district levels. At the Secretariat level, this perspective is relevant for Under Secretary level officers.
- 6.5 *The Supportive Administration Perspective* refers to providing administrative support at the secretariat, directorate, sub-regional or district levels in the form of timely generation of reports and their analysis; keeping in touch with the reactions of potential beneficiaries

and the general public regarding the implementation of government programmes; identifying bottlenecks and finding remedies; and suggesting mid-course adjustments to administrative officers for effectively implementing government programmes within the stipulated financial and time frameworks. This perspective is relevant to Deputy Director, Assistant Director, Functional Manager and Superintendent level officers at the directorate and district levels. At the Secretariat level, the comparable level of officers will be Section Officer, Superintendent and Deputy Superintendent.

- 6.6 *The Cutting Edge Perspective* refers to the district, sub divisional, block, city or village levels where potential beneficiaries and members of the public come face-to-face with the Government. This is the level where competencies like client friendly orientation, courteousness, quick response time and helpfulness are of vital importance. This perspective is relevant to revenue officers, officials engaged in rural and urban development activities, assistants, clerks, inspectors, public relations officers and other officials at comparable levels.

7. Role of Departments and Organizations

Each Department/Organization of Government of Haryana shall adopt a Systematic Approach to Training (SAT) and shall:

- i. Appoint a Training Manager who will be the Nodal Person for the implementation of the training function in that Department/Organization;
- ii. Classify all posts with a clear job description and competencies required;
- iii. Develop the Cadre Training Plans (CTP), based on the competencies required and training needs, for ensuring that all cadres under the Department/Organization or its attached/subordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;
- iv. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;
- v. Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;
- vi. Make the immediate supervisor responsible and accountable for the training of the staff working under him;
- vii. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
- viii. Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Department/Organization;
- ix. Prepare an Annual Training Plan (ATP) for all the cadres under its control;
- x. Implement the Annual Training Plan, by using the institutions under it or outside, so that the limitations on internal training capacity do not constrain the implementation of the training plan;
- xi. Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;

- xii. Review the implementation of the Annual Training Plan and the functioning of Training Institution(s) under the Department/Organization (including attached/ subordinate offices) and in particular to look at the:
 - a. Utilisation of the training capacity;
 - b. Quality of training conducted;
 - c. Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes' mandate;
 - d. Training of the Group 'B' and 'C' staff, particularly those at the cutting edge level (as may be applicable); and
 - e. Proper selection and development of faculty, incentives for them, and stability of their tenure;
- xiii. Incorporate a separate section in the Department's annual report on the training and capacity building activities undertaken during the year;
- xiv. Efforts to be made strengthen the function of Human Resource through Competency Framework as mentioned above. For this purpose, State level awareness for the competency based HRM shall be created through workshops at the Haryana Institute of Public Administration or other training institutes;
- xv. Provide induction training to new entrants and prepare and upload training material on the website of the department for easy accessibility.
- xvi. Organize 'On the Job' and 'In-house' training as may be required. Master trainers may be developed for this purpose within the department.

8. Role of Training Institutions

Government training institutions lie at the heart of the training system. They are the repositories of the expertise distilled from the real world. The quality and manner of their functioning have a direct impact on what their trainees imbue and take with them. They will continue to be the mainstay for training of civil servants. Given their role it becomes imperative for them to become leaders in the process of enabling learning and change. They should:

- i. Have the requisite staff, infrastructure and finances to perform their functions;
- ii. Move to becoming models of excellence in the quality of the training they impart and as learning organizations through a process of self-assessment and bench-marking;
- iii. Provide technical assistance and advice in preparation of annual training plans for the Departments/Organizations and in outsourcing training, if required;
- iv. Play a key role in assisting the Departments/Organizations in the process of shifting to a Competency based-framework for training;
- v. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;
- vi. Supplement their current programmes with distance and e-Learning courses;
- vii. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization;
- viii. Develop case studies on various topics of relevance to human resource development and share them with each other. These case studies shall be made freely available to employees for their guidance.

- ix. Identify gaps in the expertise of in-house faculty and identify guest faculty from among academicians, serving and retired officers, civil society functionaries, etc. Prepare a guest faculty data bank and periodically update it.
- x. Organize seminars on selected topics at regular intervals and, wherever possible, compile and publish the papers presented in the seminars in book form or on their websites.
- xi. Undertake or finance research projects on issues relevant to the governance of the state, either on their own or in collaboration with departments and universities.
- xii. Provide advisory and/or consultancy services;
- xiii. Constantly review and modify their curricula, content and training methodologies to take account of training feedback and the needs of clients;
- xiv. Network with other institutions to share learning resources, experience and expertise;
- xv. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
- xvi. Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individuals' performance over time; and
- xvii. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for 'Training of Trainers'.
- xviii. Develop productivity norms for its training faculty. The career progression of the faculty shall be linked to the fulfilment of these norms.

9. Role of Training Managers and Master Trainers

- 9.1 The training managers appointed by the Department/Organization shall, in addition to their normal duties, work in close collaboration with the relevant training institutions to plan, development, implementation and monitor training activities of all employees of the departments/organizations and sent reports to the head of the departments/organization about training activities periodically. They shall maintain a man power data basis containing all relevant information about the educational background, postings, training and training needs of all employees of the department/organizations.
- 9.2 The Training Managers shall also be responsible for creating a pool of Master Trainers with the help of appropriate training institutions. They will arrange for the Master Trainer to undergo Training of Trainers programmes relevant to their area of expertise.
- 9.3 The State Government shall provide suitable incentives to Training Managers, Master Trainers and State Government Officials on deputation to training institutions so as to attract the best possible talent to the training function.

10. Foreign Training and Training in Other states

In order to provide opportunities for officers to gain exposure to the latest developments and thinking on different subjects and to gain firsthand knowledge of best practices elsewhere, the Departments/Organizations may identify leading institutions in India and abroad. Such training shall be imparted to officers keeping the future needs of governance of the State in perspective. The training institutions of the State may enter

into collaboration with such institutions and arrange sharing training and training materials.

11. Funding

The National Training Policy, 2012 had recommended that each state set aside at least 2.5 per cent of its salary budget for training. Accordingly, each Department/ Organization should earmark 2.5 per cent of its salary budget for training. The State Government shall provide adequate funds to the training institutions in the State for creating suitable infrastructure and manpower.

12. Training for Urban and Rural Development

- 12.1** The 73rd and 74th Amendments of the Constitution resulted in a radical change in the status of the Panchayati Raj Institutions and Urban Local Bodies by prescribing constitutionally mandated devolution of powers and resources to them as the third tier of Government. These institutions are critical for the development of the rural and urban areas as well as delivery of many essential services to the citizen. The national level flagship programmes for rural and urban development have highlighted the need for capacity development in the rural and urban level institutions for effectively implementing the programmes.
- 12.2** Rural and Urban Local Bodies' functionaries need to have the competencies to be able to perform their work efficiently and their training is, therefore, of paramount importance. As the officers of the State Civil Services play an important role in the administrative set up at all levels, they need to be familiarised with grassroots institutions of rural and urban governance. Officer Trainees of the State Civil Services may be given 'hands-on-experience' of grass-root level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/Municipalities for a suitable duration.
- 12.3** Suggested areas for capacity building in rural and urban development:
- i. Rural Development: Rural Sociology, Rural Development/Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of N.G.Os in rural development, Rural Co-Operatives, Conflict Management in Rural Areas;
 - ii. Urban Development: Decentralization and Urban Governance, Urban Land issues, Urban Environment, Urban Transport, Urban Planning and Infrastructure Development, Urban Poverty and Social Development, Municipal Accounts and Finance, e-Governance for urban development.

13. Implementation and Coordination

- 13.1** Haryana Institute of Public Administration shall be the Apex Training Institution of the State and shall be the nodal agency for the implementation of this Policy. Haryana

- Institute of Public Administration shall, in consultation with other Government training institutions of the State, issue appropriate guidelines to amplify and facilitate the implementation of this Policy.
- 13.2 Haryana Institute of Public Administration and other Government training institutions of the State shall provide necessary support to the Departments/Organizations in the development of need based training schemes using internal faculty and guest faculty. They may also assist the Departments/Organizations to identify suitable institutions outside Haryana for specialized training programmes for the employees.
 - 13.3 Haryana Institute of Public Administration and other Government training institutions of the State shall make use of advanced technology to facilitate distance learning and e-learning on various subjects relevant to the needs of the employees.
 - 13.4 Haryana Institute of Public Administration and other Government training institutions shall jointly develop standard training modules on common topics such as Right to Information Act, Role of Law, Human Resources, Right to Services, Ethics in Governance and Flagship Programmes of Government of India and Government of Haryana and make arrangements for sharing training materials with each other.
 - 13.5 The State Government shall take steps to strengthen existing training institutions and establish as many new training institutions in the state as required to meet the training requirements as envisaged in this Policy.
 - 13.6 The State Government shall confer the requisite functional and financial autonomy to the training institutions so that they could become national standards of excellence and can even attain international standards.
 - 13.7 The state apex training institute and state level training institutions shall not limit themselves to being only training institutes but shall also function as resource centres, think-tanks, research and documentation centres for administrative and departmental work, technology extension centres and agencies to evaluate government schemes, undertake business process re-engineering of the departments and organizations, and act as policy advocacy institutions.

14. Role of the Training Department

The training department attached with Chief Secretary's Office shall act as the nodal department for training and capacity building activities of the departments of Government of Haryana. Department of Training shall be Administrative Department for implementation of this Policy and shall also provide guidelines to all departments in the preparation of training manuals, annual training plans and perspective plans. The Training Department shall also issue orders necessary for the implementation of this Policy, including provision of incentives to the Training Managers, Master Trainers and officers of deputation to training institutions.

15. State Training Council

- 15.1 There shall be a State Training Council to advise the government on all matters relating to this Training Policy and all other matters relating to training. The composition of the State Training Council shall be as follows:-

1. Chief Minister	Chairperson
2. Chief Secretary	Vice Chairperson
3. All Additional Chief Secretaries	Members
4. Senior Most Secretary (Finance Deptt.)	Member
5. Senior Most Secretary (Education Deptt.)	Member
6. Senior Most Secretary (Health Deptt.)	Member
7. Senior Most Secretary (Rural Development Deptt.)	Member
8. Senior Most Secretary (Urban Development Deptt.)	Member
9. Senior Most Secretary (Public Works Deptt.)	Member
10. Home Secretary	Member
11. Director General of Police	Member
12. Secretary, Political, Services & Training	Member
13. Directors of all Govt. Training Institutions	Members
14. Vice Chancellor of any one University in the state nominated by Chairperson	Member
15. Director General, HIPA	Member Secretary

- 15.2 The Chairperson/Vice Chairperson may also invite any other national or state level experts as special invitees.
- 15.3 The State Training Council shall meet at least twice a year.
- 15.4 In the absence of the Chairperson, the Vice Chairperson or a Minister nominated by the Chief Minister may preside over the meeting.
- 15.5 The State Training Council may appoint one or more subject committees to oversee the implementation of the State Training Policy.