



Personnel Training: A Study of Training Division under Department of Personnel and Training (DoPT), Government of India

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Abstract

Every organization needs the trained person for performing the tasks/activities in a systematic way. The fast changing technology makes the employees knowledge obsolete. The employees required proper training to cope with the present scenario. The present study is about the training, which is provided by the DoPT, GOI to all their Central and State employees. This study is regarding the different training programmes and training centre's conducted by training division (TD) at National level. The present study focuses on introduction, objective, training, simple model of training process, about DoPT, TD, organization chart of TD, major activities of TD, trainers development programme and training centre's under TD.

Keywords: Personnel Training, TD, TDP, DoPT, ToT.

Introduction

The training division has shown a significant growth. The training is growing as the organizations are realizing the importance of training. Organizations are investing in various training programs so as to grow their manpower. Training has a positive impact on the organizations. It is important for the promotion of the various categories of employees.

Training influences the organizational finances. There are various types of training cost such as material costs, refreshments costs, course costs etc. that DoPT may incur. The DoPT provides funds to those institutions, which are going to conducting the training programmes. The participants will attend the training at free of cost. The sponsoring institutes have to bear the travelling and daily allowance of the trainers and the institute, which is sending the participant for training will bear all the expenses of participants¹.

Objectives of the Study: i. To study about the training given by training division of DoPT. ii. To study about the TDP Package organized by DoPT at different training centre's.

Training

Training is the major function of Human Resources. It is the responsibility of the HR Manager. Training is a process of learning. It involves the attainment of knowledge, skills and abilities (KSA). Training is important to perform a job successfully.

There are various steps for a successful training program, which are given below:

Job Analysis: Job analysis is the process of examining a job in detail to identify its tasks. It is the determination of the tasks that comprise the job and the KSA and responsibilities required for the successful job performance.

Need Assessment: It is a systematic analysis of training activities, in which it recognizes the requirement of training needs to achieve its objectives. It analysis where and when training is required.

Establishing Training Objectives: After the needs have been assessed, objectives must be established for meeting those needs. "Training for training's sake" appears to be the maxim. This philosophy makes it virtually impossible to evaluate the strengths and weakness of a training program.

Conducting Training Program: After the proper need assessment and objective, the training programme is conducted.

Evaluate Training Outcomes: When the results of training are evaluated, a number of benefits accrue. Less effective programs can be withdrawn to save time and effort. Evaluation of training can be broken down into four areas:

Reaction: How much did the trainees like the program?

Learning: What principles, facts and concepts were learned in the training program?

Behavior: Did the job behavior of the trainees change because of the program?

Results: what were the results of the program in terms of factors such as reduced costs or reduction in turnover?²

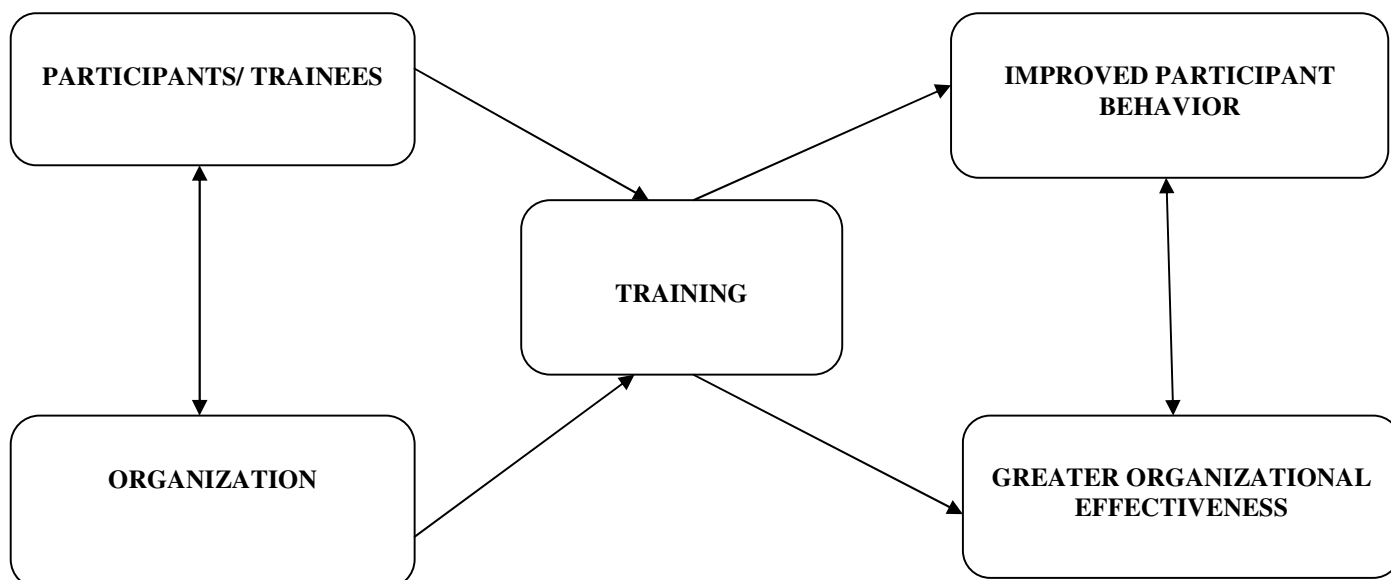


Figure-1
Simple Model of the Training Process:

The model in figure-1 depicts that the organization sends trainees for training with some expectations. Once a training program is conducted, trainees' productivity will increase. It will improve their behavior at individual level and organizational effectiveness at the organizational level. As there will be an increase in trainee output and productivity, this will translate into higher wages and opportunities for career advancement³.

Definitions of Training: There are many definitions that are given by different persons differently.

Edwin B. Flippo: Training is the act of increasing the knowledge, skills of an employee for doing a particular job.

Richard P. Calhoon: The function of training is used here to indicate only process of aiding employees to gain effectiveness in their present and future work.

Mathis and Jackson: Training is a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals⁴.

About DoPT

DoPT is playing a important role in government sector. It formulates the policies regarding recruitment, posting, transfers, and deputation of personnel under UPSC and SSC. It monitors the guidelines for all Ministries. It is a controlling authority that has the direct responsibility of the IAS. DoPT controls the Central Staffing Scheme (CSS) under which officers are selected and then placed in posts at the level of Deputy Secretary, Director and Joint Secretary. It also appoints the

Chairman, Managing Director, and various Public Sector Undertakings, Corporations, Banks and financial institutions. It is also formulates and coordinates training policies for All India Central Services.

Training Division (TD)

Training Division is the head of all institutes under DoPT, which are conducting training programmes. It is functioning as a government agency. TD formulates the policies related with the training. It is executing various training programmes. The main aim of training division is to identify the areas, in which we can design and implement training programmes for officers and development of trainers. It is also responsible for formulation and coordination of training policies for the all India and Central Services⁵.

TD is responsible for the implementation of National Training Policy (NTP), which was adopted in April 1996. It is sponsoring a number of training programmes on a variety of subjects for different categories of Central and State Government employees. It develops the resource persons as a National level trainer and maintains a database of trainers on online portal. It facilitates the training material to the participants in the form of hard copy as well as in soft copy form. TD is also coordinating with Training Institutions (around 29) all over India. A new scheme of mandatory Mid-Career Training for IAS officers is also being administered by the Training Division⁶.

TD sponsored around 188 training programmes on various packages during 2012-13. The TD has also trained 52 Master Trainers (MTs) and 287 Recognized Trainers (RTs). Presently total numbers of RTs are around 350 today.

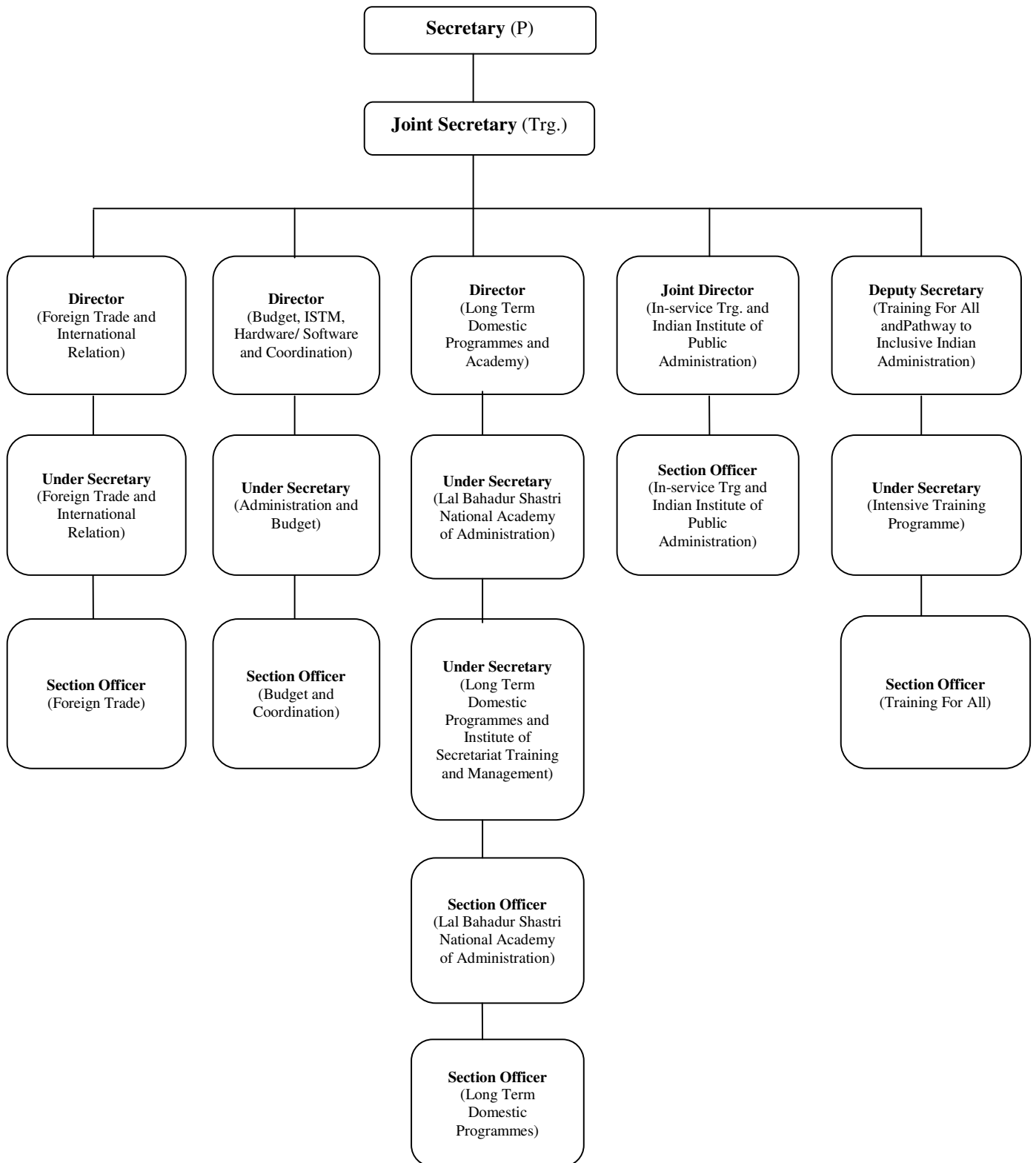


Figure-2
Organization Chart of TD⁷

Major Activities of Training Division (TD): The major activities of the TD include are following:

Support to All State ATIs: The TD supports the all State Administrative Training Institutes, whether with financial support or with other material. It also supports generally one week of training programs. It provides the training material to all Institutions in India.

In-Service Training: TD provides training to IAS officers for their up gradation in job, responsibility etc., which is compulsory for them. The TD started one week training in 1986 for IAS officers. As the IAS officers level of seniority increases, they will have to attend training programmes accordingly. The training will be for their promotion in service. These training programmes are organized in coordination with the TD.

Trainers Development: The TD develops the professional trainers (MTs and RTs) from all over India. The training division conducts the two base level course, i.e. "Direct Trainer Skills' (DTS) and 'Design of Training" (DoT). Both these training programmes are run with in collaboration of "Thames Valley University of U.K". These courses are being run for a special cadre of professionals (RTs and MTs), who are authorized to run these packages on their own behalf.

Assisted UNDP projects: The United Nations Development Programme provides grant assistance for Strengthening of State ATIs in India. UNDP (2001) started its project in which the following activities include: Identify training needs. Development of training modules. Trainers Development. Development of new training techniques. Support equipments to all ATIs. Website Development. Strengthening of libraries for each of the ATIs.

Web Based Network: TD has a large network of training institutions. Training Institutions has obtained grant assistance from UNDP to setup a web based network in the country. Every training institute has their own website, through which anybody can access their information.

Administrative matters: The TD also look after the administrative matters of all State ATIs. It also provides partial funding to the all the ATIs⁸.

Trainers Development Programme (TDP): The conception of "Once a trainer, always a trainer" that was uttered in the NTP, 1996, for e.g. once an officer has been developed as a Trainer, his/her services are utilized for imparting training throughout the career irrespective of the place/organization in which he/she may be working. This ensures optimum utilization of developed resources. The Sixth Pay Commission has proposed 30 percent Training Allowance, rent free accommodation etc. for Training Institutions to attract a wider range of officers⁹.

The TD started TDP in 1990s. Initially, the faculty members of various training institutions were developed as Master Trainers (MTs) and Recognized Trainer (RTs) with collaboration of Thames Valley University of U.K. Presently, TD is conducting Training programmes under TDP sponsored by DoPT. The Following Programmes are:

DTS: The Direct Trainer Skills is a five days course. It provides an opportunity to trainees to develop their basic instructional skills. The course imparts training related with knowledge, skill and attitude. This course is very practical in nature and lots of activities are involved in this. There is full participation of trainees and in this course the trainees are declared as trainers.

DoT: The Design of Training is the next stage after the DTS. This course further develops trainees to take the additional tasks for designing training. In this course, the trainee's designs the training sessions, experts cost, cost for course material, cost to per participant, refreshments etc. This course is purely based on designing the training.

MoT: The Management of Training implements the training policies. In this course, Participants are, therefore, expected to handle a real life situation in their own organization, utilizing the inputs received during the training and to experiment with skills gained during the course.

EoT: The EoT Course is intended to help participants develop their competency to carry out EoT tasks, commensurate to their role, responsibilities and status in their respective organisations. The Evaluation of Training course is intended for institutional and departmental trainers; stakeholders in client organisations; and officials representing funding agencies. The course is especially suited to those who have a direct responsibility for the development, administration or management of an organisation's EoT function.

TNA: The Training Needs helps the participants to develop Consultancy Skills. It is based on experiential learning. It is a two weeks training programme. It is related with training and a development activity is to help people, or organisations, improve performance.

Mentoring: Mentoring is a Skill based course. During the course case study will be used to simulate a situation, where trainees will be both a 'mentor' and a 'mentee'. For purposes of learning about mentoring, and developing the skills of a mentor, trainees will carry out a variety of activities associated with the mentoring process. Most of these will be done within the case study environment. Course participants are likely to come from a variety of positions in the public services, although all sharing a common need to develop mentoring competencies. The case study provides a neutral forum where participants, irrespective who they are and what they represent, can share simulated opportunities to acquire the skills of a mentor.

Facilitation: The aim of the Facilitation Skills Course is to help trainees to develop an understanding about the process of Facilitation and to develop some of the core skills. The Facilitation skills course is intended for departmental staff or consultants who will become more involved in change, communication and cultural change initiatives or who are seeking to improve the effectiveness of group working and meetings within the organisation. The role of facilitation is about helping others to find solutions and to achieve the desired outcome. It can be used for coaching, counseling, training, mediation, mentoring, project management and for group events. However, a facilitator will generally be seeking to raise the group's awareness and consciousness about their own effectiveness and to increase their own capabilities to self-manage the task and process.

ELT: Experiential Learning Tools has been designed for individuals who, as part of their duties, have some training functions and responsibilities. This course has been designed for the benefit of direct trainers. It is a learner centered training programme and various training methodologies includes i.e. Case Study, Field Visit and Role Play. These are Skill Development Exercises.

Master Trainers/Recognized Trainer (MT/RT) Development Programmes: Trainers developed under the TDP are called RTs and MTs, recognized by the Government to deliver ToT courses. RTs are those trainers who have the competency to deliver the courses, in which they have been certified as RT. RTs are developed through a detailed training programme and rigorous process.

MTs are those trainers who have conducted a certain number of programmes and fulfilled the required level to become a MT. MT Development programme is organized for them in which they are developed and certified as MTs.

Faculty Development Scheme (FDS): FDS upgrades the skills of trainers and improves their knowledge. Trainers get an opportunity to keep up to date developments. Training programme remains out dated and they provide no new learning. FDS is open for all MTs/RTs developed by DoPT and faculty members working in all State ATIs. FDS comprises tours, attending conferences/seminars and structured training programmes which helps in new learning. This scheme also includes an 18 month correspondence course Diploma in Training and Development organized by the Indian Society for Training and Development (ISTD), New Delhi. It is felt that an opportunity for faculty development will help in upgrading the quality of trainers and also act as an incentive for better quality of people to come as faculty members¹⁰.

Training Centre's under Training Division: There are various training Centre's/institutes, which are conducting trainings organized by training division of DoPT. These Institutes are given below: i. Administrative Training Institute (ATI),

Arunachal Pradesh. ii. Administrative Training Institute (ATI), Kohima. iii. Administrative Training Institute (ATI), Kolkata. iv. Administrative Training Institute (ATI), Mysore. v. Anna Institute of Management, Chennai. vi. Assam Administrative Staff College (AASC), Guwahati. vii. Bihar Institute of Public Administration and Rural Development, Patna. viii. Chattisgarh Academy of Administration, Raipur. ix. Gopabandhu Academy of Administration, Bhubaneswar. x. Haryana Institute of Public Administration (HIPA), Gurgaon. xi. HCM Rajasthan State Institute of Public Administration (RIPA), Jaipur. xii. Himachal Pradesh Institute of Public Administration, Shimla. xiii. Indian Institute of Public Administration, New Delhi. xiv. Institute of Management in Government, Thiruvananthapuram. xv. Institute of Secretariat Training and Management (ISTM), New Delhi. xvi. JandK Institute of Management, Public Administration and Rural Development, Jammu Tawi. xvii. JandK Institute of Management, Public Administration and Rural Development, Srinagar. xviii. Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie. xix. M.G. State Institute of Public Administration, Chandigarh. xx. MCR Human Resource Development Institute of Andhra Pradesh, Hyderabad. xxi. National Academy for Training and Research in Social Security (NATRSS), New Delhi. xxii. National Informatics Centre (NIC), New Delhi. xxiii. RCVP Noronha Academy of Administration and Management, Bhopal (RCVPNAAM). xxiv. Sardar Patel Institute of Public Administration (SPIPA), Ahmedabad. xxv. Shri Krishna Institute of Public Administration, Ranchi. xxvi. State Institute of Public Administration and Rural Development, Agartala. xxvii. U.P. Academy of Administration and Management (UPAAandM), Lucknow. xxviii. Uttarakhand Academy of Administration (AoA), Nainital. xxix. Yashwantrao Chavan Academy of Development Administration (YASHADA), Pune.¹¹

Conclusion

Training is an essential element for the growth of employees. Training plays an important role in organizations as well as people at the workplace. All the organizations, which are employing people, need to train their employees. Training Division is playing important role in imparting training to all. Government is taking initiatives to train more and more people.

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