

Fax/Speed Post

No.TD/3279/T&D Policy/2013

CGDA, CENTRAD

Brar Square, Delhi Cantt

Dated: 11.07.2013

To

All PCsDA/Pr.IFAs/PCA (Fys)/CsDA/IFAs/CFA(Fys)

(By Name)

Subject: Implementation of National Training Policy – 2012 and formulation of a new DAD Training Policy

The Ministry of Personnel, PG and Pensions vide their OM No. 12021/8/2011-Trg.1 dated 19.1.2012 has circulated the new National Training Policy 2012 (NTP-2012) formulated in consultation with all the Ministries and Departments of Govt. of India. All the Ministries and Departments have been directed to adopt the policy and issue necessary orders for implementing the Policy.

2. As you may be aware, our existing Training & Development Policy is more than a decade old and has not been fully able in helping the department to equip the DAD staff and officers with the knowledge and skills required for serving the Department efficiently. The emphasis willy nilly has degenerated into an over-enthusiasm to conduct more and more number of courses and train more and more staff. Quantity has overtaken the quality. Often the Controllers have been found complaining about excessive nominations and about too many courses being conducted by RTCs. Going by the number of courses planned/conducted and the slots allocated by RTCs to PCsDA/CsDA/IFAs Offices, a staff member is having to be sent for training repeatedly in the same year or in the coming year(s). On the other hand the DAD Offices have been facing acute Staff shortages. There is a strong feeling all around that the number of training courses conducted and the staff trained by RTCs must be cut down. Besides there is a general perception that presently the training being provided does

not lead to competence building and in the actual improvement of working efficiency. In fact the majority of the courses planned and conducted by most of the RTCs relate to non-core areas of the department - HR, Admin, IT, stress management, retirement etc. and the training presently being imparted with is mostly inconsistent with the focus of the latest National Training Policy 2012 (**NTP-2012**).

3. In order to formulate a revised training policy of DAD the training division had solicited the views/suggestions of Controllers on the changes required in the existing training policy. The views received from some Controllers offices and the RTCs have been incorporated in the draft revised policy, where considered warranted in line with NTP-2012.

4. Based on the contents and guidelines of the NTP-2012 and taking into account the concerns arising out of the implementation of the existing DAD Training Policy, a new DAD Training Policy 2013 has been drafted. The draft policy has also kept in mind informal views and suggestions received in the matter and it is felt that the draft policy will effectively meet the requirement of DAD.

5. The draft Training Policy of DAD has been uploaded on the CGDA website. Your valuable comments/suggestions, if any, may kindly be sent to this HQrs office by 31st July, 2013.

—Sel—
(V K Vijay)
Jt. CGDA (Trg)

✓ **Copy to:**
Shri R K Karna, IDAS,

Jt CGDA (IT) ----- Kindly upload the circular & Draft Training Policy- 2013 on CGDA's website. A soft copy of Training Policy is enclosed. This is as per CGDA's direction.


(V K Vijay)
Jt. CGDA (Trg)

Chapter - 1

Introduction

1. In any organisation training aims at increasing the competence and skills of its employees at each level. It also helps to expand the horizons of human intellect and the overall personality of the employees. Managements also resort to training for optimizing the utilization of human resource leading to achievement of the organizational goals. Technical and behavioural skills of the employees can also be inculcated during a training module. Training could also effectively help in building the positive perception of an organization and help in improving the morale of its work force. A well thought of human resource development programme could effectively foster leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually need.
2. It is the primary duty of each government employee to himself regularly update his knowledge and skills so as to effectively discharge his prescribed govt duties. However, the government departments also undertake relevant training programmes to make their employees more productive and effective. As per the National Training Policy 2012 (NTP 2012) promulgated by the Government of India Ministry of Personnel, Public Grievances and Pensions it is imperative to move to a strategic human resource management system whereby Govt. offices would develop and enable their employees to achieve their organization's mission and objectives. For achieving this, it is

essential to match the individual's competencies with the jobs they have to perform and bridge their competency gaps. It further says that a fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job. Career progression and placement of an employee needs to be based on matching the individual's competencies to those required for a post. The main highlights/features/statements of the NTP-2012 based on which the new Training Policy of the DAD has been formulated are as follows:

- 1.1 It is imperative to move to a strategic human resource management system whereby Govt. offices would develop and enable their employees to achieve their organization's mission and objectives. For achieving this it is essential to match the individual's competencies with the jobs they have to do and bridge their competency gaps.
- 1.2 Competencies encompass knowledge, skills and behavior which are required in an individual for effectively performing the functions of a post. Besides the knowledge, civil servants also need to possess skills relating to leadership, financial management, people management and communication.
- 1.3 A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job.
- 1.4 The Govt. departments have not addressed the issue of whether the individual has the necessary competencies to be able to perform

the functions of a post. For moving to a competency-based approach it would be necessary to classify the distinct types of posts and indicate the competencies required for discharging duties of those posts.

- 1.5 Career progression and placement of an employee needs to be based on matching the individual's competencies to those required for a post.
- 1.6 The competency framework should be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with.
- 1.7 Training can be considered as successful only when it leads to actual improvement in the performance of civil servants.
- 1.8 Training to civil servants will be imparted : a) At the time of their entry into service and b) at appropriate intervals in the course of their careers.
- 1.9 Training can be imparted through a mix of conventional courses, distance and e-learning.
- 1.10 Priority will be given to the training of front-line staff so as to improve customer orientation as well as quality of service delivery.
- 1.11 Each ministry/Department shall appoint a Training Manager who will be the nodal person for implementation of training. It will create a Training Cell with H R and capacity building professionals to assist the Training Manager. Cadre Training plans should be developed and programmes that are mandatory should be identified.

- 1.12 Training and development of competencies of individuals should be linked to their career progression and this should be ensured by suitably amending service rules issuing administrative instructions.
- 1.13 Immediate supervisor should be made responsible for training of staff working under him.
- 1.14 An Annual Training plan should be prepared and implemented by using institutions under it or outside. Limitations of internal training capacity should not constrain the implementation of training plan.
- 1.15 Organize on the job and 'in house' training as may be required.
- 1.16 The Training Institutions should conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization.

The full text of NTP – 2012 is placed at Annexure - A

Chapter – 2

Training of Auditors and clerks

As per NTP 2012 training to civil servants will be imparted: a) at the time of their **entry** into service and b) at appropriate intervals in the course of their careers. As far as the training at the time of entry into service is concerned, in the DAD one normally enters service at two stages – at officer level one enters into the IDAS through the competitive Civil Services Examination. For this entry level sufficient induction training at the time of entry into service is provided to them in the shape of common foundational course, the basic accounts and finance training at NIFM and the departmental training at NADFM. Lateral entry to IDAS also takes place on promotion from the Sr AOs grade.

2.1 Besides the direct entry point of IDAS the other direct entry point in to the civil service is the entry of auditors/clerks through the Staff selection commission. Auditors are a vital human resource in the DAD. Presently newly recruited auditors are given one or two weeks of training by the concerned controllers offices who issue the appointment letters to these staff members and where they are posted. This period is considered very minimal and insufficient.

2.2 Generally it has been observed that auditors lack organizational perspective and understanding of their own roles and they are not tuned to the demands of our vast organization. One of the reasons for this is insufficient training or non serious training by the controllers. The basic work of our department is done by these auditors and it is

necessary that they are extensively trained for sufficient time. DAD is having around 30% deficiency in manpower. Once a new auditor reports there is demand from various sections for his/her placement in their section and the training is given secondary priority. The practice prevalent is to post them wherever more bills/work is pending to be cleared. In short there is a tendency to utilize them even before they are properly trained.

2.3 The auditors discharge basic and primary functions assigned to DAD and in their efficiency, attitude and skills rests the image and effectiveness of the DAD as a whole. For making the work force of the DAD fully geared to meet the challenges being faced by the department, the newly recruited auditors, henceforth, before joining the CDA offices will undergo a foundational course at the respective RTCs for a period of 2 months. If substantial recruitments are expected then the foundational course could be held twice in a calendar year ie during January-February and during October-November of each year. Else, only one foundational course during January-Feb could be scheduled. The appointment letter of auditors/clerks should accordingly itself prescribe that they should directly report to the concerned RTC in the said months for a foundational course for two months. The following will be the module for the foundational course training of newly recruited auditors/clerks:

2.4 **Training of newly recruited Auditors/clerks :**

There will be a *2 months training for auditors/clerks* before their formal posting in a DAD office. The training schedule will be divided in to 4 phases namely;

- A) Foundation Training – 2 weeks
- B) Functional /Professional training – 3 weeks
- C) IT/Computer related training – 2 weeks
- D) Perfection /Grooming Module – 1 weeks

A) Foundational Training:- -2 Weeks

This phase should act like indexing or *show-casing the Department and his job* module shall contain;

- Establishment and administration, initiating and movement of files, noting and drafting, linking, supporting documents, record management and retrieval.
- Interaction with AAOs, AOs, SAOs and retired ACDA's & DCDA's.
- Visit to different Offices of DAD at the RTC station.
- Interaction with client Departments, the structure of DAD and defence forces. This could be done via Seminars, presentations, etc. at their venues.
- Classes regarding different Office-Manuals, Rule-books, personal benefits, Claims, etc.
- File noting & drafting.
- Presentation by auditors regarding what they have learnt and evaluation test at end of module

B) **Functional/Professional Training 3 weeks**

- Accounting and budgeting MIS
- Linkage between payment, Audit and accounting functions.
- Basic manuals used in DAD
- Importance of quality objections.
- Presentation by auditors regarding what they have learnt and evaluation test at the end of module

C) **IT/Computer related training: 2 Weeks**

Should focus on:

- Data-base Management
- IT security and related issues
- Exposure to DAD Developed IT Packages
- Presentation by auditors regarding what they have learnt and evaluation test at end of module

D) **Perfection Modules: 01 Week**

Classes should focus on;

- Etiquette, Office behavior, CCS (Conduct) Rules & discipline etc
- Communication skills, awareness of DAD hierarchy and DAD structure
- Vigilance aspects, Public dealing, grievance management, client expectations.

Perfection module may be handled by IDAS officers or guest faculty.

2.5) After the completion of training schedule of auditors/clerks, the trainee Auditors *may be sent / posted back to the concerned office. In the controllers office he should be closely guided by senior AOs/IDAS officers and he/she should be given practical training in Audit, Accounting and Costing Sections.*

2.6) The trainee Auditors *may be asked to come for classes in proper attire in the RTC class rooms.*

2.7) The direct recruit Auditors are mostly young and they should be encouraged to utilise the available sports facilities with RTCs.

2.8) The DAD also directly recruits SAS apprentices. The provision of the above foundational course will apply to them also.

2.9) *A formal Valedictory function may be planned at the conclusion of the foundational course at RTCs.*

Training of in-service auditors and clerks

2.10 For the in- service auditors and clerks the courses will be conducted by the concerned RTCs as per the consolidated guidelines mentioned at chapter 5. Due care will be taken by concerned controllers/RTCs to appropriately train promotee auditors and clerks as they might be having low educational qualifications.

Chapter - 3

Training of AAOs, AOs & Sr AOs

The AAOs/AOs and Sr AOs are the backbone of DAD and a majority of accounts, Payment and audit functions are discharged and end at these levels. The Auditors entering our department through staff selection commission are minimum graduates. They are eligible to appear in Subordinate Accounts Service (SAS) examination normally within 3 years. A good number of them are able to make it to the AAO level say in 5 years to 10 years time. Thereafter, they get promoted to AOs, Sr AOs and many of them even as an IDAS Officer.

3.1 For the staff who qualify the SAS exam and who hold the positions of AAOs/ AOs/Sr AOs in -Service courses and seminars should be held. Such courses and seminars should look at these individuals as a vital resource to be valued, motivated, developed and enabled to achieve the DAD objectives. For training of these levels sharing of experiences should be institutionalized, and mere class room teaching would not suffice. Seminars, paper presentations , workshops could be the additional tools that help in better learning and application of what has been learnt by them. Hence RTCs may plan such programmes in their course calendar. Participants who are nominated for any training in RTCs may come prepared on the topics and they need to make a presentation on the topics. Group discussions can be held and an IDAS officer from RTC or nearby office should be asked to chair a few sessions/topics.

3.2 The training to be imparted to these levels should focus on the micro level knowledge of rules, regulations, procedures and Manuals etc. Besides, right attitude and etiquette, communication and man management skills also need to be emphasized and could be included in a few sessions in their various training courses.

3.3 When a AAO/AO or Sr Accounts officer is posted to a specific DAD organization such as ordnance factories or the IFA set up etc after a long gap or it is otherwise considered specifically appropriate by his CDA/PCDA that he should undergo a specific training course, then such officers could be sponsored for appropriate training courses.

Chapter - 4

Training of IDAS

IDAS officers constitute the management cadre of the DAD. The ultimate responsibility for successfully and effectively running the DAD rests on their shoulders.

- 4.1 One enters the IDAS through the Civil Services competitive exam. For this entry level sufficient induction training at the time of entry into service is provided to them in the shape of common foundational course, the basic accounts and finance training at NIFM and the departmental training at NADFM. The syllabus of training at NADFM and NIFM is carefully designed so that the officers are fully equipped to share the onerous responsibility of running the department /government.
- 4.2 Besides, the Govt of India, Ministry of Personnel, Public Grievances and Pensions, on the recommendations of the Administrative Reforms Commissions and other Committees in the matter of training and career progression for the civil services from time to time makes appropriate recommendations. The NTP 2012 has also prescribed in-service courses for civil servants. The IAS and various other central services have accordingly designed Mid Career Training Plan (MCTP) for their officers. The Hqrs office is also in the process of considering appropriate MCTP for IDAS officers at the following stages:
- a) On completion of 7-8 years of service
 - b) On completion of 16-17 years of service

c) On completion of 25-26 years of service.

4.3 Besides the above, the IDAS officers should be provided training for bridging their competency gaps and enabling them to discharge their multifarious responsibilities effectively. For example when an IDAS officer is posted to a specific DAD organization such as ordnance factories or the IFA set up etc after a long gap or it is otherwise considered appropriate by his competent authority that he should undergo a specific training course, then such officers could be sponsored for appropriate training courses. The Training facilities at Brar Square, shall be centrally used for in-service training of IDAS officers, presently being done by NADFM. Jt CGDA (Trg) shall be the Director CENTRAD for organizing and executing the in – service training for IDAS officers including the IFA training. The NADFM shall be exclusively meant for IDAS probationers and the training infrastructure of RTC, Pune and NADFM, (whenever free) shall be fully utilized for training of DAD staff and officers upto Sr AO level, as per RTC Pune jurisdiction.

Chapter -5

Training for IFAs

Implementation of IFA System in Defence Accounts Department

5.1 Evolution of IFA System in Govt. of India

The Integrated financial Advice system was introduced in various Ministries of Govt. of India after October 1975. The basic aim of the scheme is to expedite decision making by delegation of financial powers to the executive authorities which are to be exercised in consultation with the Integrated Financial Advisors to bring in the concept of authority with responsibility and accountability. The IFA system was introduced in the Department of Defence Production in 1976 and in the Department of Defence in August 1983.

5.2 Introduction of IFA System in Service Headquarters.

In the light of recommendations of a sub Committee of the Committee on Defence Expenditure, the Ministry of Defence decided in Nov. 1991 that exercise of delegated financial powers by the authorities lower than Ministry of Defence should also be with the advice of local financial advisors. The 19th Estimate Committee of Parliament was also assured in this regard in 1992-93. These developments culminated in the introduction of IFA system in the three Service Headquarters, Headquarters Maintenance Command and Director General Border Roads as follows :

- i. IFA Naval HQrs - March 1994
- ii. IFA Air HQrs - April 1994
- iii. IFA Army HQrs - August 1994
- iv. IFA (BR) - March 1995
- v. IFA (MC) Nagpur - September 1995

5.3 The IFA system has since been introduced at the command and corp HQrs of Army and at command and lower formations of Air Force and Navy. Besides, the IFA system is now operational in Indian Coast Guard and its commands, Border Roads, R&D, DGAFMS and many other defence and miscellaneous establishments. A very substantial number of HAG, SAG, JAG, Senior scale and junior scale IDAS officers are engaged in providing

the IFA cover to defence forces and miscellaneous establishments. An important feature of the IFA structure is that it is an officer oriented system without much involvement of DAD staff in IFA functions. IDAS officers, however, are assisted by Sr. AOs/AOs in various CNC/TPC functions etc.

5.4 Presently NADFM conducts IFA courses for IDAS officers and various RTCs conduct courses for staff AAOs/AOs and Sr AOs for the work relating to IFAs etc. This however is not considered to be an effective mechanism. Since IFA functions are specialized and are not a part of typical DAD functions, it is felt that a dedicated training facility to train IDAS officers posted as IFAs exclusively is warranted.

5.5 As such the Training and Development Centre, Barar Square, Delhi is designated as the Training Organization for Integrated Financial Advisors, in short TOIFA. A large cluster of Pr. IFAs and IFAs are located in Delhi along with the services Hqrs and this facility will be well suited for effectively training the IDAS officers in IFA set up, where their training is considered necessary. As the IFA system is generally IDAS officer oriented the number of auditors/AAOs/AOs/Sr AOs posted in most of the PIFA/IFA offices is generally miniscule. If training for the Sr AOs/AAOs and the staff posted in IFA offices is considered necessary, the same can be effectively provided by IFAs themselves.

5.6 The Jt.CGDA (Trg) shall head TOIFA. However he will seek the valuable views and assistance of Jt. CGDA (IFA) and the PIFAs/IFAs at Delhi in planning and imparting the IFA training. The head TOIFA shall report to CGDA through Addl. CGDA (Trg).

5.7 Wherever PCDA/CDA officers are providing the IFA cover to the services, besides their normal duties, such officers requiring IFA training shall also be trained at TOIFA.

Chapter -6

Consolidated Guidelines of DAD Training Policy 2013

The DAD would follow the following consolidated guidelines in the matter of training, in consonance with the NTP-2012:

- 6.1 The staff to be sent for training should feel enthusiastic about the training course for which he is being nominated. An unwilling staff, if sent, may not evince interest in training and the objective of training him may be lost.
- 6.2 A DAD officer/staff, besides his training at the time of entry into service, should normally undergo any relevant training course once in a cycle of 6-7 years. In his/her entire career of an average of 35 years an individual staff should generally undergo 5-6 training courses/ seminar/workshops etc only at RTCs, etc. (including all types of courses/seminars/workshops etc.)
- 6.3 The proposals on the Training courses needed by Controllers and the number of participants they are willing to send will be solicited from client Controllers and only those courses recommended by a majority of the client Controllers will be planned for the recommending offices in the training calendar of RTCs. The RTC will not propose any training calendar on their own.
- 6.4 However, considering the main DAD functions a sample Training calendar for Regional CsDA has been prepared for developing specific competencies in the core sections of a CDA office which is placed at **Annexure ' F'** for guidance. Similar course calendars be prepared by

RTCs etc specializing in Factory Accounting, Functional Controllers, IFA training etc. The final Annual Training calendar for the ensuing year for each RTC may be got finally approved in the respective Training Advisory Committee (TAC), earlier known as RAC, meeting to be held in December/January of each year. The charter of duties of various TACs is at **Annexure 'E'**.

6.5 The competency required for effectively discharging the duties of various sections/posts shall be determined by RTC controller meticulously and while approving the calendar, the client controllers and TACs shall ensure that the required competencies for the effective performance of duties in areas for which the course has been planned have been built in into the contents of courses. AS per NTP 2012 a fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job. Competencies encompass knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the professional or specialized skills, which are relevant for specialized functions, such as the core functions of DAD. Both these aspects need attention in any training course.

- 6.6 The courses conducted by RTCs must inter alia also include in the course content of various courses the concern areas of Internal Audit Reports, Test audit Reports, Draft Paras, MFAI items, Court/ legal /audit decisions etc. The case studies should also form an important part of course content. At the central level the Hqrs office may identify 2-3 issues/concern areas on an annual basis. These issues will be communicated to the RTCs/ Training organization of DAD for inclusion in the scheduled courses or conducting special seminars/courses on them.
- 6.7 Courses felt necessary to be conducted by the Controllers in house, outside the course calendar finalized by the RTCs, are left to be done within the authority of PCsDA/CsDA and no Annual Training calendar in this regard is needed to be sent for approval of HQrs Training Division. Courses included in the RTC calendar should not be repeated by controllers' training committees. The Controllers can train their officers and staff in-house in the specific concern areas of that Controller office, on the job training etc. Controllers may also impart training to the staff of their sub offices through 'E' learning and distance learning through appropriate packages.
- 6.8 RTCs may conduct only specialized IT Courses, if required. All basic and common IT courses are to be done by respective Controllers in-house, where felt necessary.
- 6.9 Once a Training calendar has been finalized and approved with the consent and agreement of client controllers, the designated /authorized training centres will have full powers to deal with all

aspects of training and nominations etc and the matters requiring the attention of higher authorities will be put up to the respective RTAC for final decision, where considered necessary.

- 6.10 All courses will also have an open house/brain storming session and the main points emerging therefrom will be deliberated in the next RTAC meeting. Important issues requiring the attention of even higher authorities may be taken up with Training Division, of Hqrs office or with ALAC, henceforth to be known as Apex Level Training Advisory Council, if considered necessary. The constitution and functions of Apex Level TAC are at **Annexure 'D'**.
- 6.11 Courses could be of the size between 15 to 20 and even lesser where necessary.
- 6.12 All courses will also require each participant of a course to share his important work experiences/case study etc by coming on the dais. Besides, enriching other participants, it will improve the communication skills and confidence of participants.
- 6.13 Preferably the courses conducted by DAD should have service officers/service personnel component also, where considered necessary/useful.
- 6.14 In the guest faculty also preferably some service officers/component should be included.
- 6.15 A staff retiring in the next two- three years should not normally be nominated for training.
- 6.16 AT the end of each training programme the course participants will be given a sheet, indicating the course title, the dates of the course etc

for being filled up by participants for judging the quality and conduct of course freely. Participants shall remain anonymous on the sheet. The course directors will sign and stamp such feedback sheets. The Directors RTC etc. shall personally go through the feed back & take measures for self assessment and benchmaking of training being provided.

6.17 A central data base of the Training Courses attended by all DAD staff and officers upto Sr.AO level will be kept in PIS module 'Account no. & name wise'. All training organizations will upload the details after completion of each training course. Similarly for IDAS officers data will be updated Name and batch year-wise.

6.18 Courses on IFA matters for the IDAS officers of DAD and Senior AOs/AOs posted in IFA offices are to be centrally conducted at Brar Square on an all India basis. Brar Square will henceforth become the DAD's dedicated Training Institute for IFA, and will be known as DAD TOIFA (Defence Accounts Department Training Organization for Integrated Financial Advisors). The Training facilities at Brar Square, in addition to the IFA training, shall also be centrally used for in-service training of IDAS officers, presently being done by NADFM. The Brar Square will continue to be available for any other course/seminar/conference etc to be conducted under the aegis of HQrs office.

6.19 OTI Gurgaon, henceforth to be known as Delhi Training Centre (DTC), will specialize in and be the Central in-service Training institute for the staff of Delhi based offices of PCDA, New Delhi; PCDA (R&D); CDA

(Air Force), PCDA (Border Roads), CDA (IDS) and the CGDA. These offices may themselves utilize the infrastructure available at DTC, Gurgaon (earlier known as OTI (Gorgaon) for training their officers and staff.

6.20 The TACs of the respective RTC have, as members, a large pool of senior management of DAD consisting of PCDAs/PIFAs/CDAs/IFAs. As such in the RAC meetings not only the core training aspects, but also the possible areas of improvement in the DAD working should be deliberated and the RACs should give concrete and feasible suggestions for consideration by HQrs office where warranted. The members of TAC would work as a “Think Tank” of the Department.

6.21 The RTCs should also undertake field studies and research by visiting concerned DAD offices/Army units for suggesting improved training. To improve efficiency of the DAD in various areas the RTCs can also suggest changes required in systems and procedures based on their field visits etc.

6.22 RTCs will devote time for preparing drills on specific assigned subjects.

6.23 As indicated above, certain Training Establishments in DAD have been now designated as specialised Training Organization at an all India level e.g. IFA training, factory accounting training, Air Force training, Naval Training etc. In such cases, however, the connected DAD offices which are located at far away distances may find an RTC located close by to be more convenient for training their staff rather than sending them to the specialized training establishments which

could be located at farther distances. However, after weighing the pros and cons it has been decided that such offices must get training for their staff at the indicated specialized Training Institute/RTC only, where considered necessary. Such an inconvenience can also be easily handled by conducting the course locally by inviting the faculty from the specializing training RTC.

6.24 As a sequel to NTP 2012 guideline that Training institutions should become repositories of knowledge in the areas of their sectoral or functional specialization, the jurisdiction and specialization of each RTC has been redefined and is indicated in an **Annexure 'B'**.

6.25 The MTS cadre is a fresh induction in the DAD. They are responsible for carrying out misc duties as prescribed by the govt. As such they should be adequately trained in house/outside by concerned PCDA/CDAs/equivalent so that they perform their duties of staff car driver, erstwhile duties of peon, farash, chowkidar, gardner etc effectively. They could also be trained for handling misc masonry, carpentry and electrical work

6.26 Besides heading the Training Division, Brar Square the Jt. CGDA (Trg) shall be the Training Manager of DAD at the Hqrs. He will work under the supervision and guidance of Addl. CGDA and CGDA. The RTC Controllers and heads of other Training institutions like NADFM, TOIFA, DTC and DPTI shall report to the respective Training Advisory Committees/ higher authorities. The JCDA/Addl.CDA in a PCDA/Controller office shall be the training manager for their respective offices. In the absence of JCDA/Addl.CDA, the

ACDA/DCDA looking after the O&M section could be the training manager. The training Managers in a PCDA/CDA office should be adequately trained through 'Training for Trainers' programme etc conducted by ISTM and others. PCDA/CDA will be overall responsible for the competence development of his staff and their effective training and performance. The role of the training manager in a controllers office is at **Annexure 'C'**.

6.27 The Training infrastructure available with RTCs etc if considered to be under utilized should be offered to central/state government offices located at the station or around on a pre determined fee/charges decided by respective Training centre after considering all relevant factors. The catering and other outsourced services etc could be used by such users after direct negotiations by them. Similarly, for full utilization of RTC etc training infrastructure the client controllers of RTCs should be offered the RTC infrastructure for holding their LAO/AO GE etc conferences.

6.28 All client controllers will prepare an expert panel of faculty to impart competency based training by RTCs. Similarly PCDAs/CDAs for which RTCs have been identified for specialization in certain areas shall prepare panel of expert faculty. Respective RTC will be informed of such panels for being utilized for imparting training.

6.29 Courses on 'Training for Trainers' will be conducted by RTCs to adequately train officers included in such panels. The courses on 'Training for Trainers' conducted by ISTM or any other training Institute could also be resorted to train the identified faculty.

Annexure- A
IMMEDIATE

No.12021/8/2011-Trg.I
Government of India
Ministry of Personnel, Public Grievances and Pensions
Department of Personnel & Training
(Training Division)

Block No. IV, 3rd Floor,
Old JNU Campus,
New Mehrauli Road, New Delhi – 110 067
Dated the 19th January, 2012

OFFICE MEMORADUM

The Department of Personnel & Training (DoPT) is the nodal agency of Government of India for matters related to training of civil servants. For fulfilling this mandate, the **National Training Policy (NTP)** was formulated in 1996.

2. 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 existing capacity building measures for the civil servants and to further strengthen the Institutional mechanism.

3. Accordingly, the National Training Policy, 2012 was formulated in consultation with all Ministries/Departments of Government of India.

4. **The Government has now approved the National Training Policy, 2012 and the same is hereby circulated for adoption by all Ministries/Departments of Government of India.** Accordingly, each Ministry/Department may issue necessary orders for implementing the Policy.

5. DoPT would issue suitable guidelines from time to time to facilitate the implementation of NTP, 2012.

- Sd

(Upama Srivastava)
Jt Secretary to Government of India

All Central Ministries/Departments

P.T.O

National Training Policy 2012

1. Background

1.1 The National Training Policy was issued in April 1996 through a set of Operational Guidelines for the development of the human resources of the Government. This followed the process of liberalization of the economy through de-licensing and deregulation begun in 1991 and the 73rd and 74th Amendments to the Constitution, which took effect in 1993 thereby creating the third tier of Government at the Panchayat and Municipal levels.

1.2 These, along with other changes since then, such as rapid economic growth, devolution of funds, functions and functionaries to the Panchayats and Municipalities, enhanced transparency through the right to information, globalization, climate change and extremism have created a complex and challenging environment in which the civil service has to function at a time when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens.

1.3 Over this period, the Human Resource Management function has also undergone a significant change. Organisations are attaching tremendous importance to the management and development of their people. There is increasing recognition that the individual in an organisation is a key resource and should not be simply looked upon as a cost.

1.4 Government systems of personnel administration continue to focus largely on the rules and procedures governing the recruitment, retention and career development of the civil service. Systematic training of civil servants has continued to be mainly for the higher civil services with a large number of Group B and C employees receiving sporadic training, if any at all. With the creation of the third tier of Government, the training of functionaries in the Panchayat and Municipal bodies has become a critical concern.

1.5 For transforming the civil service, it is imperative to move to a strategic human resource management system, which would look at the individual as a vital resource to be valued, motivated, developed and enabled to achieve the Ministry/Department/Organisation's mission and objectives. Within this transformational process, it is essential to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training.

2. Competency Framework

2.1 Competencies encompass knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the professional or specialized skills, which are relevant for specialized functions such as building roads, irrigation projects, taking flood control measures, civil aviation, medical care, etc.

2.2 A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job.

2.3 Training has usually been based on the duties that are to be performed in a particular post. There has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. For moving to a competency-based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Ministry/Department/Organisation needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

3. Training Objectives

3.1 The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently abled, senior citizens, SCs, STs etc.. The competency framework will be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with. The success of training will lie in actual improvement in the performance of civil servants.

4. Training Target

4.1 All civil servants will be provided with training to equip them with the competencies for their current or future jobs. Such training will be imparted:

- (a) At the time of their entry into service, and
- (b) At appropriate intervals in the course of their careers.

4.2 Such training will be made available for all civil servants from the lowest level functionaries to the highest levels.

4.3 The opportunities for training will not be restricted only at 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.

4.4 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 of service delivery to the citizens.

5. Role of Ministries/Departments

5.1 Each Ministry/Department shall adopt a Systematic Approach to Training and shall:

- i. Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Ministry /Department;
- ii. Create a Training Cell with HR and Capacity Building Professionals to assist the Training Manager;
- iii. Classify all posts with a clear job description and competencies required;
- iv. Develop Cadre Training Plans (CTPs), based on the competencies required and training needs, for ensuring that all cadres under the Ministry/Department or its attached/sub-ordinate offices have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;
- v. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;
- vi. Ensure that any non-training interventions that need to accompany training interventions are also taken up suitably;
- vii. Make the immediate supervisor responsible and accountable for the training of the staff working under him;

- viii. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;
- ix. Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Ministry;
- x. Prepare an annual training plan for all the cadres under its control;
- xi. Implement the Annual Training Plan (ATP), by using the institutions under it or outside, so that the limitations on internal training capacity do not constrain the implementation of the training plan;
- xii. Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;
- xiii. Incorporate a separate section in the Ministry's annual report on training and capacity building activities undertaken during the year;
- xiv. Provide induction training to new entrants and prepare and upload the induction material on the website of the Ministry/Department for easy accessibility;
- xv. Organize 'On the Job' and 'In-house' training as may be required.

6. Role of Training Institutions

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

- i. Have the requisite staff, infrastructure and finances to perform their functions;
- ii. Move to becoming models of excellence in the quality of the training they impart and as learning organisations through a process of self-assessment and bench-marking;
- iii. Provide technical assistance and advice in preparation of annual training plans for the Ministry/Department and in outsourcing training (if so required);

- iv. Play a key role in assisting the Ministries/Departments in the process of shifting to a competency based-framework for training (as applicable);
- v. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;
- vi. Supplement their current programmes with distance and e-Learning courses;
- vii. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization (as applicable);
- viii. Provide advisory and/or consultancy services (as applicable);
- ix. Network with other institutions to share learning resources, experience and expertise;
- x. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;
- xi. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for 'Training of Trainers';
- xii. Maintain database of trained manpower for future reference;
- xiii. Give special focus on behavioural/attitudinal training.

7. Trainer Development

7.1 The Trainer Development Programme (TDP) has been one of the most successful instances of transfer of learning under a donor project resulting in the development of a cadre of trainers. The concept of "once a trainer, always a trainer" that was enunciated in the National Training Policy, 1996 has aided its

success. The Trainer Development Programme is, however, based on curricula and content developed over the last three decades. While the core principles of learning have not changed, there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large numbers of people. There is an urgent need to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills/techniques. There is also a need for setting up a Learning Resources Centre (LRC), preferably on a suitable public private partnership mode so that sustainable indigenous capacity is built in this area.

7.2 Certification of trainers under the Trainer Development Programme has to be on a renewable basis related to their actually conducting a required

number of training programmes and also attending courses meant for upgrading their skills.

7.3 While the Trainer Development Programme on training techniques and skills has evolved over the years, the development of domain specific trainers has largely been ignored. Given the plethora of training institutions in the diverse areas of Government functioning, it is desirable to develop cadres of trainers in different sectoral and functional specializations. Different Ministries/Departments would need to take the initiative to develop such trainers in the areas of their responsibility.

7.4 The Sixth Central Pay Commission has proposed major incentives such as 30 percent Training Allowance, rent-free accommodation etc. for Central Training Institutions for Group A officers, in recognition of the importance of this function and to attract a wider range of officers to this function. It is recommended that State Governments provide similar incentives to the faculty of the State Training Institutions.

8. Foreign Training

8.1 Foreign training fills a crucial gap in the training system. It provides opportunities for officers to gain exposure to the latest thinking on different subjects in some of the leading institutions of the world. It exposes them to experiences and best practices of different countries with differing models of development and governance. Since 2001, the scheme of Domestic Funding for Foreign Training (DFFT) has become the main source under which officers are now sent for foreign training.

8.2 There is a need to continue and strengthen the DFFT scheme as well as other similar schemes of various cadre controlling authorities so that officers have the opportunity to attend both long-term and short-term programmes to develop in-depth competencies in a range of subjects/areas or specific specialized subjects. This is particularly important for officers who are likely to hold positions at the senior most levels of Government where they need to be aware of, and take into account, the broader global context in policy formulation as well as international best practices.

9. Funding

9.1 Each Ministry/Department/Organization shall provide adequate funding to meet the training requirement.

9.2 The National Training Policy of 1996 had recommended that 1.5 percent of the salary budget be set aside by each Department to be used solely for the purpose of training. Given the likely increase in the need for training by moving to a competency-based system, it is recommended that each Ministry/Department/Organization set aside at least 2.5 percent of its salary budget for training.

10. Training for Urban and Rural Development

10.1 The 73rd and 74th Amendments of the Constitution resulted in a radical change in the status of the Panchayati Raj Institutions and Urban Local Bodies by prescribing constitutionally mandated devolution of powers and resources to them as the third tier of Government. These institutions are critical for the development of the rural and urban areas as well as delivery of many essential services to the citizen. The national level flagship programmes for rural and urban development have highlighted the need for capacity development in the rural and urban level institutions for effectively implementing the programmes.

10.2 Rural and urban local bodies' functionaries need to have the competencies to be able to perform their work efficiently and their training is, therefore, of paramount importance. As the officers of the IAS and State Civil Services play an important role in the administrative set up at all levels, they need to be familiarised with grassroots institutions of rural and urban governance. As in case of attachment with other Departments, the IAS Probationers/Officer Trainees may be given 'hands on experience' of grassroot level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/Municipalities for a suitable duration. This arrangement may be made within the overall framework of the recommendations of the 'Syllabus Review Committee' for the induction training. Similar attachments could also be considered by the State Government for inclusion in the training schedule of probationers of the State Civil Services.

10.3 Suggested areas for capacity building in rural and urban development:

- i. Rural development : Rural Sociology, Rural Development/Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of Non-Government Organizations in rural development, Rural Co-Operatives, Conflict Management in Rural Areas;
- ii. Urban Development : Decentralization and Urban Governance, Urban land issues, urban environment, urban transport, Urban planning and Infrastructure development, Urban Poverty and Social Development, Municipal Accounts and Finance , e-Governance for urban development.

11. Implementation and Coordination

11.1 A National Training Council, chaired by the Minister, Ministry of Personnel, Public Grievances and Pensions, shall be constituted for giving overall direction for the implementation of this Policy.

11.2 For monitoring the implementation of the National Training Policy and taking appropriate steps to facilitate such implementation, there shall be a Committee chaired by the Secretary, Ministry of Personnel, Public Grievances and Pensions and consisting of the Secretaries of the

Departments of Urban Development and Rural Development, Administrative Reforms & Public Grievances, the Director of the LBSNAA and three Representatives each of the State and Central Training Institutions (on a 2 year rotational basis) with Joint Secretary (Training) as the Member Secretary. This Committee will meet bi-annually.

11.3 The Training Division of DoPT shall be the nodal agency for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation.

11.4 Development of Competency Framework: With the shift to development of a competency based framework for the management of the Human Resources including training, the Training Division would need to enhance its own capacity (in terms of staff and their competencies) to be able to provide the leadership in detailing the manner in which the work is to be done, providing guidance and handholding support to the Ministries and Departments and monitoring the progress so that the standards of quality in developing the competencies are adhered to and the task is completed in a reasonable period in a mission mode.

11.5 Capacity Building for National Flagship Programmes: Ministries are scaling up their training activity and National Flagship Programmes such as the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP), National Rural Health Mission (NRHM), and Sarva Shiksha Abhiyan (SSA) are allocating large amounts for capacity building. In this scenario, it becomes even more important to ensure that such training/capacity building programmes are properly conceived, structured, implemented and their impact assessed so that the expenditure achieves the purpose it was meant to. The Training Division would need to take the lead in developing the competencies of the Training Managers in the Ministries so that they are better able to provide support and guidance to their Ministries in the design and implementation of capacity building schemes.

11.6 The Training Division needs to provide technical support to the Ministries concerned and the States in the development of need based training schemes through creation/augmentation of training infrastructure, faculty development and out-sourcing of training. Many states already have excellent infrastructure in the apex training institutes as well as SIRDs and SIUDs. With proper co-ordination, synergy can be created with the state ATIs so that capacities, which already exist, can be optimally utilised.

11.7 Distance and E-Learning: Distance and e-learning provide unparalleled opportunities for meeting the training needs of large number of civil servants dispersed across the country in different cities, towns and villages. The Training Division has taken a major step in this direction by tying up with IGNOU to facilitate distance learning in a wide range of subjects and courses. Technology provides the means to make available a vast resource of

learning material and courses online providing individuals with enormous choice and flexibility in learning. The Training Division needs to take the lead to ensure that institutions make available training courses/material through an E-Learning Portal as well as through the more conventional modes of distance learning. The portal would be a platform to bring together the numerous Government and other training institutions for providing a single point of access to the repository of training resources. The Training Division should also build up databases of the training resources available such as calendars of training programmes of different institutions, faculty in different subjects, etc.

11.8 Capacity Building in States:

(i) **State Training Policies:** It is recommended that each State formulate/adopt a training policy based on and similar to the new National Training Policy so that there is a formal, articulated framework within which training is conducted at the state level. This would enable States to develop an action plan including identification of institutions, training programmes, trainers etc. for training of State civil servants. In order to facilitate the process of formulation of training policies by the States, a model State Training Policy may be prepared by the Training Division.

(ii) **Role of State Administrative Institutes (ATIs):** It is recommended that the State Governments designate the State Administrative Training Institutes as Apex Training Institutions of the State and empower them to play a lead role in co-ordinating training across sectors and departments. Further, the ATIs need to be strengthened with adequate funds, infrastructure, manpower and decision making powers.

(iii) **Support from Training Division:** The Training Division continues to have an extremely important role in supporting the development of Training Capacity in the States. It needs to be provided with adequate funds for supporting need based training schemes as may be proposed by the States. It should focus, in particular, on the following:

a) Supporting the creation of decentralised training infrastructure (at the divisional, district or subdistrict levels) concomitant with the development of trainers at those levels;

b) Strengthening and empowering State training institutions (including improving the quality of selection of faculty and their development); and

c) Specifically supporting training of civil servants at the grassroots level, including Panchayat functionaries, to improve delivery of services by upgrading their skills and knowledge and improving their responsiveness in meeting citizens' needs.

12. Monitoring and Evaluation

12.1 Monitoring and Evaluation (M&E) is a powerful tool to improve the way governments and organizations achieve results. Research studies indicate that effectiveness of training and development is significantly increased if the monitoring and evaluation of training programmes is systematically undertaken. In the era of globalisation and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment.

12.2 Evaluating the effectiveness of training is a very important but difficult aspect of training administration. Often, the evaluation in training institutions is limited to post-course questionnaires inviting trainees to comment on the course, trainer and training material. This cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to embed comprehensive impact evaluation in the training eco-system where evaluation is not confined to the quality of training programmes or the learning derived by the participants but also evaluates changes in the job behavior that resulted from the programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens.

12.3 Role of Training Division

- (I) Monitoring the implementation of National Training Policy
- (II) Maintain a database of training and development activities undertaken by various Ministries/Departments
- (III) Issue advisories from time to time so that training programmes are conducted based on 'Systematic Approach to Training' and build capacity of the Ministries/Departments and training institutions in the area
- (IV) Ensure that Training Managers are appointed in all Central Government Ministries/Departments, build their capacity and work in close coordination with them

12.4 Role of Ministry/Department

- (I) Develop a Training Management Information System (TMIS) to facilitate training and development activities of the Ministry/Department.
- (II) Undertake benchmarking/evaluation study of training institutions under the control of Ministry/Department to mould them as Centres of Excellence
- (III) Commission surveys/studies to measure the clients'/customers' satisfaction level on the services delivered by the Ministry/Department
- (IV) Review the implementation of the Annual Training Plan, Cadre Training Plan and the functioning of Training Institution(s) under the

Ministry/Department (including attached/subordinate offices) and in particular to look at the:

- a) Utilisation of training capacity;
- b) Quality of training conducted;
- c) Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes' mandate;
- d) Training of the Group B and C staff, particularly those at the cutting-edge level (as may be applicable); and
- e) Proper selection and development of faculty, incentives for them and stability of their tenure.

The conduct and character of the selected faculty should be demonstrative of the ethics and values taught in the classroom.

12.5 Role of Training Institution

(I) Keep track of latest and international trends in training and development and replicate/assimilate them in Indian context

(II) Constantly hone and upgrade the skills of trainers/faculty members in the new and emerging training techniques and methodologies and assess/review their performance as trainers/faculty.

(III) Constantly review and modify curricula, content and training methodologies to take account of training feedback and the needs of clients;

(IV) Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individual's performance over time; and

(V) Conduct evaluation studies to assess the impact of training programmes conducted by it on organizational performance.

Annexure B

Jurisdiction and specialization of RTCs and other Training Institutions of DAD

Name of RTC	Jurisdiction	Specialization/remarks
RTC Meerut	PCDA(WC) Chandigarh, PCDA(SWC) Jaipur, PCDA(NC) Jammu, CDA(Army) Meerut, CDA(PD) Meerut, CDA(Funds) Meerut, CDA(Air Force) New Delhi, PCDA(AF) Dehradun and all their sub-offices	Air Force
RTC Lucknow	PCDA(P) Allahabad, CDA Jabalpur, PCDA(CC) Lucknow and all their sub-offices.	As per jurisdiction
RTC Pune	PCDA(Navy) Mumbai, CDA(CSD) Mumbai, PCDA(O) Pune, PCDA(SC) Pune and all their sub-offices	Navy
RTC Kolkata	PCA(Fys) Kolkata and all Branch Accounts offices, CDA Guwahati, CDA(BR) Guwahati, CDA(Patna) and all their sub-offices	Ord. Factories
RTC Bangalore	PCDA (Bangalore), CDA(R&D) Bangalore, CDA Chennai, CDA(RD) Hyderabad, CDA Secunderabad and all their sub-offices	R&D PSU/HAL payments
Training Division Brar Square & TOIFA	Centralized IFA Trg on all India basis, Training for in-service IDAS officers, - specialized courses/conferences/ seminars etc. decided by CGDA office.	IFA
Delhi Training Centre (DTC) Gurgaon	Training for officers and staff of PCDA New Delhi, PCDA(BR) , PCDA(R&D), CDA (IDS), and CGDA	Respective offices to organize the desired courses at DTC, GGN
DPTI Allahabad	Training in pension matters including disbursement on all India basis, IT Training for PCDA(P) Allahabad	Pension Sanction and Disbursement
NADFM Pune	Training of IDAS Probationers	

Note: Despite specialization, all the RTCs shall also continue to conduct courses on Regional CDAs because of the wide reach of army and the spread of regional CDAs offices.

Annexure C

Role of A Training Manager

The illustrative list of functions of the Training Manager has been prescribed vide Ministry of Personnel, Public Grievances & pensions, DOP&T No 11030/2/2012-Trg.I dated 25 February 2013. As such the functions of a Training Manager in a PCDA/CDA equivalent offices would be as follows:

- 1 Create an environment of acceptance of training in the organization.
- 2 Suggest training strategies
- 3 Have the training needs of staff assessed through appropriate Training Need Analysis.
- 4 Develop a departmental training policy.
- 5 Prepare a Training Plan for the Short Term as well as the strategy for the long term.
- 6 Formulate and implement Cadre Training Plans
- 7 Design appropriate training programmes.
- 8 Encourage and support the development of training material.
- 9 Organize in-house Training/Seminar/Workshops.
- 10 Nominate personnel for training.
- 11 Identify areas for Distance Learning.
- 12 Arrange adequate funds for training and estimate costs.

- 13 Liaise with Training Institutions.
- 14 Organize on the Job training.
- 15 Draft different kinds of contracts for training studies, consultancy etc.
- 16 Develop and maintain a Training information system.
- 17 Organize training impact studies and evaluation.
- 18 Manage training resources (finance, human resources, institutions, infrastructure
- 19 Link training with career management.

Annexure D

Apex Level Training Advisory Council

(Apex Level TAC)

The Apex Level Training Advisory Council is constituted as follows:

CGDA	Chairman
Addl CGDA looking after the Training charge	Member
Heads of RTCs/DPTI/DTC	Members
Jt CGDA (Trg)	Member Secretary

Agenda will be drawn by inviting points from the members and deliberated in Apex level TAC. The Apex level TAC will provide overall direction to the training effort of DAD and review whether the training being provided is leading to competency building of the employees resulting in the improved service delivery by the DAD.

Annexure E

Training Advisory Committees

The Training Advisory Committees shall be collectively responsible for ensuring the functional effectiveness and efficiency of training being provided by RTCs/DTC/TOIFA and DPTI etc. The Committees will finally approve the training calendar of respective training centre which will draw the calendar based on the inputs from client controllers under the jurisdiction of RTC/DTC/TOIFA and DPTI. The agenda for the Training Advisory Committee meeting will be finalized by RTC/DTC/TOIFA/DPTI controller/head after the inputs/suggestions have been received from the client controllers.

The constitution of Training Advisory Committees will be as follows:

Training Advisory Committee of RTCs:

Seniormost IDAS officer from the client offices	Chairman
All other PCDA/CDAs/ equivalent of client offices	Members
Controller RTC	Member secretary

TAC of Delhi Training Center, Gurgaon:

Seniormost PCDA of client controllers	Chairman
Other client controllers	Members

(Note: The client controllers of DTC, Gurgaon
Shall not be the client controllers of RTC Meerut)

TAC of TOIFA, Brar Square

Seniormost PIFA at Delhi	Chairman
Other PIFAs/IFAs at Delhi	Members
Command level IFAs	Members
Jt CGDA (Trg), Training Div, Brar Square	Member Secretary

TAC for Training of in-service IDAS officers at Brar Square other than on IFA matters:

Addl CGDA (Training)	Chairman
HAG/SAG level IDAS officers at Delhi (other than PIFAs/IFAs)	Members
Director NADFM	Member
Jt CGDA (Trg)	Member

TAC of DPTI, Allahabad

PCDA (Pensions)	Chairman
CDA (PD)	Member
Jt CGDA (looking after pensions)	Member

TAC meetings may be held twice a year preferably in January and August of each year. Issues which need to be referred to Hqrs office may be referred to the Training Division for appropriate action.

Annexure F

Sample Training Course Calendar for Regional CDA for ensuring specific competency Development. (Similar competency based calendars be drawn for other specializations)

1. Training Course for developing competencies for newly posted auditors, AAO's, AO's/Sr.AOs posted in 'M' section and 'Store' section.
2. Training for developing competencies for newly posted auditors, AAO's, AO's/Sr.AO posted in 'E' section and AO GEs and UA BSOs.
3. Training for developing competencies for auditors, AAO's/AO's posted in 'Pay and AN-Pay' section.
4. Training for developing competencies for auditors, AAO's/AO's posted in 'T' section/ dealing with such items of work.
5. Training for developing competencies for auditors, AAO's/AO's posted in 'O & M' section.
6. Training for developing competencies for auditors, AAO's/AO's posted in 'FA' (Internal Audit) section and LAOs.
7. Training for developing competencies for auditors, AAO's/AO's posted in 'R' section and reception.
8. Training for developing competencies for auditors, AAO's/AO's posted in EDP and 'A/Cs' section.
9. Training for developing competencies for auditors, AAO's/AO's posted in and required for 'Admin' section.

10. Training for developing competencies for auditors, AAO's/AO's posted in 'House Keeping' section.
11. Training for developing competencies for auditors, AAO's/AO's posted in 'PAO ORs'.
12. Course on General Financial Management – GFR/DFPRs, FRs
13. Course on the control and monitoring of Defence budget
14. Course on the control and monitoring of DAD budget
15. Course on CAG Reports/draft paras/observations/MFAI/Internal Audit Reports
16. Course on Leadership/Motivation/Morale/People Management/Communication etc for AAOs/AOs/Sr.AOs.
17. Courses on EDP Section/Advance IT courses/ Various projects of DAD.
18. Course for MTS.
19. Course on official language.
20. Training on office automation.

Note : It is felt that one course each year by RTCs on each of the above and or other identified areas every year will generally suffice.