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**GOVERNMENT OF MEGHALAYA  
PERSONNEL & ADMV. REFORMS (B) DEPARTMENT**

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**NOTIFICATION**

Dated the 5<sup>th</sup> January 2012.

NO:PER(AR). 68/2010/24 - The Governor of Meghalaya is pleased to announce the following Training Policy 2011 which will take effect from the date of publication.

**THE MEGHALAYA TRAINING POLICY**

**1. MISSION :**

To create an institutional frame work for enhancement of performance of public servants. The endeavor of the Government is to impart need based training to employees so as to develop a right attitude, acquire necessary skills for enhanced performance, strengthen their responsiveness, commitment, awareness and accountability towards citizens, imbibe consciousness of duty, competence and self motivation to take up challenges in their work and a drive to adopt innovative approaches for excellent service delivery and promotion of public welfare.

**2. VISION :**

Development of human resource available to the Government through training founded on the following vision.

*"To assist Government Departments and agencies to adopt practices geared at better governance and improved service delivery by empowering public officials to act as prime catalyst for holistic and equity based transformation".*

**3. PREAMBLE :**

With the major changes taking place in the economic, political, social & technological front, training and capacity building is a must for all Government servants in order to improve performance and outcome. The expectations and aspirations of the people from the Government have also increased tremendously. Therefore, in this changing environment we need to have a responsible and responsive work force. However, making the Government machinery responsive and responsible largely depends upon the knowledge, attitude and skills of its employees at various levels. Training is one of the effective and tested tools for performance enhancement as well as upgradation of knowledge and skills of the personnel, to improve the administrative effectiveness. A conscious policy for development of human resource available to the Government is required to be fostered for meeting the challenges of development and enhancement of skills.

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Capacity building of Government servant is also justified by the fact that the state invests a significant portion of its resources on its employees by way of salaries and related expenses. Therefore, there is every need to increase the return on this investment. Improving capacity of Government servants and making useful human resource can alone achieve this. With this end in view, a training policy has to be kept in place by the Government. The training policy should be a comprehensive policy aimed at capacity building of each category of staff and its whole modus operandi clearly spelled out, in tune with the National Training Policy of the Government of India.

#### 4. MAJOR CHALLENGES :

The main problems and concerns relating to training function are as follows -

- Low priority accorded to training and education and the low level and uneven nature of provision for training
- Lack of coordination and communication
- Number and quality of trainers
- Barriers to access and entitlement
- Overly prescriptive, supply driven nature of training
- Lack of effective systems of accreditation and quality assurance
- Poor linkages between higher education institutions and training
- Training through distance education for Government servants is not available
- There is no intensive induction training for many of the civil servants and lack of a comprehensive scheme of systematic and regular subsequent in-service training after their induction.
- People who matter more in various categories of Government service (age group 45 to 60 years) need updating of knowledge and reorientation to face up to the challenges of rapid changes and to be able to use newer technologies, procedures, systems, approaches for good governance.

Accordingly the core problems that this policy seeks to address comprise the following :

- Fragmented and uncoordinated approach to training across the public service, resulting in problems of resources and accountability for ensuring that public servants are empowered and developed to take on the challenges they face.
- Lack of strategic, need based, outcome-based and competency-based approach to training, directly related to the developmental needs of public service, and
- Inappropriate nature of the training that is provided by internal as well as external providers.

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#### 5. TRAINING OBJECTIVE :

Taking into account the major changes in the environment, enumerated above, the objectives of training is to :

- expose government functionaries to the socio economic and political environment in which they operate,
- promote better understanding of professional requirements including the need for value based management, free of graft and rent seeking.
- update and enhance professional knowledge and skills needed for better performance of individuals and organizations
- bring about the right attitudinal orientation towards the users of goods and services provided by the Government.

The focus should, all the time, be on responsiveness to the expectations of the citizens and a willingness to appreciate other's point of view, responsiveness to changing organizational and technological developments, commitment to democratic values and concept of partnership and participative decision making, infusion of scientific temper and accountability to ensure high performance in every professional field and cost effective methods of service delivery.

#### 6. TRAINING GOALS :

- To enable all public servants to develop their knowledge, skills and attitudes in ways that would optimize performance in their current roles.
- to inculcate values amongst trainees that would strengthen their sense of commitment.
- to encourage them to regularly review their training needs and requirements and to provide ways and means of meeting these needs and requirements
- to increase job satisfaction and facilitate career progression
- to provide opportunities to them for self preparation for changing roles, duties, and responsibilities
- to facilitate accountability, transparency, acceptability. To change and bring about right attitudinal orientation
- attitudinal change, motivation and leadership to be given priority
- to prepare category wise training development plans

#### 7. TRAINING COVERAGE :

Training would be imparted to all rungs of Government employees starting from the lowest and cutting edge to the highest in policy making.

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For the purpose of appropriate training design, it may be convenient to divide the Government work force into four levels, each with its specific training needs :

- The lowest operative level at the cutting edge, where the focus is on functional skill and attitudinal orientation.
- The supervisory/junior management level where the focus is on extracting work from others involving coordination, coaching, counseling skills, interpersonal skills and a role model function.
- The middle management/administration level concentrating on professional excellence, leadership and a sharp perception of inter relatedness of issues.
- The top levels of the civil service to be intellectually and professionally equipped for policy analysis, strategic planning, lateral thinking and policy formulation.

#### 8. TRAINING FRAME WORK :

All categories of civil servants should receive training, including -

- Induction training at the time of entry into service
- In-service training at suitable intervals during career progression, preferably once in five years subject to the limitations of training capacity and budgetary allocations.
- Promotion-linked training of one month's duration before promotion.
- Regular training on Human rights issues, RTI Act, Disaster Management and Consumer's Right and any other subject of importance and relevance.
- 1-2 days exposure seminars/workshop/symposium on current events or matters of basic importance, in order to put all the members of the civil service on a common wavelength, inculcate reading habits for updating information and provide a platform for opening up by individual staff which can in turn help the Government to identify hidden potentials.
- Re-skilling training of employees if needed.

Attendance in training programmes should be mandatory with possible linkages to promotion, confirmation and long term training within the country and training abroad.

In all cases of long term training within the country, specialized training and training abroad, a method should be evolved for the trainees to share the knowledge and insights gained by them during training with the relevant groups on their return, by giving seminars and by bringing out publications. This would ensure a multiplier effect of the training programme.

A module on ethics and values in civil service and value based administration can be part of every training programme.

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## 9. 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 objectives 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. This exercise should inevitably focus on the organizational structure, its personnel, technical, managerial and all others, and assess if the structure and the personnels are functionally in harmony with the organization's objectives, or if there is a mismatch. Similarly, the service delivery processes that the organization employs, i.e., administrative, managerial, technical, legal and so on has to be analyzed. 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 or group needs to be carried out in order to identify training needs. The Training Needs Analysis (TNA) can be conducted by MATI 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 planned/designed to suit each Department/Organization as per the identified needs. Training materials/modules tailored for such identified needs based training, has to be prepared or could be replicated from tested modules of ATIs of other States or Training Centers or modules at DOPT's, YASHADA's or CGG's repository.

The Departments should have a training officer responsible for the updating and monitoring the implementation of this Training Policy, with constant interaction with MATI. 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 lag. A separate record of all functionaries with basic information of post held, nature of duty, educational qualification, etc., is to be maintained. A record of trained and untrained staff is also to be maintained.

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#### 10. TRAINING METHODOLOGY :

- Training may be imparted at Training Institutions, in situ at the workplace in specific Departments/Offices; on a decentralized basis at District and Sub-District levels.
- Training materials to be regularly updated, bettered through feedbacks, etc.
- Evaluation/feedback from participants is mandatory for each training programme/resource person/session/training material used.

##### The Training methods should include :

- ❖ A holistic approach to use all available modern methods of training such as lecture methods, group discussions, project work, audio-visual materials, printed materials, case studies, action learning, brain storming, group-based idea generation of concepts and contents of themes being covered in various sessions;
- ❖ Conducting opinion surveys using questionnaires and discussion frames;
- ❖ Identification and documentation of best practices, accompanied by presentation and discussion of the same in the class.

#### 11. COORDINATION AND QUALITY ASSURANCE :

MATI will coordinate with GOI/National level training centers/DOPT, LBSNAA, YASHADA, NHRC, CGG, etc., for capacity building of generic issues which are taken up as national programme/projects for capacity building and training and documentation of best practices and case studies.

At the secondary level MATI will coordinate with other training Institutes of the State by way of assessing training needs through Training Needs Assessment and SWOT analysis, providing reading materials if necessary, assessing quality of training, developing Master Trainers and trainers, documentation and quality assurance through survey of trainings conducted by the training institutes, and referral services.

#### 12. SELECTION OF TRAINEES :

Training should be taken as a process and nomination should be done in a scientific manner taking into account the level of knowledge (entry behaviour), need for training, objective of training and most importantly enhancing performance.

Objective and need of the training should be the underlying principle while selecting trainees. The authority concern should ensure fair chance to all functionaries under his control and ensure release for training from the Department to enable the employee deputed to attend the entire training course deputed for without any interruption and at the end of each training course a release order from the training institute has to be submitted by the deputed employee to endorse his

full attendance at the training programme deputed for. An employee deputed for training is treated as on duty and in event of unavoidable circumstances he/she is not able to attend the training and is granted leave by the Department on such dates scheduled for training, the Training Institute should be informed if nomination has been sent and fresh deputation/nomination has to be done by the Department immediately with information to the Training Institute well in time. Leave applied for by any incumbents from the Training Institute should be first approved/endorsed by their Department's first.

### 13. ROLES AND RESPONSIBILITIES :

Roles and responsibilities of Government Departments/Training Institutes and Heads of Departments would be as under :

#### (i) Department of Personnel, Govt. of Meghalaya

- To set and periodically review standard of competence for each category of post in public service with an emphasis on multi-skilling
- To design incentives for receiving and imparting training.
- To insert a Column in Annual Performance Appraisal Report to compulsory identify training needs of an individual for his professional and for organizational growth.
- To ensure the Senior Public servants invest time and effort in Human Resource Development; and
- To amend service rules to link training with future postings and promotions and to provide for compulsory training and additional training needs.

#### (ii) Finance and Planning Departments, Govt. of Meghalaya

- To earmark budget for training for each Department as a percentage of the total budget for that Department. It may vary for each category of Department (for example category of Departments having an extremely large budget could have a lower percentage fixed for training, category of Departments where Government wants to push new initiatives or feels that the Departments should give higher priority to training or where training needs analysis so justifies could have a higher percentage fixed for training);
- To place a corpus at the disposal of Department of Personnel or MATI, and to replenish funds in the corpus on an annual basis, for allocating resources to other training organizations for strengthening and upgrading common/specific infrastructure, special programmes, creating new training modules, organizing Training of Trainers programmes, etc., providing special incentives for enhancing capabilities of all trainers and for taking steps to synergize the efforts of all State Level Training Institutes; and
- To help MATI obtain technical assistance from foreign agencies to develop the Institute further and to, jointly with Department of Personnel, help other State Level Training Institutes to access such technical assistance.

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**(iii) All Administrative Departments**

- To ensure that a Departmental Training and education strategy is formulated in consultation with stakeholders and implanted in partnership with providers.
- To translate such strategies into 5 years training plans for each category of public officials.
- To ensure that based on category-wise training development plans for employees, the concerned Heads of Departments initiate exercises to develop personnel development plans catering to the individual training and related capacity building of each specific Officer/official in the Department.
- To ensure that such strategic plans are prepared within a definite time-frame not exceeding nine months from the date of adoption of this State Training Policy, and that they are based on a detailed assessment of individual and organizational training related needs.
- To ensure that strategic plans for training and education are effectively integrated into broader plans for Human Resource and organizational development, as well as into budgetary process.
- To ensure that the Plans are strategically linked to the achievement of key transformation goals of the Departments; and
- To review the Mission Statements and 5 yearly Action Plan of State Level Training Institute attached to the Departments before they are finalized.

**(iv) Various Heads of Departments & MDs/CEOs of State Public Sector Body**

- To take overall responsibility for operational decision-making, planning and implementation related to the Departments training needs.
- To ensure that category-wise and personnel development plans are prepared and that persons are sponsored for training accordingly.
- To set up appropriate and effective arrangements including use of appropriate computer software for coordination and monitoring of training in their Department.
- To designate an Officer as "Training Manager" to ensure an integrated approach to training who will be actively involved in various activities leading to organization of training programmes/courses, such as the analysis of training requirements, the design of training programme, the selection of appropriate training institutions and persons to be trained and the evaluation of training.
- Police, Education, Agriculture, Soil and Water Conservation, Community and Rural Development and Health Departments should gradually further develop their in-house training delivery system, while continuing to make use of Apex Training Institution like MATI.

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All medical and education personnel should, before they are permitted to assume administrative responsibilities at District level, be compulsorily made to undergo a general administration, rules and office procedures course for district level Officers.

- A system of training of Secretariat staff should be developed so that each Secretariat employee goes through repeated training through various training courses.

**(v) Meghalaya Administrative Training Institute**

- To function as the primary training Institution in the State and to act as an example for other Training Institutes in the State.
- To work as the State Administrative Training Institute (ATI) for various DoPT, Govt. of India sponsored programmes.
- To conduct foundation course of all State services and subordinate services as well as professional courses, for other State services which do not have their own specialized Training Institute for this purpose.
- To arrange for Training of Trainers and Management of Training Courses like Direct Training Skills (DTS), Design of Training (DOT), Training Needs Assessment (TNA), Management of Training (MOT), Evaluation of Training (EOT), ELT for faculty in various State Level Training Institutes and enable preparation of common training modules.
- To liaise with all Government Departments and public sector enterprises regarding training and capacity building matters.
- To provide training advice and material, etc., to other Training Institutes.
- To conduct various Departmental examinations on behalf of State Government; and
- Through training, workshops, preparation of policy papers, etc., enable Government Departments to adopt best practices and procedures and performance and better service delivery.

**(vi) Other Training Institute of the State**

- To ensure appropriate standard setting, accreditation and quality assurance with respect to training and education within their Institute.
- To prepare mission and vision statements, 10 years vision document, 5 yearly action plans and annual action plans and programme calendars for the Institute and ensure their implementation in an optimal manner.
- To promote the strategic approach to human resources development within the public service.
- To market and promote the value of training and education throughout the public service.

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- To design and recommend appropriate courses for the service or services that the Institute serves.
- To promote effective partnerships between public and private interests with respect to training and education, and
- To ensure minimum infrastructure facilities for training at the state level training Institute.

#### Operational Guidelines

#### 1. Types of training :

Training can be broadly classified as Induction Training, Functional Training and Managerial Training.

- (i) Induction Training prepares a Government servant/Officer to fit into Government set-up. Government to take steps to ensure induction training to all Government functionaries including Grade IV functionaries so as to enable them to perform as expected qualitatively and efficiently in order to maintain the organization's strength and satisfaction of the public.
- (ii) Functional training relates to the specific functional area of the Department or Undertaking concerned. This involves upgradation of skills, updating knowledge, toning up of systems and procedures with reference to case studies, case laws, audit reports and reports of the Legislative Committees, evaluation studies, reports of various Committees and Commissions at the State level and all India level, inter-state comparison, international development and standards in the profession concerned, etc.
- (iii) Management Training involves management orientation, optimizing given resources, with a result oriented approach adopting all modern management practices including concepts and methods of Total Quality Management (TQM).

#### 2. Distinct Roles of Training Institutes

- (i) The Induction Training to Government servants will continue to be taken care of by the Departmental Training Institutes wherever they exist. In other cases these programmes will be conducted by MATI.
- (ii) The Departmental Training Institutes set up by various Government Departments will focus on the functional aspects of training.
- (iii) MATI will continue its courses with office management, financial management, access to information, capacity building for poverty reduction, human rights issues, consumer's rights, computer training, disaster management programmes and other such courses that are delegated by Govt. of India and Govt. of Meghalaya. It will train the trainers in all departmental training Institutes and those incharge of training cells in Departments. It will also take up documentation, assessment of training, etc.

#### 3. Guidelines

- (i) In all Departments with total strength of over 500 staff a compact training cell will be set up by redeploying the existing staff. This training cell will be under the direct control of the Head of the Department. This cell will assess the training needs, processing the deputation of Officers to various Institutes, review of training programmes, annual updating of curriculum with special reference to the training needs of the Department.

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- (ii) To make one time assessment of training needs, each major Department of over 500 strength will form a Committee consisting of three or four Officers and evolve the blue print for training in the next five years.
- (iii) The above Committee will also assess the infrastructure and other facilities of the concerned Departmental Training Institutes. Where no such Institute exists, the need for the same will be examined. Wherever possible, existing facilities and Institutions will be made use of.
- (iv) Such Committees will give their reports in a period of two months to their respective Heads of Departments who in turn with their views submit them to Government in their respective Administrative Departments for issue of Orders.
- (v) The Training Cells/Committees will then effectively follow up the recommendations of the Committee and Government Orders thereon as referred to above. In any case, the training needs of all Government Departments must be assessed, finalized and clear action plan evolved every three years before March 31<sup>st</sup>.
- (vi) Class I Officers, except All India Service Officers, immediately on promotion will undergo management orientation at IIM, Shillong or any other Institute to be coordinated by MATI and Personnel & A.R. Department in an overall Management Development Programme and if possible once more during their career in any other specific management areas like Human Resource Development, Financial Management, Project Management, etc.
- (vii) In addition to induction training, all Class I Officers will undergo functional Training in the respective Departmental Training Institutes atleast once in their career. Class II Officers will undergo one management course at IIM, Shillong or any other Institute as decided by the concerned authority during their career.
- (viii) To ensure overall Human Resources Development in each Department, the trainers in the various Departmental Training Institutes and Officers posted to Training Cells will have to pattern themselves as trainers to effect steady improvement in their respective Department. Class I and Class II Officers will disseminate knowledge to Class III and Class IV staff in all Departments.
- (ix) The Class III personnel will be trained in their respective Departmental Training Institutes wherever they exist; in other cases they will be trained at MATI.
- (x) Heads of Government Departments are to be empowered to nominate their Officers for the programmes organized by MATI or any other Training Institute designated within the State for imparting training by the appropriate authority.

#### 4. Training for Public Sector Undertakings

The above guidelines regarding various aspects of Training shall apply to Public Undertaking also. MATI will coordinate Training for PSUs where Training Cells does not exist.

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#### 5. Selection and deputation of Officers for Training

- (i) Due care must be bestowed in selection and deputation of Officers for training. The Training Cell mentioned earlier in each Department shall maintain up-to-date data on all personnel with reference to the training they have undergone and further training required. This inventory of trained persons will be computerized, wherever possible, to facilitate quick reference and ensure up-to-date information.
- (ii) In prestigious assignments of Training, special care will be bestowed in selection of candidates, job requirements, the attitude and aptitude of an incumbent, etc.

#### 6. Training abroad

- (i) There will be systematic procedure to make use of the Training undergone by Officers, particularly special Training Programmes abroad. On return from Training, Officers will be posted as far as possible to the seats where the training can be made use of.
- (ii) On return from long term training courses, the Officers will make a presentation to their Heads of Departments and other colleagues. This is expected to kindle interest in new ideas, systems, etc., in the concerned Departments. Further, the suggestions made by participants after training should not be brushed aside. The Heads of Departments will give thought to such suggestions and implement those which are practicable and do not involve much cost. This will be an on-going and continuous exercise.

7. Designated Inspecting Officers of each Department should inspect updating of the records maintained by the Training Cells. Further, a suitable set of questions will be incorporated in the questionnaire of annual inspections being done at the District and other levels. Training Cells of the respective Departments will study the replies of the inspection notes relating to Regional/District levels and take appropriate action.

8. In the recent years, several Officers within Government have been acquiring additional professional qualifications in Management, Public Administration, law, etc. A panel of such Officers belonging to all the Departments and services will be prepared and updated every year. This panel will be referred to while posting Heads of Training Institutions, Faculty Members, etc.

#### RESULT FRAMEWORK DOCUMENT :

A Result Framework Document has to be signed/committed by all Departments at the beginning of the year which would spell out the targets to be achieved and the yardstick to achieve the targets, and the level of achievement, constraints, etc., and at the end of the year. The commitment have to be followed in both letter and spirit by every Training Institute.

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**LIST OF STATE LEVEL TRAINING INSTITUTES OF THE STATE :**

1. Meghalaya Administrative Training Institute.
2. State Institute of Rural Development.
3. Police Training School.
4. DIETs.
5. Agriculture Training Institute.
6. Human Resource Development Cell, PHED.
7. Human Resource Development Cell, MeCL.
8. Central Training Institute of Finance.
9. Central Training Institutes.
10. Farmer Training Institute, Agriculture Department, Upper Shillong.
11. Forest Training Institute.
12. Meghalaya Institute of Entrepreneurship
13. Meghalaya Institute of Governance.



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