**GOVERNMENT OF NAGALAND**

**PERSONNEL AND ADMINISTRATIVE REFORMS DEPARTMENT**

**( ADMINISTRATIVE REFORMS BRANCH )**

**STATE TRAINING POLICY**

**I. VISION**

With the increasing expectation of the people for rapid development and the changing role of Government in the dynamic political and socio-economic environment, the Government employees play a pivotal role in realizing the goals of the Government. The process can be vastly accelerated by training the employees to adequately equip them for enhanced efficiency, effectiveness, sensitivity and responsive behavior towards the people.

**II. MISSION**

The endeavour of the Government to impart need based training to employees so as to develop the right attitude, necessary skills, duty consciousness, competence and self motivation to take on the challenges in their work and adopt innovative approaches for excellent delivery and promotion of public welfare.

**III. THE NEED**

The recent past has seen paradigm shift in the economic, political, social and technological scenarios in the State warranting a fresh look at the Human Resource Development and Training spheres to make a formal declaration in the form of a document in broad terms, its objectives, strategy, content and modalities to be followed in the field of training.

**IV. TRAINING OBJECTIVES**

The Training objectives in Government are to:

1. Develop professional, impartial and efficient civil service that is responsive to the needs of the citizens
2. Develop proper ethics, commitment to work and empathy for the vulnerable sections
3. Gain requisite knowledge, skills and attitude to effectively perform the functions entrusted with
4. Promote better understanding of professional requirements in the given and emerging socio- economic and political environment.
5. Bring about the right attitudinal orientation.

**V. TRAINING COVERAGE**

Training shall be imparted to all categories of employees starting from the lowest and cutting-edge to the highest in policy making. For the purpose of appropriate training design, the services shall be divided into five levels:

1. Group-D employees shall be trained on personality and ethical issues and attitudinal orientation
2. The lowest operating level at the cutting-edge viz. LDA/UDA/Secretariat Assistant in the Secretariat/Directorate/District: To focus on ethical issues, functional skills and attitudinal orientation.
3. The Supervisor/Junior management level viz. Head Assistants, Assistant Superintendent, Registrar, Superintendent with Group-B Gazetted officers up to Junior Group-A Gazetted officers viz. Deputy Director/Under Secretary: To focus on their supervisory and human resource management roles involving coordination, coaching, counseling skills, interpersonal relations and a role model function.
4. The middle management level of senior Group-A, Gazetted viz. Joint Director/Deputy Secretary: To focus on professional excellence, leadership, deep perception of inter-relatedness of issues and project management.
5. The top management level viz. Addl. Director/Director and Joint Secretary/Addl. Secretary/Secretary: To focus on policy analysis, strategic planning, lateral thinking, policy formulation and project monitoring and project management.

**VI. TRAINING TARGET**

All categories of Government servants shall be provided with:

1. Induction training at the time of entry into service.
2. In-service training through appropriately designed modules based on the aforesaid objectives at least at 5 to 10 years intervals during their career should be done. This should be linked to their promotions through amendment in the respective Service Rules where such linkage is not there. This will also be applicable to technical services.
3. Training should not be restricted only to those at mandated points in a career but will be available to meet needs as they arise through a mix of new techniques through short duration courses and seminars.
4. Priority will be given to the training of front-line staff to improve customer orientation and the quality of delivery of services to the citizens.
5. Re-skilling consequent to redeployment of employees.
6. A person having less than 3 years service remaining may not undergo any in-service training.

**VII. TRAINING METHODOLOGY**

Training may be imparted at Training Institutions or at the work places or on decentralized basis at District, Sub-District levels or by distance learning. The pedagogical tools would depend on the target group. However, all available modern methods of training like lecture, group discussions, project work, audio visual materials, case studies/action learning, brain storming, role play, Facilitation, field visit etc. shall to be used.

**VIII. COORDINATION AND QUALITY ASSURANCE**

The Department of Personnel and Administrative Reforms shall be the Nodal Department for the overall policy and coordination of the training related issues and shall be provided with adequate budget for the purpose.

At the operative level, in order to ensure effective coordination and quality of trainings in different Institutions under different departments, the Administrative Training Institute, Kohima is nominated to be the Apex Training Institute of the State. It will also be the Training Consultant for the State. It shall function as the Trainer Development Center for the faculty of other Training Institutions in the State by conducting whenever called upon, training programmes for the faculty members of other Institutions. The assistance of expert Institutes outside the State may be sought for specialized programmes.

Subjects that may be considered for quality and competency are Leadership, Financial Management, Human Resource Management, Information Technology, Communication and Soft Skills, Disasters, Leadership and professional or specialized skills.

It should also be considered that each job should be performed by a person who has the required competencies for that job.

Administrative Training Institute, Nagaland shall collaborate with other training institutions for enrichment of trainings within and outside the state.

**IX TRAINING NEEDS ANALYSIS**

It is very important that based on the training policy of the State, each Government Department should have a training schedule to suit its specific requirements resulting in a training plan. This training plan is to be prepared on the basis of a detailed analysis of the training needs of each Department, focusing on the separate training needs of the policy making apex officers, controlling officers, the supervisory officers and the operational staff. Having analyzed the Government’s goal and objectives and the organizational an in-depth exercise ought to be made of the job that exist for achieving the organizational objectives and the task that each job entails. The analysis has to be a comprehensive one so that it yields a complete picture of the strong points, that are harmonious with the objectives of the organization and the weak ones that needs to be addressed through training intervention or non training factors. An in-depth job analysis which would usher mapping factors that helps or retards performance of individual functionaries of group needs to be carried out in order to identify training needs. The Training Needs Analysis (TNA) can be conducted by ATI for any or all departments/public authority.

Based on the identified needs resulting out of the TNA conducted and the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, training can be planted/ designed to suit each Department/Organization as per the identified needs. Training materials/modules tailored for such identified need based training, has to be prepared or could be replicated from tested modules of ATIs of other States or Training Centres or modules at DOPTs, YASHADA’s or CGG’s repository.

**X. ROLE OF DEPARTMENTS**

1. Each Department shall adopt a systematic approach to training and shall nominate/designate a Nodal officer for Training for the implementation of the training function in the Department/Organisation. He/she shall be responsible for the updating and monitoring the implementation of this Training Policy, with constant interaction with ATI. He/She should also be responsible for conducting systematic evaluation of the effectiveness of training given to the staff of the Department. Such evaluation should be conducted soon after the programme as well as after a reasonable time log.
2. Classify all posts with a clear job description and competencies required;
3. Develop the Cadre Training Plans(CTP), based on the competencies required and training needs, for ensuring that all cadres under the Department or its attached/sub-ordinate offices have a clear articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;
4. Training and development of competencies of individuals should be linked to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;
5. Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;
6. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
7. Where feasible, the services of the Training Institutions may be utilized for developing the cadre training plans, outsourcing and/or providing advisory or consultancy services to the Ministry;
8. Prepare an Annual Training Plan for all the cadres under its control;
9. Implement the Annual Training Plan, by using the institutions under it or outside, so that the limitations or internal training capacity do not constrain the implementation of the training plan;
10. Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;
11. Review the implementation of the Annual Training Plan and the functioning of the Training Institution(s) under the Department (including attached/subordinate offices) and in particular to look at Utilisation of the Training capacity; Quality of Training conducted; Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes’ mandate; Training of the Group ‘B’ and ‘C’ staff, particularly those at the cutting-edge level and Proper selection and development of faculty, incentives for them and stability of their tenure.
12. Incorporate a separate section in the Department’s annual report on the training and capacity building activities undertaken during the year.
13. Efforts to be made to strengthen the functions of Human Resource through competency framework. This will be done through ATI.
14. Restructure, evaluate and re-plan training programmes as and when required;
15. Include the topic “Rule of law” in the trainings.

**XI ROLE OF TRAINING INSTITUTES**

Government training institutions are the repositories of the expertised hands. The quality and manner of their functioning has a direct impact on what their trainees take with them. They will continue to be the mainstay for training of Government servants. They shall:

1. Have the requisite staff, infrastructure and finances to perform their function;
2. Move to become models of excellence in the quality of the training they impart and as learning organizations through a process of self-assessment and bench-marking;
3. Provide technical assistance and advice in preparation of annual training plans for the department and in outsourcing training;
4. Play a key role in assisting the Departments in the process of shifting to a competency based-framework for training;
5. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;
6. Supplement their current programmes with distance and e-learning courses;
7. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization
8. Provide advisory and/or consultancy services
9. Constantly review and modify their curricula, content and training methodologies to take account of training feedback and the needs of clients;
10. Network with other institutions to share learning resources, experience and expertise;
11. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
12. Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individuals performance overtime; and
13. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes of “Training of Trainers”.

**XII PERFORMANCE ASSESSMENT OF TRAINING INSTITUTIONS:**

The Apex Training Committee will make an assessment of all existing training institutions and centres based on criteria such as learning outcome, manpower, infrastructure, activities and training network vis-à-vis their mandate at least once in every five years. It will evaluate the performance of the Training Institutes and submit the assessment report to the State Training Council for taking necessary follow-up action by the concerned administrative Departments. This assessment of training institutions would include, inter-alia, appraisal of existing trainers and faculty, the existing training infrastructure and the training programmes. High performers in the area of training would be given suitable recognition.

**XIII RESEARCH AND DOCUMENTATION**

1. All innovations, special initiatives, best practices, success stories, materials developed, case studies, processes, systems made for trainings shall be properly documented and maintained by the respective departments/organizations and training institutes. Copies of such training materials and documents shall be sent to Administrative Training Institute to be kept as record in the form of a centralized data-base for future use and references.
2. Training Institutes shall develop capabilities to undertake research and analysis on their areas of focus as well as on areas identified by the Government with a view to providing inputs for policy-making and to improve and upgrade the training programmes in order to make them useful and relevant in keeping with the emerging trends and latest developments. It shall be the priority of Research Cells of the Institutes to carry out research works on relevant topics.
3. The Administrative Training Institute shall endeavour to function as a centre of Excellence and act as a think-tank for the Government in the overall process of policy –formulation.

**XIV TRAINER DEVELOPMENT**

1. The principle of learning has not changed over the years. However, there are new developments in the field of training techniques, particularly in the use of technology in enabling and facilitating training for large numbers of people. Identifying the current national/international best practices in training skills and techniques and to develop a cadre of such skills/techniques will be important.
2. Certification of trainers under the Trainer Development programme shall be related to their actual conducting a required number of training programmes and also attending courses meant for upgrading their skills.
3. Domain specific trainers shall be sent to various training institutions in the country and abroad to develop them in different sectoral and functional specializations.
4. The State Government shall provide incentives to the faculty of the State Training Institutions in terms of Training Allowances, Rent free accommodation, similar to Central Training Institutes.

**XV FOREIGN TRAINING**

Foreign training fills a crucial gap in the training system. It provides opportunities for officers to gain exposure to the latest thinking on different subjects. Competent and capable officers may be considered to be sent to leading institutions of the world to experience and learn the best practices of different countries with differing models of development and Governance. For this, avenues will be explored under various schemes of Central Government funding and foreign trainings under State will depend on the financial resources of the state and necessary budget availability.

**XIV THRUST AREAS**

1. **E-Governance:**

In view of the growing importance of e-governance, the training programmes should contain significant aspects of e governance.

1. **Decentralized Planning & Development :**

The uniqueness of Nagaland being its strong community base, where VDBs and commoditization of services for all round development have taken deep roots, training programmes should give sufficient focus on the conceptual and experimental aspects of decentralization and people’s participation.

1. **Government Machinery & Management:**

To improve the functioning of Government Departments and agencies, training programmes should give sufficient focus on understanding and application of modern management concepts besides focusing on the rules and procedures.

1. **Ethics and Values:**

To build friendly and healthy administrative environment, training programmes should adequately emphasize on ethics and value based administration and on all emergent issues in the society.

1. **Project Monitoring and Management:**

This is perceived to be the weakest link in the administrative system that has been responsible for the run away costs and time over runs in most of the prestigious projects. Frequent training programmes will be undertaken to build a large pool of employees trained in the latest technology of project monitoring and management.

1. **ICT and MIS in Training Management:**

Satellite based learning programmes, use of multimedia and video conferencing, Distance Learning, ICT (Information and Communication Technology) and other emerging technologies shall be encouraged.

**XVII FUNDING**

The State shall endeavor to provide adequate funds for meeting the training needs. Administrative Training Institute, Nagaland shall be empowered and strengthened with adequate funds to build on infrastructure and manpower.

**XVIII TRAINING FOR URBAN AND RURAL DEVELOPMENT**

The State Civil Services play an important role in the administrative set up at all levels. Hence they need to be familiarized with grassroot institutions of rural and urban governance. Officer Trainees of the State Civil Services shall be given ‘hands on experience’ of VDBs and Urban Local Bodies.

**XIX IMPLEMENTATION AND CO-ORDINATION**

The Administrative Training Institute, Nagaland shall be the nodal agency for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation

Standard training modules shall be developed by ATI on all topics of relevance for the state, and shall provide technical support to the state in the development of need based training schemes.

**XX MONITORING AND GUIDANCE**

The State Training Policy shall have a high level committee called

1. “**The State Training Council**” with the following members:
2. Chief Secretary : Chairman
3. Additional Chief Secretary & Development Commissioner : Member
4. Principal Secretary & Finance Commissioner : Member
5. Agriculture Production Commissioner : Member
6. Home Commissioner : Member
7. Commissioner & Secretary, Health & Family Welfare : Member
8. Commissioner & Secretary, School education : Member
9. Commissioner & Secretary, Works & Housing : Member
10. Commissioner & Secretary, IT&C : Member
11. Secretary, Industries : Member
12. Secretary, Rural Development : Member
13. Director, ATI : Member
14. Secretary, P&AR : Member Secy.
15. At the working level, there shall be an “**Apex Training Committee”** with the following members:
16. Director, ATI : Convener
17. Secretary, P&AR : Member
18. Principal Chief Conservator of Forests : Member
19. Principal Director, Treasuries and Accounts : Member
20. Director, SCERT : Member
21. Director, SIRD : Member
22. Director, IT&C. : Member
23. Labour Commissioner : Member
24. One Senior Faculty each from ATI & SIRD : Member
25. State Informatics Officer, NIC Unit : Member
26. Principal, NAPTC & PTS, Chumukedima : Member

Whenever necessary, experts in various fields may be invited to the meetings of the Apex Training Committee.

**XXI MANAGEMENT OF TRAINERS IN THE TRAINING INSTITUTIONS**

As a general principle, there should be an appropriate mix of permanent faculties and deputationists from other services in the training institution. Other faculties may be taken on deputation from various services which can be through a selection process conducted by the NPSC. The advantage of deputation is that only willing officers with aptitude to each will opt for the posting in the training institutions who can always be reverted to their parent departments if not found suitable.

The faculty members shall have adequate opportunities for improving their qualification/experience while serving in the Training Institutions. It should be obligatory on their part to take few topics relevant to the State administration every year. They may also consider taking up research works papers in addition to their normal lecture assignments which should also be specifically defined and quantified by the Director of the Institution. To make postings in the training institutions prestigious and lucrative, monetary and non- monetary incentives may be considered by the Government for the faculty members.

**Sd/- PANKAJ KUMAR, IAS**

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