Evaluation Report on 'Training for All' Scheme

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Goverment Of India

Submitted to

Department of Personnel &Training
Government of India

Submitted by

Indian Institute of Public Administration
New Delhi

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Project Coordinators

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ACKNOWLEDGEMENTS

Chapter 1

Executive Summary

1.1 Objective

The Central Sector Scheme of Training for All (TFA) sponsored by Department of Personnel & Training has been in operation since 1992. The objective of the Scheme is capacity building of all government officials at National and State levels through training interventions to fulfill the mandate of National Training Policy viz. to provide training for all. Initially, the following activities under the Schemes were included:-

a. Imparting training to all rungs of civil services from the lowest and cutting edge level to the highest in policy making so as to improve the skill, knowledge and attitude of these employees;

b. Capacity building at the national level for exchange of information on studies and training with other countries;

c. Conducting state-wise surveys on the development problems affecting them vis-à-vis their potential for development;

d. Capacity building programme for mobilizing support for civil society for various public policy initiatives; and

e. Re-engineering of various government processes for suggesting improvement in public service delivery and to develop network of reputed management institutions and State ATIs for information sharing and replication of best practices and successful strategies across the country;

f. Upgradation of infrastructure of State ATIs for improved training facilities.

Keeping in mind the objectives, different questionnaires were prepared for different stakeholders. Questionnaires were developed for officials at ATIs and participants of ongoing training programes.

To fulfill above activities, TFA has following components in place:

- State Category Training Programme (SCTP)
- Trainer Development Programme (TDP)
- Intensive Training Programme (ITP)
- 12-Day Induction Training Programme (12-Day ITP):
- Comprehensive Online Modified Modules for Induction Training (COMMIT)
- Augmentation of Capacity of Training Institutions (ACTI)
- Faculty Development Scheme (FDS)
- iGOT (introduced lately)

1.2 Research Methodology

A detailed study is designed by the team at IIPA. The study is an empirical research, based on both primary and secondary data. The entire study has been divided into sequentially arranged functional components like interview schedule construction, staff-recruitment, pilot study, secondary research, primary data collection through survey and desk based interviews, data analysis and report writing.

The samples for the study were chosen to cover geographically diverse ATIs and maximum components of the scheme. In this regard, the team visited the following ATIs to survey their officials:

- East
    - ATI Odisha
    - SKIPA, Jharkhand
    - BIPARD, Bihar
- Northeast
    - SIPARD, Tripura
- West
    - YASHDA, Pune
- Central
    - RCVP Noronha
- South
    - IMG Kerala
    - MCR HRDI Telangana
- North
    - PDNASS, New Delhi
    - ISTM, New Delhi
    - HIPA, Haryana
    - ATI Nainital

Out of these, HIPA did not submit the questionnaire, and ISTM submitted the questionnaire late. Hence, limited responses from them could be included in the study.

Apart from surveying the officials, the research team at IIPA also surveyed the participants undergoing training programmes at ATI Nainital, ISTM New Delhi, IMG Kerala and SIPARD Tripura to gather their reaction about the training scheme and learnings & impact from the same.

To get a better idea of all components of the TFA scheme, the team also collected pre-recorded feedback forms of the participants from different training programmes held at ATIs in the past.

1.3 Limitations

The study was proposed to analyse all scheme components, however, ACTI and FDS were not functional in majority of the ATIs. Pre-recoded feedback forms were available for almost all the components.However, most of the participants surveyed were undergoing SCTP and TDP programmes, hence desired number of beneficiaries for other scheme components could not be surveyed.

1.4 Major findings

- It was noticed that uncertainty surrounding staff was an issue in majority of the ATIs. In RCVP Noronha, 95.65 per cent of the staff was contractual. The figures were 64.66 per cent, 79.46 per cent, 83.02 per cent and 75.86 per cent for SKIPA, ATI Mysore, BIPARD and MGSIPA respectively. It was also found that about 50 per cent of the staff at YASHDA and MCR HRDI was contractual too.

- It was found that majority of the ATIs were very well equipped in both infrastructure and equipment facilities. Of the twelve ATIs visited, YASHDA turned out to be the best equipped for training purposes. It has seven Lecture halls, two seminar halls, three syndicate rooms, two computer labs, 30 LCD projectors and 174 ACs. IMG Kerala has the maximum number of lecture rooms, the count standing at 23.

- It was found that majority of the ATIs were very well equipped in both infrastructure and equipment facilities. Of the twelve ATIs visited, YASHDA turned out to be the best equipped for training purposes. It has seven Lecture halls, two seminar halls, three syndicate rooms, two computer labs, 30 LCD projectors and 174 ACs. IMG Kerala has the maximum number of lecture rooms, the count standing at 23. Even MCHRI Hyderabad has state of the art infrastructure and good quality accommodation matching international standards. They also adapt to latest and innovative practices in teaching and probably the best performing ATI is South India.

- It was found that all twelve ATIs conducted Trainer Development Programme or TDP.RCVP Noronha, SIPARD, ATI Nainital, YASHDA, MGSIPA and MCR HRDI conducted SCTP programmes in all the years in last five years.

- RCVP Noronha conducted 12 Days Induction Training Programme (12 Days ITP) in 2015, 2016 and 2018. SKIPA conducted 12 Days ITP in 2018 and 2019. SIPARD conducted 12 Days ITP in 2015, 2016, 2018 and 2019. ATI Mysore conducted 12 Days ITP in 2015, 2017, 2018 and 2019. ATI Odisha conducted 12 Days ITP in 2015. ATI Nainital conducted 12 Days ITP in 2015, 2016, 2017, 2018 and 2019. YASHDA conducted 12 Days ITP in 2015, 2016, 2017 and 2018. IMG Kerala conducted 12 Days ITP in 2015, 2016 and 2018. MGSIPA conducted 12 Days ITP

in 2015, 2017, 2018 and 2019. MCR HRDI conducted 12 Days ITP in 2016, 2017, 2018 and 2019.

- YASHDA and MCR HRDI started conducting COMMIT in 2017, and have conducted it in all the years since then. SKIPA, PDNASS, IMG Kerala and BIPARD, ATI Mysore don't conduct COMMIT.RCVP Noronha conducted COMMIT in 2018 and 2019. MGSIPA has been conducting COMMIT since 2018.

- SKIPA has been conducting Intensive Training Programme (ITP) since 2015 and continued till 2017. SIPARD conducted ITP in 2015, 2016 and 2019. IMG Kerala and MCR HRDI conducted ITP in 2019.

- On an average, the ATIs conducted only about 53 per cent of the courses sanctioned by DoPT. Dr. R.S. Tolia Uttarakhand Academy of Administration performed best in this regard, it conducted over 80 per cent of the courses sanctioned by DoPT, followed by RCVP Noronha Academy of Administration and Management, Madhya Pradesh, Bhopal (75 per cent) and Gopabandhu Academy of Administration (63 per cent) respectively. MGSIPA, Punjab and MCRHRDI, Telangana conducted about 35 per cent and 32 per cent of the sanctioned number of courses.

- An attempt was made to find out why there were differences between the number of conducted courses and sanctioned courses. Among other reasons, one of the major reasons was found to be state sponsored courses being conducted by ATIs. ATIs have to conduct both State sponsored courses and DoPT sponsored courses, it is hard for them to balance the composition in their schedule. Since ATIs have a limited pool of resources in terms of infrastructure and faculty, only a certain number of courses could be conducted by them. Hence, a lag is seen in conduction of DoPT sponsored. This was found to the reason why BIPARD, Bihar has not conducted any DoPT sponsored course in the last five years.

- Another important reason for a lag between number of sanctioned and conducted courses was found to be the timing of course sanctioned by DoPT. This is an upward linkage problem where call for proposal and allotment of courses by DoPT to ATIs happens with a lag. It was found that courses are sanctioned after beginning of the financial year which creates a problem for ATIs in scheduling the programme further in their calendar. This issue in turn leads to a downward linkage problem of delay in reaching out to target audience of the programme by ATIs. Since ATIs get informed about courses with a delay, there is a lag in selecting the target audience and reaching out them at a regional level regionally or locally, hence invites to the participants are sent late.

- **Training impact and conduct**
  o There is no uniform method(s) followed by ATIs to conduct TNA and report best practices. Further, ATIs miss out on chances of learning from

best practices of other ATIs because of lack of a common platform to share best practices.

- o Another issue found in conducting programmes with full efficiency was the language medium of programme conducted. Seven of twelve ATIs conducted progarmmes in regional languages too. It is emphasized that programme modules and assignments should be available in regional languages too.

- o One of the major drawbacks of the TFA scheme was that there weren't any impact assessment measures for the trainings conducted once they were finished. There are no regular or timely follow ups with the participants to see if the training has left any impact, and it has, to what extent.

- **Issues and challenges**

  - o The State Governments/ATIs conduct COMMIT training as per the instructions of the DoPT, GoI. During the study it is found that till 2019, DoPT has selected only thirteen states for COMMIT Programmes. As a result, officials of the other States/UTs cannot be trained through COMMIT Programmes.

  - o Most of the e-modules are prepared in English language but a significant number of officials of Uttarakhand, Maharashtra, Madhya Pradesh, Kerala and other studies states said that they are more comfortable to learn in their mother tongue.

  - o Teaching via case studies is an important method of training as it involves problem-based learning and promotes the development of analytical skills among the participants. Many of the ATIs have complaint about the lack of good case studies for COMMIT programmes.

  - o COMMIT can be useful for some technical courses, not for foundation courses. Foundation course should be more interactive & participatory as it requires different modes of training like classroom discussions, case study analysis, field visit, soft skill exercises, and etc.

  - o Many trainees of this COMMIT Programme are group C officers and most of them are not technically well verse with online courses. During the course, these officers lose their interest in online training and fail to complete the course.

- **From the perspective of individual participants**

  - o About 55 per cent of the programme participants strongly agreed that the training would be useful in their immediate job roles, and more than 44 per cent of the participants agreed on the same.

o Overall, about 38 per cent of the programme participants strongly agreed that the length of the course was appropriate, and more than 39 per cent of the participants agreed on the same (refer Table 5.6). It is interesting to note that about 12 per cent of the participants disagreed that the length of the course was appropriate and about 9 per cent strongly disagreed the length of the course was appropriate. Most of the participants expressed that the course duration should be increased.

o Overall, about 55 per cent of the programme participants strongly agreed that the training would be useful in their immediate job roles, and more than 44 per cent of the participants agreed on the same.

o Overall, about 50 per cent of the programme participants strongly agreed that the course was practical in approach, and more than 48 per cent of the participants agreed on the same.

o Overall, about 64 per cent of the programme participants strongly agreed that the training helped in improving their skill set and knowledge, and more than 32 per cent of the participants agreed on the same.

o Overall, about 58 per cent of the participants found the quality of training to be 'Excellent', about 32 per cent of the participants found the training to be 'Very Good', more than 8 per cent rated it as 'Good' and about 2 per cent rated it as 'Bad'.

o Participants were asked about the improvement in overall knowledge of concepts covered in training. In ISTM New Delhi, the average increased from 2.74 to 4.80, which means it went from being almost 'Average' to being 'Excellent'. In SIPARD, the average increased from 4.00 to 4.43, which means it went from being 'Above Average' towards being 'Excellent'. In ATI Nainital, the average increased from 4.00 to 4.50, which means it went from being 'Above Average' towards being 'Excellent'.The overall average across ATIs increased from 3.55 (almost Above average) to 4.59 (towards Excellent)

o Participants were asked about the improvement in soft skills. In ISTM New Delhi, the average increased from 3.26 to 4.60, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.38 to 4.06, which means it went from being almost 'Average' towards being 'Above average'.The overall average across ATIs increased from 3.36 (almost average) to 4.24 (towards Excellent).

o Participants were asked about the improvement in conflict management skills. In ISTM New Delhi, the average increased from 3.11 to 4.60, which means it went from being almost 'Average' to being 'Excellent'. In ATI

Nainital, the average increased from 3.64 to 4.16, which means it went from being almost 'Above Average' towards being 'Excellent'.

o Participants were asked about the improvement in decision making skills. In ISTM New Delhi, the average increased from 2.74 to 4.80, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.82 to 4.32, which means it went from being almost 'Above Average' towards being 'Excellent'.The overall average across ATIs increased from 3.61 (almost Above average) to 4.47 (towards Excellent)

o Participants were asked about the improvement in problem solving skills. In ISTM New Delhi, the average increased from 3.22 to 4.74, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.75 to 4.43, which means it went from being 'Above Average' towards being 'Excellent'.The overall average across ATIs increased from 3.56 (almost Above average) to 4.49 (towards Excellent).

o Participants were asked about the improvement in their citizen centric behaviour. In ISTM New Delhi, the average increased from 3.4 to 4.80, which means it went from being almost 'Average' to being 'Excellent'. In SIPARD, the average increased from 4.0 to 4.3, which means it went from being 'Above Average' towards being 'Excellent'. In ATI Nainital, the average increased from 3.5 to 4.3, which means it went from being almost 'Above Average' towards being 'Excellent'. The overall average across ATIs increased from 3.5 (almost Above average) to 4.4 (towards Excellent)

o Participants were asked about the improvement in overall understanding of the job role. In ISTM New Delhi, the average increased from 3.2 to 4.8, which means it went from being almost 'Average' to being 'Excellent'. In SIPARD, the average increased from 4.3 to 4.4, which means it improved from being 'Above Average'. In ATI Nainital, the average increased from 3.9 to 4.6, which means it went from being 'Above Average' towards being 'Excellent'.The overall average across ATIs increased from 3.55 (almost Above average) to 4.59 (towards Excellent).

o Participants were asked about the improvement in usage of Information and Communication Technology (ICT) in daily work. In ISTM New Delhi, the average increased from 3.9 to 4.5, which means it went from being almost 'Above average' to being 'Excellent'. In ATI Nainital, the average increased from 3.8 to 4.2, which means it went from being 'Above Average' towards being 'Excellent'.The overall average across ATIs increased from 3.55 (almost Above average) to 4.59 (towards Excellent)

o Participants were asked about the improvement in Leadership qualities. In ISTM New Delhi, the average increased from 3.5 to 4.6, which means it

went from being almost 'Above Average' to being 'Excellent'. In SIPARD, the average increased from 4.3 to 4.4, which means it improved from being 'Above Average'. In ATI Nainital, the average increased from 3.7 to 4.2, which means it went from being 'Above Average' towards being 'Excellent'.The overall average across ATIs increased from 3.7 (almost Above average) to 4.3 (towards Excellent).

1.5 EAT Compliance

o   Use of PFMS (EAT) Module is mandatory for all ATIs. Of the twelve ATIs surveyed, only 58 per cent or seven ATIs were complying with PFMS EAT module norms. The rest five ATIs were found to be not complying with the EAT module. The study attempted to understand the reason for non-compliance through on desk interviews of relevant stakeholders and through questionnaire.

o   Of the seven ATIs that comply with EAT module, six have started complying since 2019. RCVP Noronha Academy of Administration is the only ATI that has been complying with EAT module norms since 2016.

o   Dr. R. S. Tolia Uttarakhand Academy of Administration, SIPARD, MCRHD Institute of Telangana, MGSIPA and Institute of Management in Government have started complying with EAT module norms since 2019.

o   SKIPA, BIPARD, ATI Mysore, Gopabandhu Academy of Administration and Pandit Deendayal Upadhyaya National Academy of Social Security (PDNASS) are not complying with EAT module so far.

o   When inspected why ATIs were not complying with the EAT module, it was found that majority of them did not know the process of compliance. A common concern of lack of training in the ATIs was found. In one of the ATIs, the institute faced problems with the bank account to be attached with the PFMS portal. Another major concern was the fixed heads in the portal under which expenses could be registered by the institute, ATIs faced problems with registering in-house expenses in the portal. In case of change of schedule of a programme, ATIs faced problem of putting in the expenses in the portal because the dates given in the portal were fixed.

1.6 Scheme wise suggestions:

SCTP

•   ATIs should have freedom to choose topics for programmes, sensitive to their respective state issues. For instance, SCTP programmes on Drug Addiction and Land acquisition would be more relevant to the state of Punjab.

- Few ATIs feel there is a need to increase the number of SCTP programmes to address state specific issues better.

- At times, the number of participants attending the programme turns out to be greater than what was sponsored; ATIs feel they should be based on the number of participants actually attending the programme.

COMMIT

- Connection failure error. The infrastructure and broadband network to be improved.

- Identity error: how to figure out who is completing the modules. Lack of use of latest technological tools is an issue.

- Server and network issues are a recurrent problem with institutes conducting COMMMIT programmes.

- COMMIT should be app based: smart phone support is lacking

- Language issue

- Regional centres do not have apt IT infrastructure and manpower to support COMMIT in all the states

- Thus there is a need to provide funds to the ATI's conducting COMMIT to help develop their IT infrastructure.

- ATIs/DoPT should prepare case studies on diversified subjects so that the officers of all the departments can get benefited from the COMMIT Programmes.

- To train the 3.37 lakhs officials every year through COMMIT Programme, DoPT should engage all other States/ATIs of India.

- Online certificate generation is a big issue for the ATIs as well as for the participants. It should be resolved as soon as possible.

TDP

- Recognised Trainers (RTs) for TDPs for national level are sanctioned by DoPT, at times, in the last moment or otherwise, they don't turn up. This has consequences for the respective ATIs in terms of cost and making arrangements for a substitute RT.

- Not all topics covered under TDP require a minimum of three days of training; DoPT could be flexible with the number of days sponsored for programme.

- A need to revamp content and duration for the programme was felt

- A need for Training Needs Assessment was felt to make the programmes more relevant

- Updation of skill set of RTs and MTs: foreign institutions tie-ups could be used.

- Institutes should be allowed to develop in-house Master Trainers.

- Cost of training programmes was decided long way back; needs updation.

1.6 Suggestions

- It was noted that ATIs were willing to take up more courses. Infact most of the ATI's expressed a desire to conduct more training programmes than that was allotted to them as they not only have the potential but over the years had developed their infrastructure such as teaching rooms and hostels and also trained their faculty and oriented them towards conducting more training programmes. Therefore, if DoPT gives more training programmes to the ATI's they will be more than prepared to conduct the same.

- Programmes proposed at regional/district level by ATIs cost differently than programmes proposed at state level, however, at times they are paid as per the state level programme cost at the end of the quarter. DoPT could consider increasing the cost paid for programmes taking place at regional level. This would motivate the ATI's to regular undertake training programmes at the regional and district level which is equally important.

- Administration: even contractual staff needs to be trained to increase the productivity and credibility of the staff. DoPT could consider supporting some faculty development schemes and also publications in various ATIs which request for the same. Moreover, contractual staff should be regularized to enable them to perform better and encouraging publications will also help.

- Main issue faced for EAT compliance was inadequate knowledge/training regarding the same.
    - How to generate in-house bills?
    - A need for training accounts department staff regarding EAT was felt

- A need to regularly update the syllabus of programmes based on contemporary issues was felt. The DoPT also needs to step in and help the ATI's to keep pace with the changing times by updating the syllabus from time to time.

- Majority of the ATIs depend heavily on external resources for programmes, a need to indulge in Faculty Development Scheme was felt; which is not taken up as a practice as of now.

- A common issue of language of the programmes was felt across the states; not all participants are comfortable with Hindi and English, a need to develop course modules in regional languages was felt.

- A need to Indianise the content was felt; case studies could be more relevant to Indian scenarios and more contemporary

Key Observations and Conclusions

- All the ATI's appreciated the role being played by DoPT to conduct training programmes and enable them to play their role as effective training institutes. All of them were of the opinion that the present policy of the DoPT in providing support to the various training programmes under the TFA scheme should continue in the future also.

- Continuation of present policy of providing support to ATIs however, needs standardization for its better utilization. For its standardization the following steps may be considered

  a. Need based support

  b. Capacity assessment of ATIs for support and

  c. Improved monitoring of training support.

- Most of the ATI's would perform better if the training faculty/staff are given exposure to domestic and overseas training of faculty on a regular basis. To achieve this objective faculty development schemes such a Five Year Perspective Plan needs to be evolved for the benefit of all ATI's.

- Those ATI's which have developed their IT infrastructure for COMMIT courses can also provide other short term specialized computer courses for the general public on payment basis and thereby generate revenue for the organsiation at no extra cost given that infrastructure is already prevalent.

- Having a good library is a pre requisite for all training and teaching institutes. Library facilities in each ATI need to be developed on a planned basis. Utilization of library as a resource centre as well as its up gradation needs to be undertaken on a priority basis. In this context existing library facilities of all the ATI's should be studied and need based support may be provided. The DoPT may like to take up libraries of all the ATI's for special assistance. The DoPT may also consider extending help in strengthening of ATI libraries in the form of subscription for

foreign journals, internet facilities, e-library, CD's and also networking of all state ATI's.

- A few of the ATI's also made the suggestion for increasing course fee for the DoPT sponsored training programmes. The DoPT, it is understood has not revised the course fees for considerable period of time. Though the cost of conducting training at regional centres is reasonable, the situation prevailing perhaps calls for an immediate look into the funds being given for training programmes.

- The DoPT should extend training support to the ATI's on a continuous basis for development of district level training institutes in pursuance of its policy of training for all and taking training close to the workplace.

- There is a need for proper evaluation of all training programmes sponsored by the DoPT to enhance the quality of the training programmes and also this would help the department to guage and provide support for the use of hardware/software support to be extended by the DoPT.

- In sum, after a comprehensive evaluation of the TFA, **IIPA strongly recommends the continuation of the scheme during and beyond the 15th Finance Commission. Suggestions and recommendations have also been given to strengthen the scheme and make it better suited to today's age and times.**

Chapter 2

INTRODUCTION

2.1 Introduction: Overview of the Scheme

Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. Training – which is a continuous process- moulds the thinking of employees and leads to enhanced efficiency and productivity of employees. Training also helps your organization achieve greater consistency in process adherence, making it easier to project outcomes and meet organizational goals and targets. Training is an important HR exercise to improve organizational performance as employees go through experience learning and personality development. An immediate objective of training is to give employees the skills they need to become better workers, resulting in financial gain. Other objectives include creating a supportive workplace, so employees know they are valued and feel more satisfaction in their jobs. In this backdrop, realizing the importance of continuous training to meet the challenges being created by the changing environment in spheres of Governance it was decided to have a relook at the existing capacity building measures for the Civil Servants and further strengthen the institutional mechanism the National Training Policy (NTP) was formulated in 1996.

The NTP was formulated in consultation with all Ministries/Departments of the Government of India and the Department of Personnel and Training (DoPT) was named the nodal agency of the Government of India for matters related to training of civil servants.

There are several training programmes run by the DoPT, however one important Central Sector Scheme is "Training For All (TFA)". The scheme has been operational since 1992. The basic objective of the TFA scheme is building the capacity of all government officials at National and State Levels through various training interventions. The scheme has been largely successful in achieving the mandate of the NTP which stipulates TFA. Various schemes under TFA:

b. Impart training to all rungs of civil services from the lowest and cutting edge level to the highest in policy making so as to improve the skill, knowledge and attitude of these employees;

c. Help in building capacity at the national level for exchange of information on studies and training with other countries;

d. Conduct state-wise surveys on the development problems affecting them vis-à-vis their potential for development;

e. Conduct capacity building programme for mobilizing support for civil society for various public policy initiatives; and

f. Re-engineer various government processes for suggesting improvement in public service delivery and to develop network of reputed management institutions and State ATIs for information sharing and replication of best practices and successful strategies across the country;

g. Help in upgradation of infrastructure of State ATIs for improved training facilities.

Various training programmes under the following components of the Scheme are undertaken to fulfill the roles and responsibilities mentioned above:

1. **State Category Training Programme (SCTP):** From the inception of the Scheme, under the component, this Department has been supporting several training programs which are of specific need within the state. Initially, the programs were generally of 1-week duration (5 days). Subsequently, this Department has decided to convert most of the programs as 3-day programmes on thematic subjects in the areas accorded priority by the Central Government. The programmes are designed to develop management skills and knowledge in different areas for senior and middle level officers of State Governments / State Public Sector Undertakings and State Autonomous Bodies, and also to sensitize the officers about new and important issues facing our society. The courses are also being conducted at Regional and District / Sub-District Centres of the State ATIs, and cover a large variety of subjects under broad thematic groups.

    These programmes are sponsored on a wide range of themes/subjects such as Ethics in Administration, Disaster Management, Right to Information, Gender Issues, Decentralized Planning, Role & Responsibilities of DDOs, Financial Management, Environment & Climate Change, e-Governance, Cyber Security, Leadership & Team Building, Disaster Management & Climate Change, Legal Literacy for Government Servants, Training in Administrative Vigilance, Public Private Partnership, Revenue Resource Mobilization through VAT/GST/IT etc.

2. **Trainer Development Programme (TDP):** Recognizing the importance of trainers in the training function, the Trainer Development Programme (TDP) was started in the early 1990s. Initially, faculty members of various training institutions were developed as Master Trainers and Recognized Trainers of

various "Training of Trainers (ToT)" packages in collaboration with the Thames Valley University of U.K. Over a period of time, indigenous mechanisms were evolved for developing a cadre of professional trainers and resource persons in the country to create a cascading and multiplier effect. The programme has gone a long way in embedding the Systematic Approach to Training (SAT) into the process of designing and imparting effective training to government officials. Under the Trainers Development Programme, financial assistance is provided to State ATIs to develop a cadre of professional trainers and resource persons in various Training of Trainers (ToT) packages in the area of training techniques to create cascading and multiplier effect.

3. **Intensive Training Programme (ITP):** Intensive training programme for frontline functionaries of State Governments was initiated during the year 2008-09 on the advice of the erstwhile Planning Commission to replicate the robust models of training of frontline functionaries developed through externally aided projects during the X Plan Period. The focus of this programme is on demand-driven training of frontline personnel and is conducted in close coordination with line Departments by the ATIs. The Intensive Training Programme (ITP) is undertaken to provide saturation training of frontline personnel manning the public service delivery chain, in sectors identified by States, in specific geographical area of a State.

4. <u>**12-Day Induction Training Programme (12-Day ITP):**</u> As per mandate of the NTP, a 12-Days Induction Training Programme (lTP) was launched for the newly recruited Group-B (non-gazetted) & Group-C cutting edge level State Government functionaries on pilot basis in 15 districts in the three States viz. Jammu & Kashmir, Maharashtra and Tamil Nadu during the Financial Year 2014-15 by this Department with a view to develop generic and domain specific competencies in cutting edge level functionaries for strengthening capabilities to improve the public service delivery mechanism. After the successful implementation of the pilot phase, Induction Training programme was rolled out in 2015-16 and has been continued since then. The programme is launched in the districts selected by the State ATIs according to their preference, where the newly recruited State Government frontline functionaries are available in large numbers. The programme covers those sectors/departments which have the maximum citizen interaction and are directly involved in the public delivery system.

The Induction Training Programme includes training in 5-Days generic modules, 2-Days NGO & field visit and Blood Donation Camp and 5-Days domain specific modules.

5. **Comprehensive Online Modified Modules for Induction Training (COMMIT):** A new Blended Training Programme called Comprehensive Online Modified Module on Induction Training (COMMIT) has been conceptualized in the backdrop of the mandate of the National Training Policy, which stipulates that all civil servants from lowest level functionaries to the highest level will be provided training at the time of their entry into civil service and mandates that priority will be given to the training of front-line staff, including training on soft skills, so as to improve customer orientation as well as quality service delivery to the citizen. This programme will supplement the existing 12-Day Induction Training Programme (ITP), launched in 2014-15 for newly recruited frontline state government functionaries to develop in them Generic & Domain specific competencies. The online programme was digitally launched by the Hon'ble Minister of State (PP) on June 27, 2017. After the formal launch by the Hon'ble Minister, this training programme was implemented on pilot basis in 9 States (Assam, Haryana, Maharashtra, Tamil Nadu, Telangana, Punjab and West Bengal and Gujarat & Jammu & Kashmir, in the extended period) for the Financial Year 2017-18 with the target of covering 86,302 frontline State government functionaries with an estimated expenditure of Rs.12,94,53,000.00. Subsequently, the programme has been implemented during the FY 2018-19 in 6 States (Telangana, Madhya Pradesh, Tripura, Uttarakhand, Maharashtra and Andhra Pradesh). During the current FY, the programme has been extended to Goa and Odisha.

6. **Augmentation of Capacity of Training Institutions (ACTI):** From the inception of the Scheme, support to the State ATIs is provided for augmenting infrastructure in the form of hardware, software and courseware, networking of training institutions and consolidating the training ware under ACTI. The Training Institutes are also supported and encouraged for developing case studies, e-learning packages, training films, organizing workshops, special programmes, seminars etc. The funds are released to those ATIs who seek financial assistance for up-gradation of their training capacity.

7. **Faculty Development Scheme (FDS):** It has been in operation from beginning of the TFA Scheme. Under this component of the TFA Scheme, trainer faculties are

provided with opportunity to undergo short-term training programmes in the institutions of excellence within the country to hone their knowledge and skills.

2.2 Research Methodology

The evaluation study was designed keeping in mind the objectives of the scheme. In the backdrop of the main objective of building the capacity of all government officials at National and State Levels, along with other preliminary goals, the objectives of the study were decided to be:

- To study the Strength and weaknesses of design, approach and delivery/implementation of the scheme and suggest the Modifications, if required necessary;
- To select and review a few State Administrative Training Institutions (ATIs) and assess the physical progress of the scheme and its expenditure. Also examine the reasons and justify the expenditure.
- To identify, enumerate and study positive deviations especially in management structure, funding pattern and implementation strategies in conduct of the training programmes.
- To study qualitative and quantitative outputs and outcomes in respect of different designated components of the Scheme.
- To suggest improvement and positive design of the scheme in the current scenario i.e. to assess whether the scheme meets the challenges being faced by the economy and institutions in recent years.
- To study the existing structure of the programme at state, district and sub-district levels and to suggest modifications, if required.
- To study the needs and feedback of the targeted frontline officials of the state governments for continuation of the scheme beyond the 14th Finance commission in its present form or modified form.

The study is an empirical research, based on both primary and secondary data. The entire study has been divided into sequentially arranged functional components like interview schedule construction, staff-recruitment, pilot study, secondary research, primary data collection through survey and desk based interviews, data analysis and report writing. Specific time frame was earmarked for each functional component of the project. The study also involved a detailed examination of the official records and documents related to the DoPT and ATIs activities under review. The research team also conducted physical inspection of most of the ATIs for the evaluation purpose. The study has also looked at how the main priorities of TFA are determined and implemented.

The information regarding the outcomes and the efficacy of the regular activities conducted by DoPT through TFA is gathered through structured surveys by using comprising closed-ended and open ended questions, specially designed for the purpose of the present study. The method used for analyzing primary data was compilation, cleaning and analysis of the responses which was gathered through the structured schedules. Two separate schedules were prepared for different stakeholders. All of them were pre-tested before finalization.

Primary data collection was done through physical and telephonic interviews and surveys of different stakeholders. Data collected from field was updated and stored continuously at main database whenever internet facility is available. The IIPA Research team regularly monitored the data collected in the field.

After completion of field survey, responses were scrutinized before tabulation. It helped research team in assessing the appropriateness of the TFA schemes with respect to the challenges in building the capacity of all government officials at National and State Levels.

2.3 Sample

The samples for the study were chosen to cover geographically diverse ATIs and maximum components of the scheme. In this regard, the team visited the following ATIs to survey their officials:

- East
  - ATI Odisha
  - SKIPA, Jharkhand
  - BIPARD, Bihar
- Northeast
  - SIPARD, Tripura
- West
  - YASHDA, Pune
- Central
  - RCVP Noronha
- South
  - IMG Kerala
  - MCR HRDI Telangana
- North
  - PDNASS, New Delhi
  - ISTM, New Delhi
  - HIPA, Haryana
  - ATI Nainital

Out of these, HIPA did not submit the questionnaire, and ISTM submitted the questionnaire late. Hence, limited responses from them could be included in the study.

Apart from surveying the officials, the research team at IIPA also surveyed the participants undergoing training programmes at ATI Nainital, ISTM New Delhi, IMG Kerala and SIPARD Tripura to gather their reaction about the training scheme and learnings & impact from the same.

Chapter 3

ATIs at a Glance

3.1 Introduction

The performance of an administrator is evaluated by his approach towards implementing government policies, peoples' participation, fundraising and implementation of innovative ideas in governance. This requires systematic training for the updating of knowledge base and awareness of new ideas in governance.

In lieu of the above, the Administrative Training Institutes (ATIs) have been established in order to institutionalize the training for administrative officers at state level.

3.1.1 Functions/Aims and Activities/Responsibilities of the ATIs

- To function as nodal training institute in the field of development administration in the state.

- To serve as the apex institute for the collection and dissemination of information pertaining to development administration.

- To develop managerial skills, organizational capability, leadership and decision-making ability for development planning and efficiency in the implementation of policies, programmes and projects.

- To foster, assist and support individuals, organizations and institutions in their endeavors.

- To provide consultancy services in public administration and development interventions.

- To promote modern management science as a major instrument for development of economic and social activities of the State Government, and other institutions and organizations of the State Government.

- To carry out operational and policy-oriented research; evolve ideas and concepts appropriate to local, state and national environment and to formulate policy alternatives

3.1.2 Role of the department of personnel and training (DoPT) govt. of India

To help the ATI carry out their responsibilities they are supported by the Department of Personnel and Training (DoPT).

The role of the Department of Personnel and Training can be conceptually divided into two parts. The prime role of the Department of Personnel and Training (DoPT) is to act as a nodal organization, formulator of policy and the overseer of the Government ensuring that certain accepted standards and norms, as laid down by it, are followed by all Ministries/Departments in the recruitment, regulation of service conditions and posting transfers and deputation of personnel as well as other related issues. Towards this end, guidelines are issued by it for the benefit of all Ministries/Departments and it monitors the implementation of these guidelines. It also advises all organizations of the Central Government on issues of Personnel Management.

Another role at a more immediate level, the Department has the direct responsibility of being the cadre controlling authority for the Indian Administrative Service (IAS) and the Central Secretariat Service (CSS). The Department also operates the Central Staffing Scheme under which suitable officers from All India Services and Group `A' Central Services are selected and then placed in posting at the level of Deputy Secretary/Director and Joint Secretary, on the basis of tenure deputation. The Department also deals with appointment aspects of Chairman, Managing Director, full-time functional Director/ Member of the Board of Management of various public sector undertakings/enterprises, corporations, banks and financial institutions. It also deals with the assignment of Indian experts to various developing countries. The department has a separate training division for training interventions.

The Division administers induction training to recruits to the Indian Administrative Services Officers and other All India Services and Central Services officers. The Department also sponsors a number of training programmes on a variety of subjects for different categories of Central and State Government employees. The 72 Training Division provides assistance for strengthening Government Training Institutions. Training Division has also been coordinating the implementation of National Training Policy, which was adopted in April 1996[1].However, in view of the changed environment in all spheres of governance and the emerging challenges being faced by the Civil Servants, it was decided to have a relook at the exiting capacity building measures for the civil servants and to further strengthen the institutional mechanism.

Accordingly, the National Training Policy 2012 was formulated in consultation with all Ministries/Departments of Government of India and it is implemented with the help of the guidelines issued by DoPT through the various ATI's across the countries.

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[1]https://shodhganga.inflibnet.ac.in/bitstream/10603/3778/13/13_chapter%204.pdf

3.2 ATI's Staff Composition

It is a known fact that to run an institute and a training course effectively, staff plays an important role. It was noticed that uncertainty surrounding staff was an issue in majority of the ATIs. In RCVP Noronha, 95.65 per cent of the staff was contractual. The figures were 64.66 per cent, 79.46 per cent, 83.02 per cent and 75.86 per cent for SKIPA, ATI Mysore, BIPARD and MGSIPA respectively. It was also found that about 50 per cent of the staff at YASHDA and MCR HRDI was contractual too.

Figure 3.1: Staff Composition
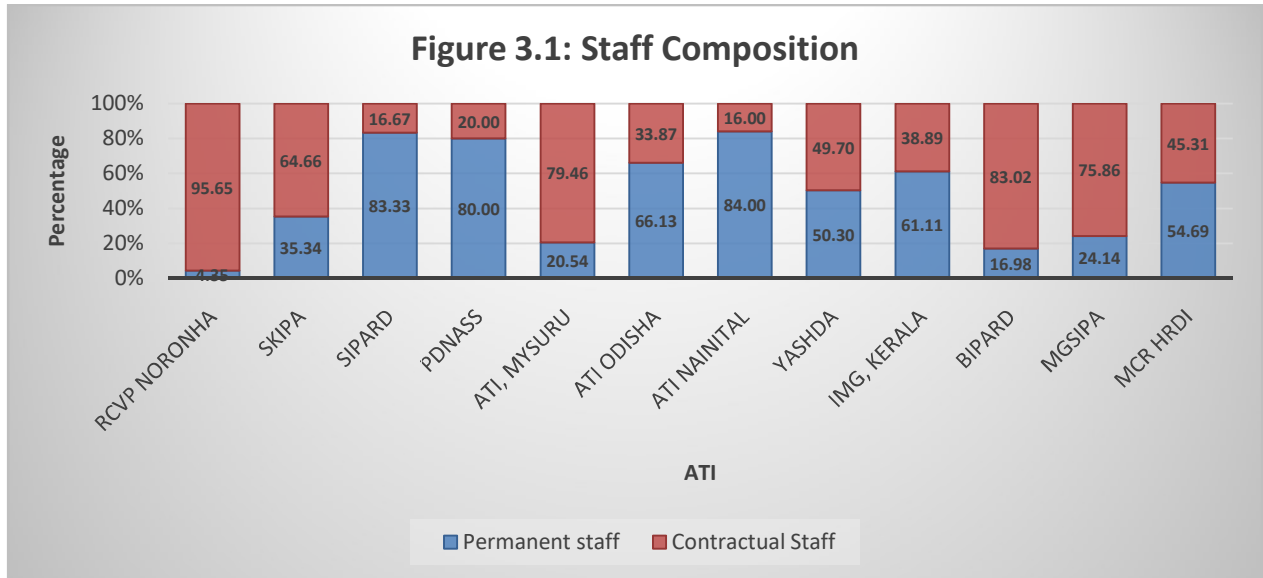
It was further noticed that out of the total academic staff, none was permanent in RCVP Noronha. In SKIPA, 26.67 per cent of the academic staff was permanent. The figures were 80 per cent, 60 per cent, 63.16 per cent, 75 per cent, 83.33 per cent, 18.75 per cent and 48.78 per cent for SIPARD, PDNASS, ATI Mysore, ATI Odisha, ATI Nainital, IMG Kerala, MGSIPA and MCR HRDI. The data was found to be not available for YASHDA and BIPARD.

Figure3.2: Permanent Academic Staff
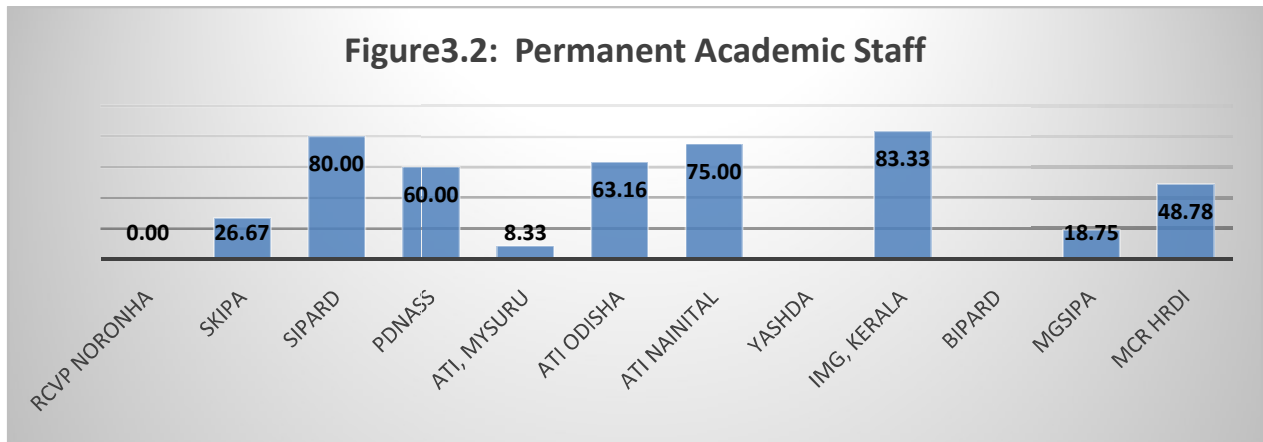
Consequence of having more contractual staff over permanent staff is credibility in performance of staff. Uncertainty surrounding job status might be demotivating for staff to learn more and give their best. Also, in case of contractual academic contractual staff, institute has to be more dependent on outside resources. If the staff is rotated because of the contractual nature of employment, it has to be trained over and again for the similar role. This was a common concern expressed by ATIs, lack of staff and contractual nature of employment. However, these state institutes do not the resources nor a Directive from DoPT to regularize their staff. In fact several staff who are contractual have been working for several years sometimes for more number years than the regular staff and have a better understanding of the administration of these ATI's. Therefore, there is a urgent need to increase the staff strength across ATI's to enable them to conduct more training programmes.

3.3 Infrastructure and resources

A smooth functioning and well equipped ATI can conduct more courses and provide better infrastructure and motivation to run courses. In this regard, team at IIPA evaluated certain key infrastructure parameters required for smooth functioning of ATIs and better conduct of courses. We evaluated ATIs for Lecture rooms, Seminar Halls, Syndicate rooms, Hostels, Computer Laboratory, Library, etc. We also evaluated ATIs for basic equipment like LCD projectors, Microphones & speakers, Video conferencing facilities, Wifi equipment, power backup and ACs.

Table 3.1: ATI's Infrastructure and Resources

ATI	Lecture Room	Seminar Hall	Syndicate Room	Computer Lab	Library	LCD Projector	Microphone	Video Conferencing	Wifi	Power Backup	AC
RCVP Noronha	14	6	1	5	1	18	17	1			342
SKIPA											
SIPARD	5	1		2							
PDNASS											
ATI, Mysore	11	2	6	2	1	18	18	5	19		
ATI Odisha	3	4	1	2	1	8	59	0		1	40
ATI Nainital	7	1	2	1	1	5	5	1	1	4	15
YASHDA	7	2	3	2	1	30	33	2	19	10	174
IMG, Kerla	23	4	11	8	3	35	32	0			88
BIPARD	7	1	0	3	1	14	7	2	16	8	75
MGSIPA	9	3	1	4	1	12	12	2	12	12	41
MCR HRDI	11	7	3	5	1	30	152	2	140	85	

It was found that majority of the ATIs were very well equipped in both infrastructure and equipment facilities. Of the twelve ATIs visited, YASHDA turned out to be the best equipped for training purposes. It has seven Lecture halls, two seminar halls, three syndicate rooms, two computer labs, 30 LCD projectors and 174 ACs. IMG Kerala has the maximum number of lecture rooms, the count standing at 23. Even MCHRI Hyderabad has state of the art infrastructure and good quality accommodation matching international standards. They also adapt to latest and innovative practices in teaching and probably the best performing ATI is South India.

On our team's visits to different ATIs, it was found that some have gone out of the way and have incorporated certain facilities to provide trainees with the best of the learning experience. For instance, RCVP Noronha Academy of Administration and Management, Madhya Pradesh, Bhopal have a mini movie theatre in their campus to showcase course relevant documentaries and movies to the participants. This not enhances interest and quality of conduct, but also introduces a different style of pedagogy for the courses.

It was found that RCVP Noronha had better facilities in terms of infrastructure overall. It has 14 lecture halls, 6 seminar rooms, 18 LCD projectors and 342 ACs. SKIPA and PDNASS did not provide information about its infrastructure. SIPARD has five Lecture rooms and two computer labs. ATI Mysore has 11 lecture rooms, 18 LCD projectors, and 6 syndicate rooms. ATI Odisha has three lecture halls, four seminar halls and eight LCD projectors. ATI Nainital has seven lecture halls and five LCD projectors. IMG Kerala has 23 lecture halls, four seminar halls, 11 syndicate rooms, eight computer labs, three libraries and 35 LCD projectors. MGSIPA has nine lecture halls, three seminar halls, four computer labs and 12 LCD projectors. MCR HRDI has 11 lecture halls, seven seminar halls, three syndicate rooms, five computer labs, 30 LCD projectors and a very strong power backup facility. Although BIPARD doesn't conduct any TFA courses, it has a suitable facility to conduct them with seven lecture halls, one seminar hall, three computer labs and 14 LCD projectors.

BIPARD does not have its own office building, it has rented space from Land and Irrigation Department.

3.4 Courses conducted

The sample for TFA evaluation was collected in a way to cover maximum number of schemes from geographically diverse ATIs. It was found that all twelve ATIs conducted Trainer Development Programme or TDP. Of twelve, RCVP Noronha, SKIPA, SIPARD,

ATI Mysore, ATI Odisha, ATI Nainital, YASHDA, IMG Kerala and MCR HRDI conducted SCTP, not in all years in last five years. Only SIPARD, IMG Kerala and MCR HRDI conducted Intensive Training Programme or ITP in one or more years in last five years. RCVP Noronha, SIPARD, ATI Odisha, ATI Nainital, YASHDA, MGSIPA and MCR HRDI conducted COMMIT in one or more years in last five years. It was also found that none of the ATIs have conducted Faculty Development Scheme Programme. Infact, many of the ATI's suggested that they would be happy to nominate their faculty to attend FDPs if conducted by DoPT . FDP is essential to upgrade and keep the faculty update with the latest developments in both the technology and policy space. DoPT may consider conducting a few Faculty development programmes for faculty and officers of ATI's.

RCVP Noronha, SIPARD, ATI Nainital, YASHDA, MGSIPA and MCR HRDI conducted SCTP programmes in all the years in last five years. SKIPA, PDNASS and BIPARD did not conduct any SCTP programmes in last five years. ATI Mysore conducted SCTP in 2016, 2017 and 2018. ATI Bhubaneshwar conducted SCTP in 2015, 2016, 2017 and 2019. IMG Kerala conducted SCTP in years 2016 and 2017.

RCVP Noronha conducted 12 Days Induction Training Programme (12 Days ITP) in 2015, 2016 and 2018. SKIPA conducted 12 Days ITP in 2018 and 2019. SIPARD conducted 12 Days ITP in 2015, 2016, 2018 and 2019. ATI Mysore conducted 12 Days ITP in 2015, 2017, 2018 and 2019. ATI Odisha conducted 12 Days ITP in 2015. ATI Nainital conducted 12 Days ITP in 2015, 2016, 2017, 2018 and 2019. YASHDA conducted 12 Days ITP in 2015, 2016, 2017 and 2018. IMG Kerala conducted 12 Days ITP in 2015, 2016 and 2018. MGSIPA conducted 12 Days ITP in 2015, 2017, 2018 and 2019. MCR HRDI conducted 12 Days ITP in 2016, 2017, 2018 and 2019.

YASHDA and MCR HRDI started conducting COMMIT in 2017, and have conducted it in all the years since then. SKIPA, PDNASS, IMG Kerala and BIPARD, ATI Mysore don't conduct COMMIT.RCVP Noronha conducted COMMIT in 2018 and 2019. MGSIPA has been conducting COMMIT since 2018.

SKIPA has been conducting Intensive Training Programme (ITP) since 2015 and continued till 2017. SIPARD conducted ITP in 2015, 2016 and 2019. IMG Kerala and MCR HRDI conducted ITP in 2019.

3.4.1 Conduct and Sanction

The research team at IIPA visited twelve ATIs to analyse how courses are being conducted and how many are being conducted. During the evaluation, it was found that for year 2019, there was a stark difference between courses requested by ATIs and

courses conducted by them. It was found that all the ATIs surveyed conducted lesser number of courses than sanctioned. On an average, the ATIs conducted only about 53 per cent of the courses sanctioned by DoPT. Dr. R.S. ToliaUttarakhand Academy of Administration performed best in this regard, it conducted over 80 per cent of the courses sanctioned by DoPT, followed by RCVP Noronha Academy of Administration and Management, Madhya Pradesh, Bhopal (75 per cent) and Gopabandhu Academy of Administration (63 per cent) respectively. MGSIPA, Punjab and MCRHRDI, Telangana conducted about 35 per cent and 32 per cent of the sanctioned number of courses.

An attempt was made to find out why there were differences between the number of conducted courses and sanctioned courses. Among other reasons, one of the major reasons was found to be state sponsored courses being conducted by ATIs. ATIs have to conduct both State sponsored courses and DoPT sponsored courses, it is hard for them to balance the composition in their schedule. Since ATIs have a limited pool of resources in terms of infrastructure and faculty, only a certain number of courses could be conducted by them. Hence, a lag is seen in conduction of DoPT sponsored. This was found to the reason why BIPARD, Bihar has not conducted any DoPT sponsored course in the last five years.

Another important reason for a lag between number of sanctioned and conducted courses was found to be the timing of course sanctioned by DoPT. This is an upward linkage problem where call for proposal and allotment of courses by DoPT to ATIs happens with a lag. It was found that courses are sanctioned after beginning of the financial year which creates a problem for ATIs in scheduling the programme further in their calendar. This issue in turn leads to a downward linkage problem of delay in reaching out to target audience of the programme by ATIs. Since ATIs get informed about courses with a delay, there is a lag in selecting the target audience and reaching out them at a regional level regionally or locally, hence invites to the participants are sent late.

Since the number of courses being sanctioned is more than number of courses conducted, the money sanctioned for courses for a given financial year goes untilised. It is suggested that DoPT should sanction courses for an upcoming financial year before it commences. And in some cases, ATI's also highlighted that payment by DoPT is erractic and they have to wait for long for the release of funds. A regular communication between the ATIs and DoPT staff will help solve this issue.

3.4.2 Training impact and conduct

ATIs were asked how did they gauge the impact of trainings they conduct. Majority of them relied on feedback sessions and surveys conducted post training programme on the last day. MGSIPA emphasized that the course director interacts with participants regularly and at the end of the training to incorporate any changes suggested in future. This was found to be one of the major drawbacks of the TFA scheme, there weren't any impact assessment measures for the trainings conducted once they were finished. There are no regular or timely follow ups with the participants to see if the training has left any impact, and it has, to what extent.

Institutes were also asked what prevented them from achieving their professional development needs. Inadequate workforce was found to be an issue in RCVP Noronha, SIPARD, ATI Odisha, IMG Kerala and MGSIPA. This highlights the issue of contractual workforce commitment and credibility in delivering duties. Difficulty in getting Master Trainers (MT) was found to be a major issue in ATI Odisha, ATI Nainital and IMG Kerala. This highlights the need for regular training and upgradation of Master Trainer skills. More MTs are needed to deliver more and better programmes. Lack of adequate infrastructure was an issue in SIPARD, ATI Odisha, IMG Kerala and BIPARD. BIPARD does not even have a campus of its own, it is operating out of another government office building. This puts a constraint on the number of programmes that can be conducted. RCVP Noronha has capacity to conduct more courses, based on available infrastructure, it is operating at less than its capacity. DoPT should look into optimal usage of infrastructure. SIPARD, ATI Nainital, IMG Kerala and MGSIPA put forward lack of appropriate state support too. ATI Nainital and IMG Kerala felt the support from DoPT could be increased too for better delivery and functioning of training programmes. Six out of twelve ATIs did not furnish progress of the training projects on quarterly basis in the prescribed formats to the Training Division of DoPT. The data was unavailable for three of these twelve ATIs.

It was also analysed how ATIs identified Training Needs/ expectations of different client groups to identify the gaps in the KSA (knowledge, skills and attitude) levels of the service delivery functionaries. It was found that there are almost no formal processes in place to do so. All the ATIs are reliant on incorporating changes in programmes based on feedback sessions conducted at the end of training programmes held in the past. ATI Nainital holds discussions with different departments to gauge the gaps, IMG Kerala uses the TNA tool kit developed by GoI. MGSIPA reported that it kept in touch with client organisations for regular basis for TNA. MCR HRDI reported

that Training needs analysis was done department wise and category wise participants, and SAT was complied with.

IMG Kerala conducted all the training programme are organized based on SAT. It has a panel of guest faculty which is updated periodically and Regional centers are set up to cater training needs for entire state.

It could be summed that there is no uniform method(s) followed by ATIs to conduct TNA and report best practices. Further, ATIs miss out on chances of learning from best practices of other ATIs because of lack of a common platform to share best practices. It is suggested that a common platform should be developed to share best practices of ATIs, and each ATI should come up with one of the best practices or method it follows in conducting programmes. Problems and solutions faced by ATIs should also be available on this common platform so that multiple ATIs don't go through similar problems, which has already been addressed by/at one ATI efficiently.

Another issue found in conducting programmes with full efficiency was the language medium of programme conducted. Seven of twelve ATIs conducted progarmmes in regional languages too. It is emphasized that programme modules and assignments should be available in regional languages too. Certain other areas of improvement were also identified for ATIs. RCVP Noronha reported that it wanted to develop more online training modules and case studies. It also wanted to develop a centre of excellence in IT and cyber security. ATI Nainital wants to improve in terms of infrastructure, both soft and hard. It also wants to develop new training modules and work on trainers' skills on new teaching techniques. IMG Kerala wants to work on online training modules it offers, and technologically driven delivery of modules. MGSIPA wants to introduce more subjects from specific areas relevant to the state. Along with these, ATIs are facing challenges with experienced training staff shortage in institutes, financial constraints, impact assessment of trainings and introduction of technology in training delivery.

It is suggested that DoPT should introduce mandatory training of different cadres of ATIs and FDP for all ATI faculty.

CHAPTER 4
TRAINING FOR ALL Schemes at a Glance

4.1 Introduction

The Department of Personnel and Training, GoI extends support to various State Training Institutes, District Training Centres and Secretariat Training Branches of the states to conduct training programmes for the state government and public sectors and autonomous bodies' officials under the 'Training for All' schemes since 1992. These training programmes are designed to impart training to all rungs of civil services from the lowest and cutting edge level to the highest in policy making so as to improve the skill, knowledge and attitude of these employees. The training programmes have different components and covers variety of subjects like Participatory Administration, Decentralised Planning and Governance, Change Management, Disaster Management, Computer Awareness and IT, State Financial Management, Gender Issues, Human Rights, Ethics and Human Values, Management of Finance for non-Finance officers, Economic Reforms and Rural Poor, Office Procedure, Citizen Charter, In-Service Training for Clerical Staff, Management of Training, Training Needs Analysis and Evaluation of Training etc. Under this scheme, following components has been undertaken by the Department.

1. State Category Training Prgramme (SCTP)
2. Trainers Development Programme (TDP)
3. Intensive Training Programme (ITP)
4. Faculty Development Scheme (FDS)
5. Augmentation of Capacity of Training Institutions (ACTI)
6. 12-Day induction Training Programme (12 Day ITP)
7. Blended Training Programme christened as Comprehensive Online Modified Modules for Induction Training (COMMIT)
8. Integrated Government Online Training Programme (IGOT)

4.2 State Category Training Prgramme (SCTP)

The SCTP initiative is aimed at need-based capacity building of State Government Officers in the areas accorded priority by the Central Government. Under this scheme,

the DoPT provide grants to the State Administrative Training Institutes (ATIs) for conducting training programmes to augment the skills and knowledge in different areas for senior and middle level officers of State Governments/State Public Sector undertakings and State Autonomous Bodies about contemporary issues facing by our society. Under this training program, the officer of the grassroots level is also to be trained on new and important issues. Therefore, SCTP courses are also being organised at Regional and District/ Sub-District Centres of the state. The training areas under the Training Schemes includes:- Ethics in Administration, Right to Information, Disaster Management, Gender Issues, Role & Responsibilities of DDOs, Environment & Climate Change, Leadership & Team Building, Legal Literacy for Government Servants, Revenue Resource Mobilization through VAT/GSTIIT, Decentralized Planning, Financial Management, e-Governance, Cyber Security, Disaster Management & Climate Change, Training in Administrative Vigilance, etc.

To find out the outreach and diverse areas of SCTP, the study has requested all ATIs to provide the necessary information about the 'TFA'. However, it may be mentioned that the information was not received from all ATIs and Secretariat Training Branches of the states and was also incomplete in many cases, which have been analysed as follows.

4.2.1 Organising training programmes under SCTP

This section describes about the training programmes carried out by the ATIs under State Category Training Programmes (SCTP). As per the data, SCTP is the most popular training programmes for ATIs. Except PDUNASSEFO and BIPARD all other surveyed ATIs have conducted SCTP programmes for their State level officers. PDUNASSEFO is a National Level premier institution which is involved in training, research and consultancy in social security sector. This institute does not have responsibility to train State level employees. As far as BIPARD is concerned, it has not been able to conduct any training programme of DoPT for the last five years.

Table 4.1, presents the level of officers trained under the SCTP by different ATIs. The available data showed that RCVP NAAM, SIPARD, DRSTUAA, MGSIPA and MCRHRDI have organised SCTP for Group A, B and C Officers of the State. SKIPA has organised training for Group B and C. ATI Mysore, GAA Bhuvaneshwar, YASHADA and IMG have organised training for Group A and B Officers. The data further shows that avaerage number of participants/programme varies from 22 in RCVP NAAM, BHOPAL to 55 in ATI Mysore.

Table 4.1: SCTP programme conducted by ATIs

Name of ATIs	Programme Conducted	Level of participants				Average No. of Participants
		Group A	Group B	Group C	Group D	
RCVP NAAM, Bhopal	Yes	√	√	√	—	22
SKIPA, Ranchi	Yes	—	√	√	—	29
SIPARD, Agartala	Yes	√	√	√	—	26
PDUNASSEFO, New Delhi	No	No	No	No	No	No
ATI, Mysuru	Yes	√	√	—	—	53
GAA, Bhuvaneshwar	Yes	√	√	—	—	35
DRSTUAA, Nainital	Yes	√	√	√	—	26
YASHADA, Pune	Yes	√	√	—	—	30
IMG, Thiruvananthapuram	Yes	√	√	—	—	23
BIPARD, Patna	No	No	No	No	No	No
MGSIPA, Chandigarh	Yes	√	√	√	—	31
MCRHRDI, Hyderabad	Yes	√	√	√	—	24
ISTM, New Delhi	Yes	NA	NA	NA	NA	NA

4.2.2 Number of SCTP conducted BY ATIs

Table 4.2 presents the number of SCTPs demanded by ATIs from DoPT during the last five years. It has been found that MCRHRDI Hyderabad has submitted for maximum number (1755) of SCTP from DoPT, followed by MGSIPA, Chandigarh (1531), GAA, Bhuvaneshwar (896), DRSTUAA, Nainital (492) and SIPARD Agartala (470). ISTM, New Delhi has demanded for only 6 SCTP during the last five years and same was approved by the DoPT. SKIPA Ranchi did not provide any numbers with regard to their SCTPs.

If ATI wise sanctioned data is analysed, it can be observed that DoPT had released funds for merely 19.04 percent of proposed number of courses (Table 4.2). Along with that the sanctioning of SCTPs to the ATIs is also skewed. For example, DoPT has accepted only 9.60 percent of MGSIPA, Chandigarh SCTP proposal. Same situation is prevailing in MCRHRDI Hyderabad (13.50 %), DRSTUAA, Nainital (14.03 %) and GAA, Bhuvaneshwar (17.86 %) as they have received very less number of programmes as compare to their proposed programme. On the other hand the entire proposal of ISTM Delhi was approved by DoPT. As far as other ATIs are concerned, 48.94 percent proposal of SIPARD Agartala proposal, 45.79 percent of ATI Mysuru, 32.65 percent of

IMG, Thiruvananthapuram and 30.92 percent of YASHADA Pune were accepted by DoPT. The biggest complaint of ATIs during the study was that the DoPT does not approve the programs demanded by them.

However, the sequential data about the courses conducted by ATIs indicates that the studied training institutes have conducted only 65.92 percent of sanctioned SCTP during the last five years. Therefore, the issue is not only with the DoPT, but also the ATIs are unable to implement the 'TFA' scheme efficiently. Table 4.2 reveals that MGSIPA Chandigarh has conducted 100 percent of the sanctioned SCTP. Other ATIs with higher performance were MCRHRDI Hyderabad (93.67 %), GAA Bhuvaneshwar (87.50 %), RCVPNAAM, Bhopal (86.21 %), ISTM Delhi (83.33 %) and DRSTUAA Nainital (79.71 %). On the other hand ATI Mysore (53.99 %) and YASHADA (59.57%) were been able to conduct less than two third of the sanctioned SCTP.

Table 4.2: Number of SCTP conducted by ATIs during last five years

Name of ATI	No. of Course Demanded by ATI	No. of Course Sponsored by DoPT	Course Sponsored by DoPT in %	No. of Course Conducted by ATI	Course Conducted by ATI in %
RCVP NAAM, Bhopal	111	29	26.13	25	86.21
SKIPA, Ranchi	DNP	DNP	DNP	DNP	DNP
SIPARD, Agartala	470	230	48.94	NA	NA
PDUNASSEFO, New Delhi	NA	NA	NA	NA	NA
ATI, Mysuru	356	163	45.79	88	53.99
GAA, Bhuvaneshwar	896	160	17.86	140	87.50
DRSTUAA, Nainital	492	69	14.02	55	79.71
YASHADA, Pune	76	23	30.92	14	59.57
IMG, Thiruvananthapuram	147	48	32.65	37	77.08
BIPARD, Patna	NA	NA	NA	NA	NA
MGSIPA, Chandigarh	1531	147	9.60	147	100.00
MCRHRDI, Hyderabad	1755	237	13.50	222	93.67
ISTM, New Delhi	6	6	100.00	5	83.33
Total	5840	1112	19.04	733	65.92

4.2.3 Role of faculty in conducting SCTP

Training coordinators constitute the most important part of any training programme. Basically the in-house faculties/officers are responsible for managing, designing, developing, coordinating and conducting the training programs as per the objectives

lay down by institute. The informationshows that except in PDUNASSEFO Delhi and SKIPA Ranchi, in all other ATIs, the SCTPs were coordinated by their internal faculty members (Table 4.3). It has been found that many of the ATIs have not appointed any faculty from academics. In those ATIs, SCTP courses are managed by officers from State Administrative Service, for example, SKIPA, BIPARD and MCRHRDI, Hyderabad. However, in most of the ATIs, Training programs are being coordinated by both faculty and State Officers posted at ATIs.

Table 4.3: Role of faculty in conducting SCTP

	Course Coordinated by Designated Faculty	Level of Faculty	Percentage of classes taken by external experts
RCVP NAAM, Bhopal	Yes	Professor	> 75 %
SKIPA, Ranchi	Yes	Dy. Director	50 - 75 %
SIPARD, Agartala	Yes	Asst. Professor	50 - 75 %
PDUNASSEFO, Delhi	NA	NA	NA
ATI, Mysuru	No	NA	NA
GAA, Bhuvaneshwar	Yes	Other	> 75 %
DRSTUAA, Nainital	Yes	Asst. Professor & Other	50 - 75 %
YASHADA, Pune	Yes	Other	50 - 75 %
IMG, Thiruvanantha.	Yes	Sr. Director, Professor	50 - 75 %
BIPARD, Patna	NA	NA	NA
MGSIPA, Chandigarh	Yes	Professor, Asst Professor & Other	> 75 %
MCRHRDI, Hyderabad	Yes	Sr. Director	50 - 75 %
ISTM, New Delhi	Yes	NA	NA

In general training programmes undertaken by various Training Institutions engage resource persons both external and internal. The Table 4.3 shows the average percent of external resource persons whose services used in SCTP courses.During the study it has been found that most of the training programmes in the ATIs were carried out with the help of the external expert in the subject area. Three ATIs, namely, RCVPNAAM Bhopal, GAA Bhuvaneshwar and MGSIPA Chandigarh have said that external resource persons take more that 75 percent of SCTP classes in their Institutes. Six ATIs, such as SKIPA Ranchi, SIPARD Agartala, DRSTUAA Nainital, YASHADA Pune, IMG, Thiruvananthapuram and MCRHRDI, Hyderabad informed that external resource

persons take 50 to 75 percent classes. Other three Institutes have not shared the data regarding involvement of external resource persons.

4.2.4 Training approach and methodology:

Training is essentially the instructing of others in information new to them and its application. It may, and often does, involve the teaching of new skills, methods and procedures. And in case of training to in service officers,trainersadopt various methods like lecture, case studies, exercise, Power Point Presentation, Audio-Visual clips, field visit, etc to make their teaching effective. Table 4.3 indicates about a variety of training methods use by ATIs for SCTP courses. All ATIs imparts training through lecture, case studies, classroom exercises, audio visual presentation and power point presentation. However, the biggest issue of training programs has been reported by the ATIs is the inability to take participants to field visits. For this, the institutes said that most SCTP programs do not have a field visit component.

Table 4.4: Training Methodology

	Lecture	Case Studies	Exercises	Audio Visual	Power Point Presentation	Any Other
RCVP NAAM, Bhopal	√	√	√	√	√	
SKIPA, Ranchi	√	√	√	√	√	
SIPARD, Agartala	√	√	√	√	√	
PDUNASSEFO, New Delhi	NA	NA	NA	NA	NA	NA
ATI, Mysuru	√	√	√	√	√	
GAA, Bhuvaneshwar	√	√	√	√	√	
DRSTUAA, Nainital	√	√	√	√	√	
YASHADA, PUNE	√	√	√	√	√	
IMG, Thiruvananthapuram	√	√	√	√	√	
BIPARD, Patna	NA	NA	NA	NA	NA	NA
MGSIPA, Chandigarh	√	√	√	√	√	√
MCRHRDI, Hyderabad	√	√	√	√	√	√
ISTM, New Delhi	√	√	√	√	√	√

4.3 Trainers Development Programme (TDP)

Trainers plays a very significant role in training programmes as the quality of training depends to a large extent on trainers' experience and expertise, along with competence, aptitude, attitudes and abilities as good role models. DoPT has recognized the importance of trainers in the training function and the Training Division started the

Trainer Development Programme in the early 1990s. The goal of many of TDP is to have a strong talent pool of trainers who can promote training in partnership with departments, ministries and organizations committed to best practice in human resource development. The thrust is to train trainers in training technology to help them deliver their subject-specific training in a systematic manner. The National Training Policy was formulated with this vision (Source: DoPT). The programme has gone a long way, starting from developing faculty members from various institutions as Master Trainers and Recognized User of various training of trainers (ToT) packages in collaboration with the Thames Valley University of U.K to bring in the Systematic Approach to Training (SAT) into the process of designing and imparting effective training to government officials.

Currently, the training modules sponsored under Trainer Development Programme to the training institutions are as follows;

   i.   Training Needs Analysis (TNA)
   ii.   Design of Training (DOT)
   iii.   Direct Trainer Skills (DTS)
   iv.   Evaluation of Training (EoT)
   v.   Management of Training (MoT)
   vi.   Esperimental Learning (MoT)
   vii.   Mentoring Skills
   viii. Facilitation Skills
   ix.   Introduction of SAT Courses
   x.   National Training Policy(NTP)

4.3.1 Organising Trainer Development Programme (TDP)

In this section, an attempt has been made to analyze the role of ATIs in conducting the TDP at their institutions. The Table 4.5 list out the name of the surveyed ATIs, which have conducted different components of Trainers Development Programme during the last five years. As revealed in the table, except BIPARD, all twelve ATIs have conducted TDP at their institutions. DOT and DTS are the most popular programmes for all ATIs. TNA is organised by ten ATIs (Table 4.5), RCVP NAAM as Bhopal and MGSIPA, Chandigarh have not conducted any TNA programme in the last five years. EoT and MS programme has been conducted in nine ATIs. On the other hand, NTP, FS and SAT were the least preferred TDP modules for ATIs. As it can be seen from the table that only two ATIs have conducted NTP programme and three ATIs have organised FS and SAT programme.

The maximum numbers of TDP Modules have been conducted by YASHADA, Pune. Out of ten Modules, the institute has conducted training programmes for nine TDP Modules. SIPARD, Agartala and PDUNASSEFO, Delhi has also organized training programmes for the eight TDP Modules. RCVP NAAM Bhopal, GAA Bhuvaneshwar, IMG Thiruvananthapuram and MCRHHRDI Hyderabad have conducted training programmes for six TDP modules. Rest of the six ATIs namely, SKIPA Ranchi, ATI Mysore, DRSTUAA Nainital and ISTM Delhi has conducted training for five TDP Modules. It is quite evident that most of the ATIs have not been able conduct training programmes for most of the TDP Modules of DoPT.

Table 4.5: ATIs conducting Trainer Development Programme (TDP)

	Yes/No	TNA	DOT	DTS	EoT	MoT	ELT	MS	FS	SAT	NTP	No. of Progms/ATI
RCVPNAAM, Bhopal	Yes	-	√	√	-	√	√	√	√	√	-	6
SKIPA, Ranchi	Yes	√	√	√	√	√	-	-	-	-	-	5
SIPARD, Agartala	Yes	√	√	√	√	√	√	√	√	-	-	8
PDUNASSEFO, Delhi	Yes	√	√	√	√	-	√	√	√	√	-	8
ATI, Mysuru	Yes	√	√	√	√	√	√	-	-	-	-	5
GAA, Bhuvaneshwar	Yes	√	√	√	√	-	-	-	-	√	√	6
DRSTUAA, Nainital	Yes	√	√	√	√	√	-	√	-	-	-	5
YASHADA, Pune	Yes	√	√	√	√	√	√	√	√	√	-	9
IMG, Thiruvananthapuram	Yes	√	√	√	√	-	√	√	-	-	-	6
BIPARD, Patna	No	-	-	-	-	-	-	-	-	-	-	-
MGSIPA, Chandigarh	Yes	-	√	√	-	-	-	√	-	-	-	3
MCRHRDI, Hyderabad	Yes	√	√	√	√	-	√	√	-	-	-	6
ISTM, New Delhi	Yes	√	√	√	-	√	-	√	-	-	√	5
Total	12	10	12	12	9	7	7	9	4	4	2	

4.3.2 Role of faculty in conducting TDPs

Although all the modules of TDP have their own mandate and course structure but most of the TDPs are intensive course and have plenty of activities for trainees. In these programmes participants are given ample time to share their learning experiences with others, and to give and receive support and feedback. In all these courses, each participant needs proper attention and guidance therefore, the number of participants is

kept limited. This is directly reflected by the average number of participants (Table 4.6). The average number of participants varies from 15 to 21 across the ATIs. Except BIPARD, in all other ATIs, TDP courses are coordinated by a designated faculty member or officers from State Administrative Services. In seven ATIs, namely, RCVP NAAM Bhopal, SKIPA Ranchi, PDUNASSEFO New Delhi, GAA Bhuvaneshwar, MGSIPA Chandigarh, MCRHRDI Hyderabad and ISTM Delhi more than 75 percent of the classes are taken by external resource persons. DRSTUAA Nainital and YASHADA Pune have informed that contribution of external resource persons in taking classes varies from 50-75 percent. Only PDUNASSEFO New Delhi and IMG Thiruvananthapuram said that their internal faculties take more than 50 percent of the TDP classes (Table 4.6).

Table 4.6: Role of faculty in conducting TDPs

	Average No. of Participants	Course Coordinated by Designated Faculty	Level of Faculty	Percentage of classes taken by external experts
RCVP NAAM Bhopal	NA	Yes	Professor	> 75 %
SKIPA Ranchi	21	Yes	NA	> 75 %
SIPARD Agartala	20	Yes	Assistant Professor	25-50%
PDUNASSEFO New Delhi	16	Yes	Other	> 75 %
ATI Mysuru	16	Yes	NA	NA
GAA Bhuvaneshwar	19	Yes	Other	> 75 %
DRSTUAA Nainital	16	Yes	NA	50 – 75 %
YASHADA Pune	16	Yes	Other	50 – 75 %
IMG Thiruvananthapuram	20	Yes	NA	25-50%
BIPARD Patna	NA	NA	NA	NA
MGSIPA Chandigarh	NA	Yes	NA	> 75 %
MCRHRDI Hyderabad	15	Yes	Jt. Director	> 75 %
ISTM New Delhi	NA	Yes	NA	> 75 %

4.3.3 Training Methodology of TDP

The table 4.7 reveals about the training methodology adopted by the ATIs. As per the data, except BIPARD Patna, all other ATIs use various methodology of training in all TDP courses. The information was made available, indicates that training programmes are lecture, case studies, exercise, power point presentation, Audio/Visual based. Participants have good opportunity for participatory learning and teaching.

Table 4.7: Training Methodology of TDP

Name of ATI	Lecture	Case Studies	Exercises	Audio Visual	Power Point Presentation	Any Other
RCVP NAAM Bhopal	√	√	√	√	√	-
SKIPA Ranchi	√	√	-	√	√	-
SIPARD Agartala	√	√	√	√	√	-
PDUNASSEFO New Delhi	√	√	√	√	√	-
ATI Mysuru	√	√	√	√	√	-
GAA Bhuvaneshwar	√	-	√	√	√	-
DRSTUAA Nainital	√	√	√	√	√	-
YASHADA Pune	√	√	√	√	√	-
IMG Thiruvanantha.	√	√	√	√	√	-
BIPARD Patna	NA	NA	NA	NA	NA	NA
MGSIPA Chandigarh	√	√	√	√	√	√
MCRHRDI Hyderabad	√	√	√	√	√	√
ISTM New Delhi	√	√	√	√	√	√
Total	10	10	10	11	11	3

4.3.4 Number of TDPs conducted by ATIs

While analyzing the data, it was found that during last five years, out of 13 Training Institutes 11 have been regularly conducting TDPs. As per table 4.8, these Training Institutes have requested for 453 TDPs from DoPT, against that DoPT only approved 237 TDP proposals which is 52.45 percent of the total. However, Training Institutes have been successful in organizing 86.4 percent of the total sanctioned TDPs. If we study the Institute wise figures, we can find a lot of contradiction between the proposal sent by the Institutes and the proposal accepted by the DoPT. The Table 4.8 indicates that ATI Mysuru has submitted maximum number of proposal (96) to the DoPT, followed by DRSTUAA Nainital (71), RCVP NAAM Bhopal (70), MCRHRDI Hyderabad (49), IMG Thiruvananthapuram (48) and YASHADA Pune. Interestingly, RCVPNAAM Bhopal has submitted proposal to conduct 70 TDPs but DoPT gave sanction for 16 TDPs. On the contrary, PDUNASSEFO New Delhi submitted proposal for 39 TDPs and the DoPT approved 34 TDPs. Similarly, GAA Bhuvaneshwar had asked for the least number of training programs (18), but DoPT approved its 13 training programs. The good thing is that all the Institutes have organized most of the TDPs sanctioned by the DoPT. Some institutes attributed the late release of money to the failure in organising the TDPs at their Institutes.

Table 4.8: Number of TDPs conducted by ATIs

Name of ATI	No. of Course Demanded by ATI	No. of Course Sponsored by DoPT	Course Sponsored by DoPT in %	No. of Course Conducted by ATI	Course Conducted by ATI in %
RCVPNAAM Bhopal	70	16	22.86	14	87.5
SKIPA Ranchi	NA	NA	NA	NA	NA
SIPARD Agartala	40	27	67.50	25	92.6
PDUNASSEFO New Delhi	39	34	87.18	31	91.2
ATI Mysuru	96	38	39.58	29	76.3
GAA Bhuvaneshwar	18	13	72.22	10	76.9
DRSTUAA Nainital	71	22	30.99	18	81.8
YASHADA Pune	43	16	37.61	14	85.4
IMG Thiruvananthapuram	48	26	54.17	24	92.3
BIPARD Patna	NA	NA	NA	NA	NA
MGSIPA Chandigarh	24	15	62.50	13	86.7
MCRHRDI Hyderabad	49	31	63.27	28	90.3
ISTM New Delhi	NA	NA	NA	NA	NA
Total	453	237	52.45	205	86.4

4.4 Intensive Training Programmes (ITP)

The basic objective of the Intensive Training Programme (ITP) is to train the frontline personnel of all rungs of the civil services starting from the lowest to the highest position manning the public service delivery chain, in identified sectors by states, in specific geographical area. Intensive Training Programme (ITP) was initiated during the 2008-09 on the advice of Planning Commission to sensitize the cutting edge level officials through Intensive district level training programmes during the X plan. The success of the Programme depends on the change that can be brought about in the competency and orientation of the personnel at the delivery point. The unique feature of the ITP is that it covers the entire public service delivery chain of theidentified sector to bring about change in values, culture and knowledge in all the Districts of the country.

In this scheme DoPT has formulated certain guidelines for ATIs and States to conduct ITP at their Institutes. As per the guideline, the State ATIs are expected to submit the

Approach Paper with Work/Action Plan formulated in consultation with the select line Department for implementing the project. On the basis of identified training needs and the approaches as mentioned above, suitable training modules may be designed. During this process inputs may be taken from the intensive district training modules already available under earlier externally aided projects. DoPT also facilitate services of Master Trainers and exchange of resources from other institutions, if desired. Finally after completion of Training Programmes ATIs are required to furnish progress of the training projects on quarterly basis in the prescribed formats to the Training Division. Keeping the above facts in mind this study the implementation of this scheme at ATIs level

4.4.1 ATIs Conducting Intensive Training Programme (ITP)

Presently, the Intensive Training Programmes are being implemented in six surveyed ATIs. They are; RCVP NAAM Bhopal, SIPARD Agartala, YASHADA Pune, IMG Thiruvananthapuram, MGSIPA Chandigarh and MCRHRDI Hyderabad (Table 4.9) . Some of the sectors covered under the Programme include – Water and Sanitation, Public Distribution System, Public Health Services, Agriculture and Fertilizers and Seeds, State Revenue Service and Police. SIPARD Agartala is organizing ITP programmes for various State Departments ranging from Water & Sanitation Department to Public Distribution Dept., Health Department, Police, Finance Dept. and others. YASHADA Pune is also organizing Intensive Training Programmes f YASHADA Punero various Department. IMG Thiruvananthapuram mostly organizes ITP for Agriculture, Revenue and Registration Department.

YASHADA Pune has informed the research team that notification to conduct ITP courses from DoPT comes very late, mostly at the mid or end of financial year, to the ATIs. Therefore, it becomes very difficult for the ATIs to conduct Training at the end of Financial Year. ATIs have to do TNA for various Department and Districts and if the approval of the DoPT comes late then it becomes difficult for the State & District Departments to send their officers for training. IMG Thiruvananthapuram informed that they conduct more than 80 percent of ITP trainings at District level, where it is very difficult to arrange a good seminar hall and hotel at the rates approved by DoPT. Also at many occasions, the Resource Person nominated by the DoPT from outside does not turned up at the last movement. In such situations, Institute spends huge amount to arrange an alternate Resource Person for the Training Programmes. Therefore, the government should reimburse the actual expenditure occurred on outstation resource persons.

	Yes/No	Water & Sanit	PDS	PHS	Fert& Seed	RD	Police	M. Corp	SC, ST &Soc Welf	Others
RCVP NAAM Bhopal	Yes	-	-	-	-	-	-	-	-	-
SKIPA Ranchi	No	-	-	-	-	-	-	-	-	-
SIPARD Agartala	Yes	√	√	√	-	√	√	√	√	√
PDUNASSEFO Delhi	No	-	-	-	-	-	-	-	-	
ATI Mysuru	No	-	-	-	-	-	-	-	-	
GAA Bhuvaneshwar	No	-	-	-	-	-	-	-	-	
DRSTUAA Nainital	No		-	-	-	-	-	-	-	
YASHADA Pune	Yes	√	√	√	√	√	√	√	√	√
IMG Thiruvantha.	Yes	√	-	-	√	-	-	-	-	√
BIPARD Patna	No	-	-	-	-	-	-	-	-	
MGSIPA Chandigarh	Yes	-	-	-	-	-	-	-	-	
MCRHRDI Hyderabad	Yes	-	-	-	-	-	-	-	√	√
ISTM New Delhi	No	-	-	-	-	-	-	-	-	

4.4.2 Role of faculty in conducting ITPs

As per the guideline, the progress of the ITPs shall be monitored by Steering Committee headed by the Director General of the Institute with Principal Secretary of the line Department as Co-Chair. Its basic role would be to facilitate the smooth implementation of the programme and provides the required technical guidance and implemented by a Core Committee which is headed by the Project Nodal Officer and has representation from the faculty, accounts and administration of the concerned institute. In this context, when Research Team asked to the institutes, it was found that, only three institutes' Steering Committee are headed by DG. They are, SKIPA Ranchi, SIPARD Agartala and IMG Thiruvananthapuram. Similarly only four ATIs namely, SIPARD Agartala, SIPARD Agartala, YASHADA Pune and IMG Thiruvananthapuram confirmed that they knew about the National Documentation-Cum-Facilitation Centre (www.itpndfc.com) which has been established as ITP knowledge portal. Table 4.10 indicates that in those institutes where ITP is being conducted have designated faculty members as training coordinator.

<p style="text-align: center;">**Table 4.10 Role of faculty in conducting ITPs**</p>

Name of ATI	Steering Committee of ITP headed by DG	Knowing about NDFC	Course Coordinated by Designated Faculty	Level of Faculty	Percentage of classes taken by external experts
RCVP NAAM Bhopal	NA	NA	NA	NA	NA
SKIPA Ranchi	Yes	NO	No	NA	NA
SIPARD Agartala	Yes	Yes	Yes	Asst. Prof	> 75%
PDUNASSEFO New Delhi	NA	NA	NA	NA	NA
ATI Mysuru	NA	NA	NA	NA	NA
GAA Bhuvaneshwar	No	No	No	NA	NA
DRSTUAA Nainital	NA	NA	NA	NA	NA
YASHADA Pune	No	Yes	Yes	Other	50 -75 %
IMG Thiruvananthapuram	Yes	Yes	Yes	Asst. Prof.	50 -75 %
BIPARD Patna	NA	NA	NA	NA	NA
MGSIPA Chandigarh	NA	NA	NA	NA	NA
MCRHRDI Hyderabad	NA	No	No	NA	NA
ISTM New Delhi	NA	NA	NA	NA	NA

3.4.3 Training Methodology of ITPs

Training method adopted during training is one of the most critical aspects of Intensive Training Programmes. Under ITP, ATIs give training to the officers responsible for entire public service delivery chain of the identified sector. Therefore, varous methods of teaching are being used by the institutes to keep the motivation levels high and bring organizational vision and values among the officers. It is good to see that ATIs that are conducting the Intensive Training Programs have used all the training methods mentioned in table 4.11.

<p style="text-align: center;">**Table 4.11: Training Methodology of ITPs**</p>

	Lecture	Case Studies	Exercises	Audio Visual	Power Point Presentation	Any Other
RCVP NAAM Bhopal	DNC	DNC	DNC	DNC	DNC	DNC
SKIPA Ranchi	DNC	DNC	DNC	DNC	DNC	DNC
SIPARD Agartala	√	√	√	√	√	-
PDUNASSEFO New Delhi	DNC	DNC	DNC	DNC	DNC	DNC
ATI Mysuru	DNC	DNC	DNC	DNC	DNC	DNC
GAA Bhuvaneshwar	NA	NA	NA	NA	NA	NA
DRSTUAA Nainital	DNC	DNC	DNC	DNC	DNC	DNC
YASHADA Pune	√	√	√	√	√	-
IMG Thiruvananthapuram	√	√	√	√	√	-
BIPARD Patna	DNC	DNC	DNC	DNC	DNC	DNC
MGSIPA Chandigarh	DNC	DNC	DNC	DNC	DNC	DNC
MCRHRDI Hyderabad	DNC	DNC	DNC	DNC	DNC	DNC
ISTM New Delhi	DNC	DNC	DNC	DNC	DNC	DNC

Whereas DNC = Do Not Conducted

4.5 Induction Training Programme (12 Day ITP)

The basic purpose of Induction Training Programme Group B (Non-gazetted) – Group C officers/staffs in states is to develop generic and domain specific knowledge in cutting edge offices for considerable improvement in government capabilities to raise and manage public resources more effectively and to improve the overall public service delivery. Another rational of Induction Training Programme is to promote Good-governance and citizen centricity of administration by bringing about a significant positive change in values and culture among the officers/staffs in states. Initially, the Induction Training was piloted in three States of Tamil Nadu, Jammu & Kashmir, Maharashtra and it was envisaged that in subsequent years, the Scheme will be scaled up to cover all the States (Source, DoPT).

4.5.1 Conducting Induction Training Programme

Induction-Training Programme have become the vital area of concern for all the State Governments. As mentioned earlier, induction training is the initial training given to all the new employees of State. The target group of this training programme is the recently/newly recruited Group B (non- gazetted) and Group C government functionaries in last two years of identified sectors who have received no training since recruitment. From the below table 4.12, it is inferred that the total nine studied ATIs have conducted Induction Training Programme for their State Governments. Out of these nine ATIs seven ATIs have conducted Induction Training for Goup C officers. Similarly, five ATIs canducted for Induction Training for State Group B (Non-Gazette Officer). SIPARD Agartala and YASHADA Pune have organisedInuction Training for all three level of officers i.e. State Group B (Non-Gazette), State Group C and Central Service). DRSTUAA NainitalorganisedInductionTraining for State Group B (Non-Gazette) and State Group C Officers and RCVP NAAM Bhopal, IMG Thiruvananthapuram and ISTM Delhi conducted training for Group C officers. SKIPA, Ranchi conducted training for State Group B (Non-Gazette Officer).

It may also be seen from the table 4.12 that different ATIs have conducted Induction Programme for various departments. RCVP NAAM Bhopal has organised Induction Training for School Education, Forest, Public Health Engineering, Industry and Medical Education Departments. SKIPA Ranchi told that they organises Induction Training for district officers of different departments. DRSTUAA Nainital and ISTM Delhi have not provided any details about the departments for which they have conducted Induction Training. SIPARD Agartala has organised training for Police, Health, Forest, School Education, Fishry, PWD\ and ARDD of State Government. YASHADA Pune organised training for Non-gazetted class-2 officers and class-3 employees from the district level

of Govt of Maharastra. IMG Thiruvananthapuram has trained Revenue Dept, Rural development, Registration Dept and Health Department Officers. MCRHRDI Hyderabad has conducted training for Village revenue Officers, Jr. Assistants, Assit and Section officers.

<p style="text-align:center">**Table 4.12: Induction Training Programme**</p>

	Level of Officers attending ITP				Name of Departments
	State Group B (Non-Gazette)	State Group C	Central Service	Others	
RCVP NAAM Bhopal	-	√	-	-	School Education, Forest, Public Health Engineering, Industry, Medical Education
SKIPA Ranchi	√	-	-	-	Jharkhand State District Level
SIPARD Agartala	√	√	√	-	Police, Health , Forest, School Education, Fishery, PWD, ARDD
PDUNASSEFO Delhi	-	-	-	-	-
ATI Mysuru	-	-	-	-	-
GAA Bhuvaneshwar	-	-	-	-	-
DRSTUAA Nainital	-	√	√	-	Not available
YASHADA Pune	√	√	√	-	Non-gazetted class-2 officers and class-3 employees from the district level of govt of Maharashtra
IMG Thiruvantha.	-	√	-	-	Revenue Dept, Rural development, Registration Dept, Health Dept
BIPARD Patna	-	-	-	-	-
MGSIPA Chandigarh	√	-	-	-	Various departments of the Punjab Govt
MCRHRDI Hyd.	√	√	-	-	Village revenue Officers, Jr. Assistants, Asst, Section officers
ISTM New Delhi	-	√	-	-	Not available
Total	5	7	3	-	

4.5.2 Training modules adopted by ATIs for Induction Training Programmes

As per the DoPT guidelines, the Induction Training Programme shall be of a 2 week programme spread over 3 sessions of 5 -2 -5 day modules. The first 5-days of the training shall be use to build generic competencies in the participants with the help of Generic Module prepared by DoPT. Next two days is reserved for field visit to NGOs. Last five days are reserved for Domain Specific Modules, developed and delivered by subject experts of the identified departments in coordination with ATIs. The data placed

in Table 4.13 shows that 7 out of 9 ATIs have followed the DoPT's Induction Training modules like 5 days Generic Module, 2 days field visit and 5 days Domain Specific module. However, in case of SKIPA Ranchi, they have conducted 12 days Induction Training Programme but did not divulge any details about the three modules. Similarly ISTM also has not shared any information with IIPA research team. All nine ATIs have informed that these Induction Training Programme is coordinated by their internal Faculties/State Officers. Except MCRHRDI Hyderabad, in all other ATIs, more than 50 percent of the class is taken by external resource person.

Table 4.13: Induction Training Modules completed by ATIs

S. No.	Training modules (in no. of days)				Course Coordinated by Designated Faculty	Level of Faculty	Percentage of classes taken by external experts
	Generic Modules Yes/NO (Days)	Visit to NGO & field visit and Blood Donation Camp	Domain Specific	Total No. of Days			
RCVPNAAM, Bhopal	Yes/5	Yes/2Days	Yes/5Days	12	√	Asst. Prof	> 75%
SKIPA, Ranchi	12 Days						
SIPARD, Agartala	Yes/5Days	Yes/2Days	Yes/5Days	12	√	Asst. Prof	50-75%
PDUNASSEFO	-	-	-	-	-	-	-
ATI, Mysuru	-	-	-	-	-	-	-
GAA, Bhuvaneshwar	-	-	-	-	-	-	-
DRSTUAA, Nainital	Yes/5Days	Yes/2Days	Yes/5Days	12	√	Other	> 75%
YASHADA, Pune	Yes/5Days	Yes/2Days	Yes/5Days	12	√	Dy. Director	50-75%
IMG, Thiruvantha.	Yes/5Days	Yes/2Days	Yes/5Days	12	√	Prof. &A.Pr	> 75%
BIPARD, Patna	-	-	-	-		-	
MGSIPA, chandigarh	Yes/5Days	Yes/2Days	Yes/5Days	12	√	Sr. Director	> 75%
MCRHRDI, Hyderabad	Yes/5Days	Yes/2Days	Yes/5Days	12	√	Asst. Prof.	25-50%
ISTM, New Delhi	NA	NA	NA	NA	√	-	-

4.5.3 Medium of Training for Induction Training Programme

As per the the National Training Policy 2012, the opportunities for training will not be restricted only at the mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e-learning. Therefore,

the study also tried to find how many ATIs/State are using conventional method and how many are using distance and e-learning method in their Induction Training. Table 4.14 answers this query in brief. Unfortunately, most of the ATIS did not provide information about the use of distance and e-learning method used in Induction Training Programmesorganised by them. All nine ATIs have used conventional method to train the participants. For example, five ATIs namely, SKIPA, SIPARD, YASHADA, MGSIPA and MCRHRDI, Hyderabad have used conventional method to train the State Group B (Non-Gazette) officers. Interestingly, only MCRHRDI Hyderabad has said that they used distance and e-learning methods to train Group B (Non-Gazette) officers. Similarly, seven ATIs namely, RCVPNAAM, SIPARD, DRSTUAA, YASHADA, IMG, MCRHRDI, Hyderabad and ISTM have used conventional method to train State Group C officers.

Table 4.14: Medium of Training for Induction Training Programme

Name of ATIs	State Group B (Non-Gazette)		State Group C		Central Service	
	Conventional	Distance and e-Learning	Conventional	Distance and e-Learning	Conventional	Distance and e-Learning
RCVP NAAM Bhopal	-	-	√	-	-	-
SKIPA Ranchi	√	-	-	-	-	-
SIPARD Agartala	√	-	√	-	√	-
PDUNASSEFO Delhi	-	-	-	-	-	-
ATI Mysuru	-	-	-	-	-	-
GAA Bhuvaneshwar	-	-	-	-	-	-
DRSTUAA Nainital	-	-	√	-	√	-
YASHADA Pune	√	-	√	-	√	-
IMG Thiruvananthapuram	-	-	√	-	-	-
BIPARD Patna	-	-	-	-	-	-
MGSIPA Chandigarh	√	-	-	-	-	-
MCRHRDI Hyderabad	√	√	√	-	-	-
ISTM New Delhi	-	-	√	-	-	-
Total	5	1	7	-	2	-

4.5.4 Number of Induction Training Programmes conducted by ATIs

Table 4.15 indicates that during the last five years, these nine ATIs have demanded for 186 Induction Training Programmes and out of these, DoPT has approved 184 programmes. This is fairly encouraging for institutions. Along with this, the nine ATIs also been succeeded in cconducting 170 of the approved programs. If we analyse ATIs

data we can see thatIMG Thiruvananthapuram has requested for highest number (41) of ITPs, followed by SIPARD (31), RCVPNAAM Bhopal (30), ATI Mysore (30) and DRSTUAA Nainital (26). MCRHRDI Hyderabad ahs asked for only four ITPs from DoPT. ISTM and SKIPA have not shared the data with regards to number of courses demanded from DoPT. As per data, DoPT has approved all of the ITPS demanded by RCVP NAAM Bhopal, SIPARD, ATI Mysore, IMG, YASHADA, MGISPA and MCRHRDI Hyderabad. RCVPNAAM Bhopal has organised maximum (49) number of training programmes in the last five years, which was followed by IMG Thiruvananthapuram, ATI Mysore and MGISPA. In case of RCVP NAAM Bhopal, it may be noted that the institute has conducted 49 programmes against the 30 sanctioned programmes. It is reported that they have organized many of the backlog ITPs during this period.

Table 4.15: Number of Induction Training Programmes conducted by ATIs

Name of ATI	No. of Course Demanded by ATI	No. of Course Sponsored by DoPT	Course Sponsored by DoPT in %	No. of Course Conducted by ATI	Course Conducted by ATI in %
RCVP NAAM Bhopal	30	30	100.00	49	163.33
SKIPA Ranchi	-	-	-	-	-
SIPARD Agartala	31	31	100.00	17	54.84
PDUNASSEFO New Delhi	-	-	-	-	-
ATI Mysuru	30	30	100.00	26	86.67
GAA Bhuvaneshwar	-	-	-	-	-
DRSTUAA Nainital	26	24	92.31	20	83.33
YASHADA Pune	-	-	-	-	-
IMG Thiruvananthapuram	41	41	100.00	30	73.17
BIPARD Patna	NA	NA	NA	NA	NA
MGSIPA Chandigarh	24	24	100.00	24	100.00
MCRHRDI Hyderabad	4	4	100.00	4	100.00
ISTM New Delhi	NA	NA	NA	NA	NA
Total	186	184	98.92	170	92.39

4.6 Comprehensive Online Modified Modules for Induction Training (COMMIT)

The Department of Personnel and Training (DoPT), GoIin collaboration with United Nations Development Programme (UNDP) has launched a new training programme 'Comprehensive Online Modified Modules for Induction Training (COMMIT) in 2017-18. The objective of COMMIT programme is to improve the public service delivery mechanism and provide citizen centric administration through capacity building of

officials who interact with the citizens on day-to-day basis.Under COMMIT all newly recruited front functionaries (0-5 years) of State Government have to trained through online course/modules developed by DOPT on soft skills and will allow trainees to take advantage of much of the flexibility and benefits of face to face class room experience.

It aims to replace the existing 12-Day Induction Training Programme (ITP) launched in 2014-15 for newly recruited state Government officials to develop in them Generic and Domain specific competencies. COMMIT is cost effective and has the potential to cover about 3.3 lakh officials annually, compared to 10,000 officials under existing 12-Day ITP. It was launched in June 2017 on a pilot-basis in six states (Assam, Maharashtra, Tamil Nadu, West Bengal, Telangana and Haryana) of India. During the Financial Year 2017-18 and 2018-19, the programme was rolled out in 13 States.

This training programme is designed for 28 hours blended with 8 hours of face-to-face training and 20 hours of e-learning. It allows both the faculty members and officers to take advantage of much of the flexibility and convenience of an online course while retaining the benefits of the face-to-face classroom experience. The participants have to be register with DOPT Learning Resource Centre hosted on DOPT server and complete the 15 e-modules include 12 soft skills and 03 domain modules to complete their training.

4.5.1 Conducting Comprehensive Online Modified Modules for Induction Training

As per the table 4.16, COMMIT programmes organized by seven studied ATIs during the last five years. They are RCVP NAAM Bhopal, SIPARD Agartala, GAA Bhuvaneshwar, DRSTUAA Nainital, DRSTUAA Nainital MGSIPA Chandigarh and MCRHRDI Hyderabad. In order to conduct online training programmes ATIs requires essential setup for eLearning. While analysing the existing basic facilities, some of the ATIs cited lack of infrastructure as the main reason for not conducting COMMIT programmes at their ATIs. As per the data, the existing basic facilities in the IASEs were found adequate in SKIPA Ranchi, ATI Mysuru and BIPARD Patna (Table 4.16). IMG, Thiruvananthapuram said that they have adequate infrastructure but they have never been communicated for conducting Induction Programmes through COMMIT. Nevertheless, they are conducting online training for RTIs for the last 10 years. In case of PDUNASSEFO Delhi, they do not have mandate to conduct COMMIT programmes at their Institutes.

Table 4.16: Conducting Comprehensive Online Modified Modules for Induction Training

Name of ATI	Course Conducted	Equipped for conducting COMMIT	Level of Officers attending COMMIT			
			Group B	Group B (Non-Gazette)	Group C	Central Service
RCVPNAAM Bhopal	√	√	√	√	√	√
SKIPA Ranchi	-	-	-	-	-	-
SIPARD Agartala	√	√	-	-	√	-
PDUNASSEFO Delhi	-	-	-	-	-	-
ATI Mysuru	-	-	-	-	-	-
GAA Bhuvaneshwar	√	√	√	-	-	-
DRSTUAA Nainital	√	√	-	-	√	-
YASHADA Pune	√	√	-	√	-	-
IMG Thiruvantha.	-	√	-	-	-	-
BIPARD Patna	-	-	NA	NA	NA	NA
MGSIPA Chandigarh	√	√	√	√	√	√
MCRHRDI Hyderabad	√	√	√	√	√	√
ISTM New Delhi	NA	NA	NA	NA	NA	NA
Total	7	8	4	4	5	3

One of the important purposes of COMMIT programmes is to develop and enhance the generic and domain specific competencies among the frontline Grade II and Grade III employees of the State Governments. Table 4.16 shows that RCVP NAAM Bhopal, MGSIPA Chandigarh and MCRHRDI Hyderabad have conducted Induction Training for Group B, Group B (Non-Gazette), Group C and Central Service Officers through COMMIT. SIPARD Agartala and DRSTUAA Nainitalorganises induction training for Goup C Officers of the state through COMMIT. Similarily, GAA Bhuvaneshwar conducted Induction Training for Group B Officers and YASHADA Pune has organised Induction Trainning through COMMIT only for Group B (Non-Gazette) officers of the State.

It may be mentioned that the programme is implemented only in selected states and rest of the states are still depended on conventional face-to-face training of Induction Training to train their newly recruited frontline functionaries.

4.5.2 Available infrastructure/facilities at ATIs for COMMIT

Over the last 4 years, many of the ATIs have played a key role in conducting Online Induction Training Programmes for their respective States. Nonetheless, the implementation of the Scheme has been uneven across States/UTs. As per the DoPT, this new blended programme has the potential to cover as many as 3.37 lakh officials

every year. But after analyzing the ATIs data, it seems that ATIs are failing in achieving the basic objective of COMMIT Scheme. They are unable to make COMMIT programmes as substitute of 12 Day Induction Training Program.

Table 4.17: ATIs wise available facilities for COMMIT Programmes

Name of ATI	Hall with round table seating for groups of 10	Projection and Sound System	Laptops/ Comp. with internet	COMMIT resource Kit	Note pads	Trainer present.	Motivatio nal movie	Resources for games
RCVPNAAM	√	√	√	√	√	√	√	√
SKIPA, Ranchi	√	√	-	-	-	-	-	-
SIPARD	√	√	√	√	-	√	√	√
PDUNASSEFO	√	√	NA	NA	NA	NA	NA	NA
ATI, Mysuru	√	√	-	-	-	-	-	-
GAA Bhuv.	√	√	√	√	√	√	-	-
DRSTUAA	√	√	√	√	√	√	-	-
YASHADA	√	√	√	√	√	√	√	√
IMG Thiru.	√	√	-	-	-	-	-	-
BIPARD Patna	√	√	-	-	-	-	-	-
MGSIPA,	√	√	√	√	√	√	√	√
MCRHRDI	√	√	√	√	√	√	-	-
ISTM Delhi	√	√	NA	NA	NA	NA	NA	
Total	13	13	7	7	6	7	4	4

As per the data many States does not have necessary infrastructure at ATI and District level to conduct COMMIT programmes. Table 4.17 tells about the ATIs wise variations in respect of the availability of infrastructure facilities. All ATIs have hall with round table with sitting capacity for groups of 10 and also have computer with internet, projector and sound system. However, only seven institutes those have conducted COMMIT programmes have said that they have distributed COMMIT recourse kit to the participants. Four institutes have motivational movie to show the participants and four have recourses for games. It seems that since most of the ATIs are not conducting COMMIT programmes therefore the existing basic facilities were found inadequate only.

 It may be further noted from the table 4.18 that all seven ATIs have provided online course material in English language to the trainees of COMMIT programme. Only SIPARD Tripura and MCRHRDI, Hyderabad has provided course material in their regional language. This, of course, makes the task difficult for ATIs in terms of

motivating Officers at grassroots level to complete their e-module in English language. RCVPNAAMBhopal, DRSTUAA and YASHADA Pune have informed that in the absence of training material in their regional languages, participants are facing difficulty in completing e-modules. All seven ATIs said that they provides User ID and Password, Overview of the Programme and taught two modules on Goal Setting & Org. Values to the participants during1- day face-to-face orientation training. Similarly, except YASHADA Pune all other six ATIs provides to the participants during1- day face-to-face orientation training. (Table 4.18)

Table 4.18: Issues related to COMMIT Programmes

Name of ATI	Language online course material		Difficulty faced by Trainees due to English		Providing followings to the participants during1-day face-to-face orientation training			
	English	Regional Language	Yes	No	Orientation booklet	User ID and Password	Overview of the Programme	Taught first two modules on Goal Setting & Org. Values
RCVPNAAM	√	-	√		√	√	√	√
SKIPA, Ranchi	-	-	-	-	-	-	-	-
SIPARD,	√	√	-	√	√	√	√	√
PDUNASSEFO	-	-	-	-	-	-	-	-
ATI, Mysuru	-	-	-	-	-	-	-	-
GAA, Bhuv.	√	-			√	√	√	√
DRSTUAA	√	-	√		√	√	√	√
YASHADA	√	-	√		-	√	√	√
IMG, Thiruva.	-	-	-		-	-	-	-
BIPARD	-	-	-		-	-	-	-
MGSIPA	√	-			√	√	√	√
MCRHRDI	√	√			√	√	√	√
ISTM	-	-	-	-	NA	NA	NA	NA
Total								

4.5.4. State wise outcome of COMMIT

Table 4.19 contains information related to the target set by the DoPT and ATIs and actual number of officials who have completed fase-to-face and e-modules during 2017 – 18. The data includes Group B, Group B (Non Gaz.), Group C and Central Service Officers. As per the DoPT target this COMMIT programme has potential to cover as

many as 3.67 lakh officials every year. However the given below table shows that DoPT is far behind of its target.

Table 4.19: Officials trained under COMMIT Programme (2017-19)

State/ATI	Officials to be covered	No. of officials completed face-to- face training	% of officials completed face-to- face training	No.of officials completed training in e-Modules	% of officials completed training in e-Modules
Assam	8959	3165	35.33	750	8.37
Andhra Pradesh	5000	357	7.14	54	1.08
Gujarat	10000	11738	117.38	6214	62.14
Haryana	7843	1598	20.37	356	4.53
Jammu & Kashmir	5000	2905	58.10	2111	42.22
Madhya Pradesh	5100	5170	101.37	4453	87.31
Maharashtra	35000	31046	88.70	12647	36.13
Punjab	5000	5799	115.98	3026	60.52
Tamil Nadu	500	617	123.40	261	52.20
Telangana	38000	43785	115.22	29990	78.92
Tripura	1050	1081	102.95	496	47.23
Uttarakhand	4308	1132	26.28	170	3.94
West Bengal	6000	3851	64.18	846	14.10
Total	131760	112244	85.19	61374	46.58

*All the figures as on 22.07.2019 (DoPT)

Looking at the data, it can be said that the DoPT itself has set lower target for States/ATI during 2017-19 (1,31,760). Out of this, the states have been able to train far fewer officials than their target. During 2017-19, only 1,12,244 officials have completed face-to-face training and only 61,374 officials have completed e-modules. It means only 46.58 percent of officials have completed the COMMIT programme during the 2017-19. This is not encouraging for the DoPT in any way. However, some States like, Telangana, Madhya Pradesh and Gujarat have done very good work in COMMIT. They not only have set higher targets to train their officials through COMMIT but also their higher percentages of officials have been able to complete the e-modules (Table 4.18). It is worth noting that 87.31 percent of officials of Madhya Pradesh have completed e-modules, which is followed by Telangana (78.92 %), Punjab (62.52 %) and Gujarat (62.14). Maharashtra has set target to train 35,000 officials during the 2017-18, however, only 12647 (36.13 %) of the enrolled officials have completed the e-module. Andhra Pradesh is the worst performing state in terms of conducting COMMIT programes as only 1.08 percent of registered officials have completed e-modules. Similarly in Uttarakhand, Haryana, Assam and West Bengal only 3.964 percent, 4.53 percent 8.37

percent and 14.10 percent participants have completed their e-moduls during this period. However, in states like Tamil Nadu (52.20 %), Tripura (47.23 %) and Jammu Kashmir (42.22 %) more than 40 percent of participants have done e-modules.

When asked about the reasons for non completion of e-modules by officials, different states gave different reasons, which are summarized as follows:

- The State Governments/ATIs conduct COMMIT training as per the instructions of the DoPT, GoI. During the study it is found that till 2019, DoPT has selected only thirteen states for COMMIT Programmes. As a result, officials of the other States/UTs cannot be trained through COMMIT Programmes. Therefore, to train the 3.37 lakhs officials every year through COMMIT Programme, DoPT should engage all other States/ATIs of India.

- Most of the e-modules are prepared in English language but a significant number of officials of Uttarakhand, Maharashtra, Madhya Pradesh, Kerala and other studies states said that they are more comfortable to learn in their mother tongue. Therefore, DoPT and States/ATIs must create complementary learning content in regional languages like Hindi, Marathi, Tamil and Telegu, etc. to enhance the learning capacity of officials who prefer native languages as a learning medium.

- Teaching via case studies is an important method of training as it involves problem-based learning and promotes the development of analytical skills among the participants. Many of the ATIs have complaint about the lack of good case studies for COMMIT programmes. ATIs have Informed that most of the case studies available for the DoPT module are related to health Issues while, officers coming for training are from different departments. Many of them are not connected to the health department at all. It is recommended that ATIs/DoPT should prepare case studies on diversified subjects so that the officers of all the departments get the benefit of this COMMIT Programmes.

- COMMIT can be useful for some technical courses, not for foundation courses. Foundation course should be more interactive & participatory as it requires different modes of training like classroom discussions, case study analysis, field visit, soft skill exercises, and etc.

- The availability of hardware, software and other technical support at district or regional level is a big issue for State/ATIs. During the study, ATIs have requested Government of India to provide sufficient funds for the computerization and other technical support at District/Regional level.

- To access the e-modules online, trainees are using Adobe made a cross-platform browser flash player plug-in. Till now it is a free software and trainees do not have to pay for its use. However, Google and Microsoft have announced that they will disable the plug-in by default in their browsers by the end of 2020. Now they are turning away from Flash Player toward open standards like HTML5, WebGL and WebAssembly. Therefore, Government should develop their Training Material with HTML5, WebGL and WebAssembly enabled features.

- Only those people who have self motivation have completed the e-module. For rest of the officials, there is no motivation for completing the training programme. The participation and successful completion of the mandatory training programme may be made a necessary condition for being considered for promotion to the next level.

- Online certificate generation is also a big issue for the ATIs as well as for the participants, as in many case, participants are not able to get the completion certificate even after completion of 15 e-modules.

- Many of the ATIs are conducting COMMIT programmes at District level. As in case of Uttarakhand, DRSTUAA Nainital is conducting many of the foundation courses at District level. They have informed that the training centres at District Level have not well equipped classrooms, adequate hostels and toilets. There is lack of 27x7 electricity supply, mobile connectivity and technical officers who can gave appropriate technical support in case of a problem take place.

- Many trainees of this COMMIT Programme are group C officers and most of them are not technically well verse with online courses. During the course, these officers lose their interest in online training and are fails to complete the course.

Chapter 5

ATI Performance: From perspective of participants

5.1 ATI Performance: From perspective of participants

The research team at IIPA tried to gauge the impact of the scheme by involving all crucial stakeholders. Participants of the training programmes were at the apex of evaluation, being at the receiving end. It was attempted to know what they thought about the training programmes under TFA by conducting close ended survey of participants undergoing training during at the of ATI visits. The questionnaire was designed based on Kirkpatrick model. The team tried to gauge the reaction of the participants about the programme to obtain insights into material, quality, educator and more. It was done to see if they found the programme useful. Second part of the survey was used to analyse the learnings of the participants; how much information was absorbed during the training. We also tried to understand how the participants' behaviour was affected through the training and how it will impact their day to day jobs.

A total of 115 participants were surveyed during visits to ISTM, IMG Kerala, SIPARD and ATI Nainital. To gauge the immediate reaction about the programme, they were asked questions about the programme objectives, educators, material, etc. Two courses; SCTP and TDP were covered under this survey as participants were undergoing training in these two particular components at the time of the scheduled visits.

Participants were asked whether the training programmes were true to the specified objectives specified for the training. It was found that 63.49 per cent of the SCTP programme participants agreed that the objectives were met and about 36.51 per cent of the SCTP participants strongly agreed that the objectives were met. The figures were higher for TDP with 80.39 per cent of the participants strongly agreeing that the objectives were met. The overall figure for participants strongly agreeing that the objectives were met was 56.14 per cent. This reflects that SCTP programmes, though designed well, can improve in terms of module structuring to meet the specified objectives.

Table 5.1 Relevance of Objectives

Scheme	Agree	Strongly Agree
SCTP	63.49%	36.51%
TDP	19.61%	80.39%
Overall	**43.86%**	**56.14%**

Keeping in line with programme objective being met, participants were asked if they found the presentation material relevant to the course/programme. It was found that about 31 per cent of the SCTP programme participants strongly agreed that material was relevant to the course and more than 67 per cent of the SCTP participants agreed that material was relevant to the course. About 72 per cent of the TDP programme participants strongly agreed that material was relevant to the course and more than 25 per cent of the TDP participants agreed that material was relevant to the course. Overall, about 50 per cent of the programme participants strongly agreed that material was relevant to the course and more than 48 per cent of the participants agreed that material was relevant to the course. This is in line with the parameter analysed above.

Table 5.2 Relevance of Presentation Material to the programme

Scheme	Not relevant to this event	Disagree	Agree	Strongly Agree
STP	1.61%	0.00%	67.74%	30.65%
TDP	0.00%	1.96%	25.49%	72.55%
Overall	**0.88%**	**0.88%**	**48.67%**	**49.56%**

One of the factors material relevance is whether the content of the course was well oragnised and easy to follow for the participants. Based on the survey, it was found that about 51 per cent of the SCTP programme participants strongly agreed that the content of the course was well oragnised and easy to follow and more than 48 per cent of the SCTP participants agreed that the content of the course was well oragnised and easy to follow. About 81 per cent of the TDP programme participants strongly agreed that the content of the course was well oragnised and easy to follow and more than 16 per cent of the TDP participants agreed that the content of the course was well oragnised and easy to follow. Overall, about 65 per cent of the programme participants strongly agreed that the content of the course was well oragnised and easy to follow and more than 48 per cent of the participants agreed on the same.

Table 5.3 Level of difficulty of course content

Scheme	Disagree	Agree	Strongly Agree
SCTP	0.00%	48.39%	51.61%
TDP	2.04%	16.33%	81.63%
Overall	**0.90%**	**34.23%**	**64.86%**

Course content and study material used during a training programme are dependent on the modules that are included in the programme. So, it was relevant to analyse what participants thought of the modules being included in the training programmes they were attending/attended. We asked them whether they thought modules were relevant to the job roles. It was found that about 31 per cent of the SCTP programme participants strongly agreed that the modules were relevant to the objectives and their job roles, and more than 68 per cent of the SCTP participants agreed that the modules were relevant to the objectives and their job roles. About 74 per cent of the TDP programme participants strongly agreed that the modules were relevant to the objectives and their job roles and about 24 per cent of the TDP participants agreed that the modules were relevant to the objectives and their job roles. Overall, about 50 per cent of the programme participants strongly agreed that the modules were relevant to the objectives and their job roles and more than 48 per cent of the participants agreed on the same (refer Table 5.4).

Table 5.4 Module relevance for the objective and the job role

Scheme	Strongly Disagree	Agree	Strongly Agree
SCTP	0.00%	68.85%	31.15%
TDP	2.00%	24.00%	74.00%
Overall	**0.90%**	**48.65%**	**50.45%**

A training can be used in practical life and day to day job roles if it is easier to understand. One of the factors determining whether a programme is easy to understand or not is the language used in classroom, modules and assignments. It was found that about 49 per cent of the SCTP programme participants strongly agreed that the language was easy to understand, and more than 49 per cent of the SCTP participants agreed that the language was easy to understand. About 74 per cent of the TDP programme participants strongly agreed that the language was easy to understand, and about 26 per cent of the TDP participants agreed that the language was easy to understand. Overall, about 60 per cent of the programme participants strongly agreed that the language was easy to understand, and more than 38 per cent of the participants agreed on the same (refer Table 5.5).

Table 5.5 Ease of understanding language used

Scheme	Not relevant to this event	Agree	Strongly Agree
SCTP	1.59%	49.21%	49.21%
TDP	0.00%	26.00%	74.00%
Overall	**0.88%**	**38.94%**	**60.18%**

If the study material and modules used during a training programme make it relevant, and the language used as a medium makes it understandable, it is the length or duration of the course that make it easy to follow. If too much material is taught in a very short duration, the chances that it will render any usefulness in job practicality are very low. During the survey, it was found that about 41 per cent of the SCTP programme participants strongly agreed that the length of the course was appropriate, and more than 49 per cent of the SCTP participants agreed that the length of the course was appropriate. About 35 per cent of the TDP programme participants strongly agreed that the length of the course was appropriate, and about 27 per cent of the TDP participants agreed that the length of the course was appropriate. Overall, about 38 per cent of the programme participants strongly agreed that the length of the course was appropriate, and more than 39 per cent of the participants agreed on the same (refer Table 5.6). It is interesting to note that about 12 per cent of the participants disagreed that the length of the course was appropriate and about 9 per cent strongly disagreed the length of the course was appropriate. Most of the participants expressed that the course duration should be increased. The request was more prominent in TDP participants with about 16 per disagreeing that the length of the course was appropriate and more than 17 per cent strongly disagreed on the same. More than 8 per cent of the SCTP participants also disagreed with the statement that the length of the course was appropriate (refer Table 5.6).

Table 5.6 Course length appropriateness

Scheme	Not relevant to this event	Strongly Disagree	Disagree	Agree	Strongly Agree
SCTP	0.00%	1.69%	8.47%	49.15%	40.68%
TDP	3.92%	17.65%	15.69%	27.45%	35.29%
Overall	**1.82%**	**9.09%**	**11.82%**	**39.09%**	**38.18%**

It is interesting to note what participants thought about usefulness of the training in their job roles. During the survey, it was found that about 39 per cent of the SCTP programme participants strongly agreed that the training would be useful in their immediate job roles, and more than 60 per cent of the SCTP participants agreed that the training would be useful in their immediate job roles. About 76 per cent of the TDP participants strongly agreed that the training would be useful in their immediate job roles, and about 24 per cent of the TDP participants agreed that the training would be useful in their immediate job roles. Overall, about 55 per cent of the programme participants strongly agreed that the training would be useful in their immediate job roles, and more than 44 per cent of the participants agreed on the same (refer Table 5.7).

This is a positive indicator for 'Training for All' scheme, with participants finding it useful in their day to day jobs; ultimate objective of the training.

Table 5.7 Usefulness of training in immediate job role

Scheme	Agree	Strongly Agree
SCTP	60.94%	39.06%
TDP	24.00%	76.00%
Overall	**44.74%**	**55.26%**

The fact that majority of the participants found the training useful was based on the practicality of the courses. During the survey, it was found that about 35 per cent of the SCTP programme participants strongly agreed that the course was practical in approach, and more than 61 per cent of the SCTP participants agreed that the course was practical in approach. About 69 per cent of the TDP participants strongly agreed that the course was practical in approach, and about 31 per cent of the TDP participants agreed that the course was practical in approach. Overall, about 50 per cent of the programme participants strongly agreed that the course was practical in approach, and more than 48 per cent of the participants agreed on the same (refer Table 5.8).

Table 5.8 Practicality of the course

Scheme	Disagree	Agree	Strongly Agree
SCTP	3.17%	61.90%	34.92%
TDP	0.00%	31.37%	68.63%
Overall	**1.75%**	**48.25%**	**50.00%**

Ultimate test for a training programme lies in the fact whether it helped in honing the skill set of the participants or not. TFA programmes performed well in this regard, it was found that about 49 per cent of the SCTP programme participants strongly agreed that the training helped in improving their skill set and knowledge, and more than 47 per cent of the SCTP participants agreed that the training helped in improving their skill set and knowledge. About 82 per cent of the TDP participants strongly agreed that the training helped in improving their skill set and knowledge, and about 14 per cent of the TDP participants agreed that the training helped in improving their skill set and knowledge. Overall, about 64 per cent of the programme participants strongly agreed that the training helped in improving their skill set and knowledge, and more than 32 per cent of the participants agreed on the same (refer Table 5.9).

Table 5.9 Improvement in skills and knowledge due to training

Scheme	Not relevant to this event	Strongly Disagree	Disagree	Agree	Strongly Agree
SCTP	1.64%	0.00%	1.64%	47.54%	49.18%
TDP	0.00%	4.00%	0.00%	14.00%	82.00%
Overall	**0.90%**	**1.80%**	**0.90%**	**32.43%**	**63.96%**

The participants were asked to rate the quality of the training based on the pedagogy, content, practicality and usefulness in their daily jobs. All the participants in ITSM New Delhi found the quality of training to be 'Excellent'. About 52 per cent of the participants in IMG Kerala found the quality of training to be 'Excellent' and 48 per cent of the participants found the training to be 'Very Good'. About 31 per cent of the participants in SIPARD found the quality of training to be 'Excellent', about 62 per cent of the participants found the training to be 'Very Good' and more than 7 per cent rated it as 'Good'. About 48 per cent of the participants in ATI Nainital found the quality of training to be 'Excellent', about 31 per cent of the participants found the training to be 'Very Good', more than 13 per cent rated it as 'Good' and about 4 per cent rated it as 'Bad'.

In ATI Nainital, about 21 per cent of the participants in SCTP participants found the quality of training to be 'Excellent', about 42 per cent of the participants found the training to be 'Very Good', more than 37 per cent rated it as 'Good'. About 71 per cent of the participants in TDP found the quality of training to be 'Excellent', about 21 per

cent of the participants found the training to be 'Very Good', and about 7 per cent rated it as 'Bad'.

Overall, about 58 per cent of the participants found the quality of training to be 'Excellent', about 32 per cent of the participants found the training to be 'Very Good', more than 8 per cent rated it as 'Good' and about 2 per cent rated it as 'Bad'.

Table 5.10 Training Quality

City and Course	Bad	Good	Very good	Excellent
Delhi	**0.00%**	**0.00%**	**0.00%**	**100.00%**
SCTP	0.00%	0.00%	0.00%	0.00%
TDP	0.00%	0.00%	0.00%	100.00%
Kerala	**0.00%**	**0.00%**	**48.00%**	**52.00%**
SCTP	0.00%	0.00%	48.00%	52.00%
Tripura	**0.00%**	**7.69%**	**61.54%**	**30.77%**
SCTP	0.00%	7.69%	61.54%	30.77%
Uttarakhand	**3.85%**	**17.31%**	**30.77%**	**48.08%**
SCTP	0.00%	37.50%	41.67%	20.83%
TDP	7.14%	0.00%	21.43%	71.43%
Overall	**1.77%**	**8.85%**	**31.86%**	**57.52%**

Overall infrastructure of a training institute feeds into the overall impression of a training programme and aids in better conduct of the same. Certain facilities like Classrooms, food quality, computer lab facility and accommodation impact the overall quality of the training programme. Hence, it is very important that ATIs pay attention the infrastructure. During the ATI visit, participants were asked to rate these facilities on a scale of 1 to 4, 1 being 'Not satisfied at all', 2 being 'Satisfied to a limited extent', 3 being 'Satisfied to a large extent' and 4 being 'Satisfied fully'.

In ISTM, New Delhi the average rating for Food Quality Service was found to be 3, the average rating for 'Interaction with faculty' was 3.73, the average rating for Computer facilities was 3.67, the average rating for Residential accommodation was 2.75, and the

average rating for Classroom facilities was 3.65. Residential accommodation and food quality service were found to be the factors that could be improved upon.

In IMG Kerala, the average rating for Food Quality Service was found to be 3.56, the average rating for 'Interaction with faculty' was 3.96, the average rating for Computer facilities was 2.00, the average rating for Residential accommodation was 3.17, and the average rating for Classroom facilities was 3.92. Computer facility was found to be the factor that could be improved upon.

In SIPARD, the average rating for Food Quality Service was found to be 3.78, the average rating for 'Interaction with faculty' was 4.00, the average rating for Computer facilities was 3.43, the average rating for Residential accommodation was 4.00, and the average rating for Classroom facilities was 4.00.

In ATI Nainital, the average rating for Food Quality Service was found to be 3.92, the average rating for 'Interaction with faculty' was 3.91, the average rating for Computer facilities was 3.79, the average rating for Residential accommodation was 3.83, and the average rating for Classroom facilities was 3.90.

Table 5.11 Quality of services at ATIs

City	Food Quality and service	Interaction with faculty	Computer Facilities	Residential accommodation	Classroom facilities
Delhi	3.00	3.73	3.67	2.75	3.65
Kerala	3.56	3.96	2.00	3.17	3.92
Tripura	3.78	4.00	3.43	4.00	4.00
Uttarakhand	3.92	3.91	3.79	3.83	3.90
Overall average	**3.63**	**3.89**	**3.65**	**3.59**	**3.86**

Success of any training programme and scheme can be gauged by the learnings of the participants. The sections above recorded reactions of participants on what they felt about the conduct of the training programmes under TFA. We also recorded their reactions on whether they found the trainings useful and practical. Next, it was attempted to understand if participants learned certain key things from the programmes under TFA. They were asked to rate certain parameters, before and after the training programme on a scale of 1 to 5, 1 being 'Very Poor', 2 being 'Below Average', 3 being 'Average', 4 being 'Above average' and 5 being 'Excellent'. We recorded the change in overall averages as a measure to understand the change and improvement in parameters before and after the programme.

Participants were asked about the improvement in overall knowledge of concepts covered in training. In ISTM New Delhi, the average increased from 2.74 to 4.80, which means it went from being almost 'Average' to being 'Excellent'. In SIPARD, the average increased from 4.00 to 4.43, which means it went from being 'Above Average' towards being 'Excellent'. In ATI Nainital, the average increased from 4.00 to 4.50, which means it went from being 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.14 to 4.60, which means it went from being 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 4.25 to 4.46, which means it went from being 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.55 (almost Above average) to 4.59 (towards Excellent) (refer Table 5.12).

Table 5.12: Overall knowledge of concepts covered in training

City and course	Before	After
Delhi	**2.74**	**4.80**
TDP	2.74	4.80
Kerala		
SCTP		
Tripura	**4.00**	**4.43**
SCTP	4.00	4.43
Uttarakhand	**4.00**	**4.50**
SCTP	3.14	4.60
TDP	4.25	4.46
Grand Total	**3.55**	**4.59**

Next, participants were asked about the improvement in soft skills. In ISTM New Delhi, the average increased from 3.26 to 4.60, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.38 to 4.06, which means it went from being almost 'Average' towards being 'Above average'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.20 to 4.40, which means it went from being 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.42 to 4.00, which means it went from being almost 'Above Average' towards being 'Above Average'.

The overall average across ATIs increased from 3.36 (almost average) to 4.24 (towards Excellent) (refer Table 5.13).

Table 5.13: Soft Skills

City and course	Before	After
Delhi	**3.26**	**4.60**
TDP	3.26	4.60
Uttarakhand	**3.38**	**4.06**
SCTP	3.20	4.40
TDP	3.42	4.00
Overall Average	**3.36**	**4.24**

Participants were asked about the improvement in conflict management skills. In ISTM New Delhi, the average increased from 3.11 to 4.60, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.64 to 4.16, which means it went from being almost 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.00 to 4.40, which means it went from being 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.72 to 4.11, which means it went from being 'Above Average' towards being 'Excellent' (refer Table 5.14).

Table 5.14: Managing Conflict

City and course	Before	After
Delhi	**3.11**	**4.60**
TDP	3.11	4.60
Uttarakhand	**3.64**	**4.16**
SCTP	3.00	4.40
TDP	3.72	4.11

Participants were asked about the improvement in decision making skills. In ISTM New Delhi, the average increased from 2.74 to 4.80, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.82 to 4.32, which means it went from being almost 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 2.67 to 4.71, which means it went from being almost 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.96 to 4.22, which means it went from being 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.61 (almost Above average) to 4.47 (towards Excellent) (refer Table 5.15).

Table 5.15: Effective Decision Making

City and course	Before	After
Delhi	**3.11**	**4.70**
TDP	3.11	4.70
Uttarakhand	**3.82**	**4.32**
SCTP	2.67	4.71
TDP	3.96	4.22
Overall average	**3.61**	**4.47**

Participants were asked about the improvement in problem solving skills. In ISTM New Delhi, the average increased from 3.22 to 4.74, which means it went from being almost 'Average' to being 'Excellent'. In ATI Nainital, the average increased from 3.75 to 4.43, which means it went from being 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.40 to 4.50, which means it went from being 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.83 to 4.42, which means it went from being almostt 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.56 (almost Above average) to 4.49 (towards Excellent) (refer Table 5.16).

Table 5.16: Problem Solving Skills

City and course	Before	After
Delhi	**3.22**	**4.74**
TDP	3.22	4.74
Uttarakhand	**3.75**	**4.43**
SCTP	3.40	4.50
TDP	3.83	4.42
Overall Average	**3.56**	**4.49**

Participants were asked about the improvement in their citizen centric behaviour. In ISTM New Delhi, the average increased from 3.4 to 4.80, which means it went from being almost 'Average' to being 'Excellent'. In SIPARD, the average increased from 4.0 to 4.3, which means it went from being 'Above Average' towards being 'Excellent'. In

ATI Nainital, the average increased from 3.5 to 4.3, which means it went from being almost 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.4 to 4.1, which means it went from being 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.5 to 4.3, which means it went from being almost 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.5 (almost Above average) to 4.4 (towards Excellent) (refer Table 5.17).

Table 5.17: Citizen centric behaviour

City and course	Before	After
Delhi	**3.4**	**4.8**
TDP	3.4	4.8
Tripura	**4.0**	**4.3**
SCTP	4.0	4.3
Uttarakhand	**3.5**	**4.3**
SCTP	3.4	4.1
TDP	3.5	4.3
Overall Average	**3.5**	**4.4**

Participants were asked about the improvement in overall understanding of the job role. In ISTM New Delhi, the average increased from 3.2 to 4.8, which means it went from being almost 'Average' to being 'Excellent'. In SIPARD, the average increased from 4.3 to 4.4, which means it improved from being 'Above Average'. In ATI Nainital, the average increased from 3.9 to 4.6, which means it went from being 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.7 to 5.0, which means it went from being 'Above Average' to being 'Excellent'. In the TDP programme in the same ATI, average score changed from 4.0 to 4.4, which means it went from being 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.55 (almost Above average) to 4.59 (towards Excellent) (refer Table 5.18).

Table 5.18: Understanding of job role

City and course	Before	After
Delhi	**3.2**	**4.8**
TDP	3.2	4.8
Tripura	**4.3**	**4.4**
SCTP	4.3	4.4
Uttarakhand	**3.9**	**4.6**
SCTP	3.7	5.0
TDP	4.0	4.4
Overall Average	**3.7**	**4.6**

Participants were asked about the improvement in usage of Information and Communication Technology (ICT) in daily work. In ISTM New Delhi, the average increased from 3.9 to 4.5, which means it went from being almost 'Above average' to being 'Excellent'. In ATI Nainital, the average increased from 3.8 to 4.2, which means it went from being 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.5 to 4.9, which means it went from being 'Average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.9 to 4.2, which means it went from being 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.55 (almost Above average) to 4.59 (towards Excellent) (refer Table 5.19).

Table 5.19: Usage of Information and Communication Technology (ICT) in daily work

City and course	Before	After
Delhi	**3.9**	**4.5**
TDP	3.9	4.5
Uttarakhand	**3.8**	**4.3**
SCTP	3.5	4.9
TDP	3.9	4.2
Overall Average	**3.9**	**4.4**

Participants were asked about the improvement in Leadership qualities. In ISTM New Delhi, the average increased from 3.5 to 4.6, which means it went from being almost 'Above Average' to being 'Excellent'. In SIPARD, the average increased from 4.3 to 4.4, which means it improved from being 'Above Average'. In ATI Nainital, the average

increased from 3.7 to 4.2, which means it went from being 'Above Average' towards being 'Excellent'.

In SCTP programme conducted in ATI Nainital, the improvement in average score was from 3.8 to 4.6, which means it went from being 'Above average' towards being 'Excellent'. In the TDP programme in the same ATI, average score changed from 3.7 to 4.0, which means it went from being 'Above Average' towards being 'Excellent'.

The overall average across ATIs increased from 3.7 (almost Above average) to 4.3 (towards Excellent) (refer Table 5.20).

Table 5.20: Leadership qualities

City and course	Before	After
Delhi	**3.5**	**4.6**
TDP	3.5	4.5
Tripura	**4.3**	**4.4**
SCTP	4.3	4.4
Uttarakhand	**3.7**	**4.2**
SCTP	3.8	4.6
TDP	3.7	4.0
Overall Average	**3.7**	**4.3**

Chapter 6

EAT Compliance across ATIs

What is EAT compliance and why is it necessary?

The evaluation study also attempted to evaluate compliance of EAT module or the expenditure filing module of Public Financial Management System (PFMS). Any agency or a training institute (in this case) expend money to run their offices, and thus schemes and trainings. To provide for the expenditure, DoPT provides ATIs with funds, with respect to the training schemes that agencies run.

The compliance has been rendered mandatory to provide a financial management platform for all plan schemes, to have a database of all recipient agencies, to integrate core banking solution of banks handling funds and to integrate State treasuries. It also aims at an efficient and effective tracking of flow of funds to the lowest level of Government's plan schemes implementation. Compliance with EAT modules has the potential to provide information about fund utilisation and to enable better monitoring of plan schemes and implementation agencies.

The module also provides for a more effective Public Finance Management through a better cash management, which in turn provides for transparency in public expenditure and real-time information on resource availability and utilisation across schemes. A transparent system also provides for a an improved programme administration and management, reduction of float in the system and direct payment to beneficiaries.

Keeping in mind the benefits mentioned above, use of PFMS (EAT) Module is mandatory for all ATIs. Of the twelve ATIs surveyed, only 58 per cent or seven ATIs were complying with PFMS EAT module norms. The rest five ATIs were found to be not complying with the EAT module. The study attempted to understand the reason for non-compliance through on desk interviews of relevant stakeholders and through questionnaire.

Of the seven ATIs that comply with EAT module, six have started complying since 2019. RCVP Noronha Academy of Administration is the only ATI that has been complying with EAT module norms since 2016.

Dr. R. S. ToliaUttarakhand Academy of Administration, SIPARD, MCRHD Institute of Telangana, MGSIPA and Institute of Management in Government have started complying with EAT module norms since 2019.

SKIPA, BIPARD, ATI Mysore, Gopabandhu Academy of Administration and PanditDeendayalUpadhyaya National Academy of Social Security (PDNASS) are not complying with EAT module so far.

When inspected why ATIs were not complying with the EAT module, it was found that majority of them did not know the process of compliance. A common concern of lack of training in the ATIs was found. In one of the ATIs, the institute faced problems with the bank account to be attached with the PFMS portal. Another major concern was the fixed heads in the portal under which expenses could be registered by the institute, ATIs faced problems with registering in-house expenses in the portal. In case of change of schedule of a programme, ATIs faced problem of putting in the expenses in the portal because the dates given in the portal were fixed.

Chapter 7

Conclusion

The basic objective of the evaluation study was to assess the strength and weaknesses of design, approach and delivery/implementation of the scheme and suggest the Modifications, if required necessary in the TFA scheme.To achieve the objective the IIPA team visited several ATI's across India and interviewed the key stakeholders to understand the issues being faced by them in implementing the various programmes of DoPT under TFA. Based on the survey, the current document attempts to summarise the issues faced by different Administrative Training Institutes (ATIs) across India. We have divided the issues based on their nature; generic and scheme wise.

Generic Issues

- It was noted that ATIs were willing to take up more courses. Infact most of the ATI's expressed a desire to conduct more training programmes than that was allotted to them as they not only have the potential but over the years had developed their infrastructure such as teaching rooms and hostels and also trained their faculty and oriented them towards conducting more training programmes. Therefore, if DoPT gives more training programmes to the ATI's they will be more than prepared to conduct the same.

- Programmes proposed at regional/district level by ATIs cost differently than programmes proposed at state level, however, at times they are paid as per the state level programme cost at the end of the quarter. DoPT could consider increasing the cost paid for programmes taking place at regional level. This would motivate the ATI's to regular undertake training programmes at the regional and district level which is equally important.

- Administration: even contractual staff needs to be trained to increase the productivity and credibility of the staff. DoPT could consider supporting some faculty development schemes and also publications in various ATIs which request for the same. Moreover, contractual staff should be regularized to enable them to perform better and encouraging publications will also help.

- Main issue faced for EAT compliance was inadequate knowledge/training regarding the same.

    o How to generate in-house bills?

     ○ A need for training accounts department staff regarding EAT was felt

- A need to regularly update the syllabus of programmes based on contemporary issues was felt. The DoPT also needs to step in and help the ATI's to keep pace with the changing times by updating the syllabus from time to time.

- Majority of the ATIs depend heavily on external resources for programmes, a need to indulge in Faculty Development Scheme was felt; which is not taken up as a practice as of now.

- A common issue of language of the programmes was felt across the states; not all participants are comfortable with Hindi and English, a need to develop course modules in regional languages was felt.

- A need to indianise the content was felt; case studies could be more relevant to Indian scenarios and more contemporary

Scheme wise Issues

SCTP

- ATIs should have freedom to choose topics for programmes, sensitive to their respective state issues. For instance, SCTP programmes on Drug Addiction and Land acquisition would be more relevant to the state of Punjab.

- Few ATIs feel there is a need to increase the number of SCTP programmes to address state specific issues better.

- At times, the number of participants attending the programme turns out to be greater than what was sponsored; ATIs feel they should be based on the number of participants actually attending the programme.

COMMIT

- Connection failure error. The infrastructure and broadband network to be improved.

- Identity error: how to figure out who is completing the modules. Lack of use of latest technological tools is an issue.

- Server and network issues is a recurrent problem with institutes conducting COMMMIT programmes.

- COMMIT should be app based: smart phone support is lacking

- Language issue

- Regional centres do not have apt IT infrastructure and manpower to support COMMIT in all the states

- Thus there is a need to provide funds to the ATI's conducting COMMIT to help develop their IT infrastructure.

- ATIs/DoPT should prepare case studies on diversified subjects so that the officers of all the departments can get benefited from the COMMIT Programmes.

- To train the 3.37 lakhs officials every year through COMMIT Programme, DoPT should engage all other States/ATIs of India.

- Online certificate generation is a big issue for the ATIs as well as for the participants. It should be resolved as soon as possible.

TDP

- Recognised Trainers (RTs) for TDPs for national level are sanctioned by DoPT, at times, in the last moment or otherwise, they don't turn up. This has consequences for the respective ATIs in terms of cost and making arrangements for a substitute RT.

- Not all topics covered under TDP require a minimum of three days of training; DoPT could be flexible with the number of days sponsored for programme.

- A need to revamp content and duration for the programme was felt

- A need for Training Needs Assessment was felt to make the programmes more relevant

- Updation of skill set of RTs and MTs: foreign institutions tie-ups could be used.

- Institutes should be allowed to develop in-house Master Trainers.

- Cost of training programmes was decided long way back; needs updation.

12 Days Induction Training Programme

- Rural visits are not very helpful as the recruits are already from the concerned areas, there is not much add on to their skill set or knowledge due to rural visits.

- Upgradation of skill set of MTs is needed; they should undergo another round of training to update their skill set

- DC offices feel handicapped when majority of their staff is sent on induction training programme, DoPT could breakdown the number of participants that come for training.

- A need to address issues/topics such as Emotional regulation, enhancing productivity through motivation was felt.

- Twelve days could be a long duration for a training programme

ACTI

- Heads for which funds are provided are not sufficient; they could cover more than computer softwares and hardware.

- A need to include laptops/tablets under capacity development was felt

Key Observations and Conclusions

- All the ATI's appreciated the role being played by DoPT to conduct training programmes and enable them to play their role as effective training institutes. All of them were of the opinion that the present policy of the DoPT in providing support to the various training programmes under the TFA scheme should continue in the future also.

- Continuation of present policy of providing support to ATIs however, needs standardization for its better utilization. For its standardization the following steps may be considered

    a. Need based support

    b. Capacity assessment of ATIs for support and

    c. Improved monitoring of training support.

- Most of the ATI's would perform better if the training faculty/staff are given exposure to domestic and overseas training of faculty on a regular basis. To achieve this objective faculty development schemes such a Five Year Perspective Plan needs to be evolved for the benefit of all ATI's.

- Those ATI's which have developed their IT infrastructure for COMMIT courses can also provide other short term specialized computer courses for the general

public on payment basis and thereby generate revenue for the organsiation at no extra cost given that infrastructure is already prevalent.

- Having a good library is a pre requisite for all training and teaching institutes. Library facilities in each ATI need to be developed on a planned basis. Utilization of library as a resource centre as well as its up gradation needs to be undertaken on a priority basis. In this context existing library facilities of all the ATI's should be studied and need based support may be provided. The DoPT may like to take up libraries of all the ATI's for special assistance. The DoPT may also consider extending help in strengthening of ATI libraries in the form of subscription for foreign journals, internet facilities, e-library, CD's and also networking of all state ATI's.

- A few of the ATI's also made the suggestion for increasing course fee for the DoPT sponsored training programmes. The DoPT, it is understood has not revised the course fees for considerable period of time. Though the cost of conducting training at regional centres is reasonable, the situation prevailing perhaps calls for an immediate look into the funds being given for training programmes.

- The DoPT should extend training support to the ATI's on a continuous basis for development of district level training institutes in pursuance of its policy of training for all and taking training close to the workplace.

- There is a need for proper evaluation of all training programmes sponsored by the DoPT to enhance the quality of the training programmes and also this would help the department to guage and provide support for the use of hardware/software support to be extended by the DoPT.

- In sum, after a comprehensive evaluation of the TFA, **IIPA strongly recommends the continuation of the scheme during and beyond the 15th Finance Commission. Suggestions and recommendations have also been given to strengthen the scheme and make it better suited to today's age and times.**