

Report on
**The Selection, Development and
Certification process of Master Trainers and
Recognised Users under Trainer
Development Programme.**

*Sponsored by
Department of Personnel and Training
Government of India*

APRIL, 2008

By Core Group

S.Venkatesan

S.K.Ghosh

.Manisha Bhatnagar

R.S.Rajagopala Rao

Ashok Sanagal

B.Yoganath Singh



ADMINISTRATIVE TRAINING INSTITUTE, MYSORE
Lalitha Mahal Road, Mysore - 570 011.

FOREWORD

With the opening of the Indian Economy the challenges facing the Central and the State Governments have increased many fold. The introduction of the Right to Information Act has underlined the need for total transparency in the work of public organizations.

In these circumstances the training function becomes all the more important to equip the players with sufficient tenacity and grit to face the new challenges. Organizational motivation and morale need to be always kept at the highest level to maintain efficiency and effectiveness.

The Trainer Development Programme seeks to supply a pool of specialists in the form of Master Trainers and Recognized Users through Training of Trainer Courses. The National Training Policy also emphasizes that utmost care shall be exercised in selecting trainers and identifying trainer potential.

The Department of Personnel and Training, Government of India, have taken a number of initiatives to improve the quality of the Trainer Development Programme through specific selection of trainers and potential trainers with the help of various State Level Administrative Training Institutions and Central Training Institutions.

The Trainers are recognized as the heart and soul of the training function. It is essential that they have certain special qualities and there is a system in place to monitor the standards of trainers both in qualitative and quantitative terms. The choice of the resource persons must be by method and not by accident. Since once a trainer is always a trainer and substantial investments are made in developing the Master Trainer or a Recognized User, it is important that the right person is selected for development as such. It is also important that due recognition, incentive and respect is given to the trainer, so that successful field managers opt for becoming trainers.

Keeping the above concerns in view as well as the feed back received during discussions held in the MT/RU Conference at Chennai, in 2006, the Training Division of DoPT, Government of India, sought to carry out a study of the entire mechanism of development of MTs/ RUs including the selection and certification process and bringing more objectivity, reliability and transparency into it. It also required reviewing the incentive to be provided to MTs and RUs. The task was entrusted to us in Administrative Training Institute, Mysore. We took it as an

opportunity to serve the wider interest of strengthening the training process and contributing to the development of the trainers in the country.

To facilitate the study, a Core Group was put together by including eminent Master Trainers with rich experience of trainer development initiatives and representatives from both ATI, Mysore, and the Training Division. It gives me great pleasure to say that they could crystallize the issues relevant to the task and consult a sizeable number of trainers and heads of training institutions besides eminent representatives of the training environment. The result produced by them presented in this report shows the endeavour made by them to be very rational and comprehensive. Their study also takes care of the contemporary trends in this field. The Core Group has also put across some areas of further study worth consideration by the Training Division. I believe the purpose for which this exercise was taken up has been served by the Core Group.

I congratulate all the members of the Core Group on their pursuing the task with such commitment and enthusiasm. I also thank Shri Ajay Sawhney, Joint Secretary, Training Division, for his fore vision to take up this exercise which is so relevant in the context of contemporary training environment.

(C.S. Suranjana)
Director General
Administrative Training Institute
Mysore

Mysore
Dated : April 2008.

CONTENTS

S. No.		Page No.
	ACKNOWLEDGEMENT	5
	EXECUTIVE SUMMARY	7
1.	INTRODUCTION	9
2.	BACKGROUND, OVERVIEW AND EVOLUTION OF TDP	9
3.	COMPOSITION OF CORE GROUP	21
4.	TERMS OF REFERENCE	21
5.	METHODOLOGY	22
6.	THE STUDY	23
7.	ANALYSIS	29
8.	RECOMMENDATIONS	69
	LIST OF ANNEXURES	79
No.	TITLE	
I	Constitution of Core Group	80
II	Questionnaire for RUs	82
III	Questionnaire for MTs	85
IV	Format to former JSs'(training) and select Heads of Institutions	88
V	Consolidated Responses of RUs	90
VI	Consolidated Responses of MTs	116
VII	Extract from the brochure on TDP	137
VIII	Roles and responsibilities of MTs	143
IX	Aims and Objectives of MTDP	145
X	Assessment criteria for MT certification	146
XI	Aims and Objectives of RUDP	147
XII	Entry Behaviour for PMT	148
XIII	Entry Behaviour for PRU	150
XIV	Role and responsibilities of RUs	151
XV	Assessment criteria for RU certification	152
XVI	Schedule of activities during skill development period	153
XVII	MT/RU kit	154
XVIII	Monitoring Form to be submitted by a Master Trainer to the Training Division	155
XIX	Monitoring Form to be submitted by a Recognised User to the Training Division	157

ACKNOWLEDGEMENT

The members of the Core Group are indebted to the Department of Personnel and Training (Training Division) and particularly Shri Ajay Sawhney, Joint Secretary(Training) and Shri Vineet Pandey, Director(Training) for entrusting the responsibility of studying the Selection, Development and Certification Process of the Master Trainers and Recognised Users under the Trainer Development Programme to the Core Group and for their valuable guidance and support extended for the study. The Joint Secretary(Training) and Director(Training) were also present in some of the meetings which provided insight and encouragement. The members of the Core Group are grateful to Shri C.S.Suranjana, Director General, ATI-Mysore for his interactions with the Group and also for sharing his ideas and making valuable observations on the subject.

The officers and the faculty members who were associated with the formulation of the Trainer Development Programme at various stages and were involved in its implementation discussed in detail about the Project and gave valuable suggestions during the course of the Study. This enabled the Core Group to understand the approach and strategy adopted by the DoPT in implementing the Project. In this context all relevant documents and records for study and analysis were made available to the Core Group.

The Core Group also acknowledges with gratitude the advice and suggestions received from Shri B.S.Baswan, Director, IIPA; Shri R.Ramani, Advisor (Training), Government of Uttar Pradesh; Shri O.P.Agarwal, former Joint Secretary (Training); and Shri R.K.Saini, Director, ISTM

The Core Group takes this opportunity to place on record its thanks to all officers and officials of DoPT (Training Division) and ATI, Mysore for their wholehearted support to the Study.

EXECUTIVE SUMMARY

The Trainer Development Project was launched in 1983 by the Department of Personnel and Training (Training Division). Its goal was to strengthen the capabilities of Central and State training institutions to train administrators in providing effective public service.

2. The necessary indigenous capabilities were developed through a provision of Master Trainer and Recognised User to meet the requirement of the country. The Master Trainer among others had the responsibility to further develop RUs who are competent to run the TDP courses.

3. The Training Division felt the need to study the entire mechanism of development of Master Trainer and Recognised User under TDP including the selection, development and certification process. A Core Group was, therefore, constituted to study and develop a mechanism which is more transparent and objective.

4. The study covered selection process, development process and certification process of the Master Trainers and Recognised Users under TDP. The Core Group had interaction with MTs and RUs. The Core Group also had the benefit of guidance on the subject from senior officers who were involved with formulation, implementation and monitoring of TDP and heads of select training institutes.

5. The first area covered by the study was to finalise the framework on the roles and responsibilities of the MTs and RUs as over a period of time the clarity of the role expected of them had become some what blurred. The aims and objectives of the MT and RU development were also firmed up.

6. The Core Group evolved eligibility criteria for selecting potential MT so that the selection process would not only be fair and just but also will be perceived by all concerned as such. Similar procedure for selection of Potential RU has also been developed. Further, to maintain uniform standard across board a standard process for assessment of both MT and RU has been attempted.

7. The Core Group also made an assessment of requirement of MTs and RUs for various TDP packages for the coming four years. Along with that, keeping in view the difficulty in getting eligible trainers to be developed as MTs and RUs, the Group studied the present duration of TDP courses and has come up with suggestions to reduce the duration but at the same time not compromising on the quality.

8. Since the course fee for running the courses on TDP and the MT/RU Development Workshops had been in vogue for considerable period of time and keeping in view the various additional mechanisms proposed, the Core Group has suggested revised course fee for such courses. Also to maintain high standards and attract suitable trainers, a revised set of remuneration for the resource persons has been worked out and suggested for consideration.

9. The various suggestions made by the Core Group to improve upon the processes involved and the rationale for the same are detailed in segment 7 of the report. The summary of recommendations is at segment 8.

10. A number of proformaes have been finalized and incorporated as annexures to the report which, it is believed, would be found useful in developing Master Trainers and Recognised Users and make the entire process more stringent, transparent and objective.

1. INTRODUCTION

1.1 The Training Division of the Department of Personnel & Training had embarked on a mission to develop a pool of quality trainers who can promote training in partnership with departments, ministries and organisations committed to best practice in human resource development.

2. A CHRONOLOGICAL OVERVIEW AND EVOLUTION OF THE MECHANISM OF DEVELOPMENT OF RESOURCE PERSONS UNDER THE TDP

Trainer Development Project (TDP) was launched in 1983 by Department of Personnel & Training, Govt. of India in collaboration with the Overseas Development Administration (a financial wing of the Foreign and Commonwealth Office, UK which has been replaced by the Department for International Development since 1997) and managed by the British Council Division, UK. Department for International Development (DfID) had replaced the Overseas Development Administration in 1999. Till the Trainer Development Project was launched in 1983, there was no systematic mechanism to impart trainer skills to the faculty of the various training institutions both at national and state levels. Its goal was to strengthen the capabilities of central and State training institutions to train administrators in providing an effective public service. It was implemented in three phases:

2.1 First Phase (Phase I) (1983-1986) of the project concentrated on developing subject specific expertise of the trainer. Training was construed as useful for the individual trainer's professional development. About 100 trainers from Central and state training institutes were sponsored to training courses in different training institutions in U K. It was experienced that in this effort institutional benefit was difficult to establish.

2.2 In Phase II (1986-1989) emphasis was shifted to development of skills in the training process irrespective of subject areas. A joint review of the GOI and Britain concluded that the Training of Trainers (TOT) effort through the TVU course on DTS has been most successful and trainer training should be taken forward in a third phase, so that the project could develop the capacity of Indian training institutions to deliver quality TOT courses.

2.3 Phase III (1992-1995) -Building upon the experiences of the above two phases, the TDP Phase III was launched in 1992, aiming at institutionalizing the training process through a group of trainers selected from National and State level institutions called Regional Training Centres (RTC) and Link Training Institutions. The aim was to strengthen the 5 RTCs namely MPAA Bhopal, ATI Mysore, UPAA , AASC Guwahati and ISTM New Delhi to enable them to offer quality training of trainers, conduct training needs analysis in partnership with user departments, and thus improve performance and efficiency in the civil service in India. The 3 link institutes (HCM RIPA, IIPA, LBSNAA Musoorie) were included keeping in view their involvement, availability of faculty and other infrastructural facilities to widen the project benefits. The faculty of the RTCs and Link Institutes were trained in Britain and in India through a series of activities to upgrade and demonstrate a range of new skills. In this phase two Special training of trainers courses (STOT1 &2) were conducted. These courses consisted of a 2-week Indian Module, followed by 10 weeks of UK Module at TVU Slough. A TNA was carried out in In-India module. The UK module consisted of training design, evaluation, management issue, computer-based learning etc. It resulted in a new concept of teaming up Training Managers and trainers to improve performance.

2.4 A core group of trainers also underwent training in UK on “Special Management of training course” in April 1995 which in the later years worked on the Management of Training module.

2.5 In the initial years of phase III, trainers from selected institutions were trained by experts from Thames Valley University (TVU) UK to deliver training packages (DTS and DoT). Later on, necessary indigenous capability was developed through a provision of organizing such courses at state and national level on continuous basis through a team of trainers called "**Recognised Users**". This process is still on.

2.6 Development of 1st batch of Master Trainers by TVU At the fag end of the third phase of the TDP in the SToT1, SToT2 and SMOT batches of 16 trainers each. Out of them 22 trainers were accredited as Recognised Users (RU) by the UK consultant from the TVU and the copyright of the module remained with the the TVU only.

STOT 1	March-June 1992	Indian Module -MPAA
STOT 2	Febr-April 1993	Indian Module HCM RIIPA, Jaipur
SMOT	1992-95	Indian Module -ISTM

The initial phase of the programme was that the participants completed DTS and DOT courses and were computer literate. The next phase was that participants developed consultancy skills to enable them to carry out TNA. The DoPT selected four key issues for each programme and participants were allocated to a respective key issue group. The key issues included:

- Developing a Training Policy
- Training subordinate staff
- Evaluating training
- Trainer roles
- Competence.

2.7 In April 1996 it was felt that more RUs would be required in the country and as the phase III of the TDP was coming to an end there was an urgent need to evolve a system of developing the RUs indigineously to meet the future Administrative Training Institute, Mysore

requirements and also as a part of sustainable strategy for the TDP. Therefore it was decided to develop 8 persons as Master Trainers out of those RUs trained under the SToT1, SToT2 and the SMoT.

To complete the systematic training cycle and to institutionalize training functions, two more training packages namely TNA and EoT were developed by DoPT.

2.8 Master Trainer Development strategy. (Action Plan)

1. In a meeting of Steering Committee on the issue held on 18.1.96 it was decided that from the available project funds, before its end, a cadre of Master Trainers may be developed with the help of TVU, to which the ODA had agreed.
2. Selection of trainers was decided to be done from out of those RUs trained under the SToT1, SToT2 and the SMoT. But three were from earlier phases namely S/Shri V S Angadi, S K Ghosh and S C Sen.
3. It was envisaged to develop Master Trainers(MTs) as National Resource in collaboration with TVU, who may in future , accredit RUs for DTS and DOT as per the need from time to time.
4. Up to the level of RUs for the selection of trainers to be trained as RUs the choice was mainly left to the heads of the RTCs as the focus was the development of the RTCs. However for MTs the approach had been to train them as national resource persons on the basis of quality and irrespective of their location.
5. In view of the above policy the PMTs were identified and as the proposed training was highly technical and required specific background a suitable selection procedure was adopted.
6. DoPT requested the respective institutes to direct the respective RUs and some more trainers from earlier batches to make a presentation before a

Committee constituted for the purpose. The RUs were given a set criteria to come prepared for the presentation on which they would be assessed.

7. Prior to the meeting of the Selection Committee a meeting was held on 21.5.96 under the Chairmanship of then JS(T) with Mr. Brian Sheardown the TVU consultant and Ms. Kamal Singh from the BCD and Ms. Kalpana Amar then DS (Trg). The highlights of the selection committee were--
 - another criteria for selection with a rating scale of 1-5,
 - selection would be based solely on the criteria of quality and standard,
 - consensus that accreditation would be done after completion of training in UK of selected candidates.
 - TVU will not issue separate certificate to the participants.
 - Only 8 PMTs would be selected.
8. The selection itself went through a few stages. A selection Committee constituted for this purpose comprised of
 - ❖ Mr. R Ramani, Joint Secretary (Trg.) DoPT
 - ❖ Mr. Brian Sheardown, TVU Consultant
 - ❖ Mr. Prem Prashant, Director HIPA Gurgaon.
9. The TVU consultant specially came to India for the selection process where the quality standards was the main criteria. Mr. Prem Prashant was associated from outside the TDP to maintain transparency in the mechanism.
10. Only 20 trainers appeared to make presentations in the selection process held in the British Council Division at New Delhi on 23rd May 1996, On

the basis of the presentation the Selection Committee recommended the following six participants for being developed as Master Trainers:

DTS	DOT
Anju D N Singh	M P Sethy
H M Mishra	M S Kasana
S K Ghosh	S Venkatesan

Two participants were kept in reserve for DOT

S Thakuria

I J Mittal

11. These PMTs had to undergo a 3-phased training programme which consisted of again In-India modules(5-weeks) at MPAA Bhopal from 10-21 June 1996 and UK modules(2-weeks) from 15-26 July 1996 followed by a post UK phase 2-20 September 1996, at two venues namely HCM RIIPA Udaipur and AASC Gauhati where the prospective Master Trainers had to demonstrate their capability by running a full 3-week course and develop other RUs along with training trainers. During this period the TVU consultant would continuously be there, to monitor, guide and supervise their performance.

12. The In-India modules were funded through the plan fund of training division and the UK module and the expenditure on the consultant was financed through project funds of ODA from the budget of 1996-97.

13. Commitments from PMTs were obtained (Annexure 'Ic'). Training division reserved the right to derecognize or take away the accreditation from any of the MTs on non-fulfillment of those commitments. The GOI reserves the right to recover the investment made on training him as MT.

14. Based on the commitment and performance, the validity period of being a Master Trainer would be **reviewed after three years or earlier**, if

necessary. The conditions were also printed on the back of the certificate given to them on completion of their training as MT after the post UK phase.

15. Later on Dr. B M Harbola was included in the post Uk phase and developed as MT, DOT. As a result of the above trainings 7 MTs of the 1st batch and 9 DTS RUs and 6 DOT RUs were developed. **(Recognised Users (RU) -that is trainers who have been selected, trained and certified by the DoPT as competent to run a course based on a particular package.)**

16. The Training Division issued the certificates to these MTs and RUs. MTs were also developed in the alternate package such that in 1996-97 we had a position as follows:

S. No.	MT	DTS	DOT
1	S Venkatesan	√	√
2	S K Ghosh	√	√
3	M P Sathy	√	√
4	M S Kasana	--	√
5	H M Mishra	√	--
6	B M Harbola	--	√
7	Smt. Anju D N Singh	√	--

2.8 Development of 2nd batch of Master Trainers.

As the 3rd Phase of the TDP ended in September 1996 there was a shift from dependence upon the TVU for generating resource persons to indigenous development units. On 15.4.1996, the National Training Policy (NTP) document

was issued by the Government of India (Department of Personnel & Training), with the following broad objectives:

- Keeping up-to-date and enhancing professional knowledge and skills needed for better performance of individuals and organizations.
- Promoting better understanding of professional requirements as well as sensitization to professional, socio-economic and political environment in which work is done ; and
- Bringing out the right attitudinal orientation.

Regarding the TDP it noted that suitable mechanisms are evolved by which a trainer is enabled to keep abreast of various changes in the field of his specialization. It took note of the fact that the DoPT has already developed training packages dealing with Direct Trainers Skills and Design of Training skills. It recommended that additional inputs be arranged for development of training modules for inculcating skills in other areas such as MOT.

2.8.1 A need to develop more trainers was established in a workshop held on 3rd May 2000 . It was in view of the following reasons:

- ❖ Non availability of the 7 MTs for organizing RU development programme.
 - ❖ Spread of awareness of the DTS and DOT courses and requests for developing more RUs.
 - ❖ Increase in demand of ToT courses at state and central department levels.
- A subgroup went into various aspects and suggested increase of 50% to start with .

2.8.2. Trainers should have the following criteria to become MT

- Must be RU for both DTS and DOT
- Must have run DTS/DOT every year for the last two years
- To the extent feasible while selecting the person, region, and gender aspect to be kept in view.

2.8.3. The selection of PMT to be by a Selection Committee comprising of :

- | | |
|---|----------|
| 1. JS(T) | Chairman |
| 2. Sh Pdamvir Singh Director,
MPAA, Bhopal | Member |

3. Sh Sanjiv Kumar, Dy. Member
Controller General
(Defence Accounts)

4. Sh S Venkatesan, JD (T) Member
Dir(Trg) Member Secretary

2.8.4 A preliminary selection of PMTs from a list of 54 names recommended by the existing 7 MTs was done based on the criteria of maximum recommendations given by the MTs. JS(T) had directed that RUs who were recommended by at least 3 MTs were to be short listed and invited for further presentation. Thus 9 RUs were short listed that is double the number of MTs to be developed were invited to make presentation before the selection Committee.

2.8.5 A Core team of MTs to run the MTDP was formulated comprising of:

- Sh. S Venkatesan, JD(T)
- Dr. Mishra, MT MPAA
- Sh. M S Kasana, MT ISTM

2.8.6 The Selection Committee met on 19th Sept 2000 in ISTM, Sh Padamvir Singh could not be present and in his place JS(T) nominated Sh Raju Saran JD, INGAF in his place as a member.

2.8.7 Out of the 9 RUs invited only 6 appeared for presentation. 5 PMTs were selected out of them. Approval of Secretary(P) was obtained for development of 5 MTs. (3 for DTS and 2 for DOT)

2.8.8. These 5 PMTs attended the first ever indigenous MTDP at the ISTM

Phase I 9-20 Oct. 2000 on DTS and DOT (2 weeks)

Phase II 27th Nov to 22nd Dec, 2000 (4 weeks)

2.8.9 However out of the selected lot of 5 PMTs Dr. Santosh Kumar could not attend the workshop hence only four MTs were developed. The following MTs were recommended and certified

❖ Sh S CSen	DTS
❖ S P Nandy	DTS
❖ Sh I J Mittal	DOT
❖ Sh. M Sethuramalingam	DOT

2.8.10 The following 6 PRUs for DTS were assessed fit and recommended for certification. Out of 4 PRUs for DOT only 3 were recommended and 1 was asked to go through another round.

DTS	DOT
K P Thomas, JD ISTM	S K Gupta, ALTTC, Ghaziabad

Administrative Training Institute, Mysore

G Bharath, Dy Manger,

BRBNM Ltd Mysore

Nandita Hazarika, AASC

Gauhati

D Pranesha Rao, DD, ANS SIRD Mysore

Ghulam Mohammad Dar,

Asstt Prof, IMPA Jammu

Arbinda Ghosh, ATI Kolkata

2.9 Further MT/RU Development Programmes (2002-03)

1. A need to develop more resource persons was felt in year 2002-03. Again all the 11 MTs were requested to send the names of 8 RUs to be prospective PMTs. 16 Heads of States were also requested to send nominations for PMTs at least one each for DTS and DOT.
2. The then Joint SSecretary (Training) initiated a plan to develop 25 MTs and about 150 RUs in the next 5 years from 2002. That is 5 MTs and 30 RUs each year during the 10th plan period from 2002-03 to 2006-07.
3. The objective should be to have new individuals developed as MTs/RUs and also develop persons from institutes where there were no MTs/RUs available.
4. Nominees from new institutes which do not have enough people who have done DTS/DOT to be nominated for development as RUs. This can best be done by actually conducting DTS/DOT program in such institutes.
5. Nominees who have less than 3 years of service need not be picked.
6. Thus all the STIs were requested to furnish information on the following points:
 - ❖ How many faculty members need exposure to DTS and DOT courses?
 - ❖ How many faculty members who have done DTS or DOT courses, could be considered for being developed as RU?
 - ❖ How many RUs of DTS and DOT could be considered for MTs, the condition being they should be RUs for DTS or DOT or both?
7. From the responses received a running list of PMTs and PRUs was prepared for the next 4 years upto 2006-07 distributing them year wise in 5 years. If any PMT/ PRU does not attend the particular programme he may be replaced by the next one.
8. Now every year MTs/STIs are requested to recommend names and the list is upgraded and PMTs /PRUs are nominated from the said list.

2.10 The concept of Master Trainer and Recognized User was extended to other TDP packages developed later on behalf of the Training Division like TNA, DTS II, EoT etc. With a view to sustaining the TDP efforts and continued development of RUs, Master Trainers were developed by the experts from Thames Valley University, U.K. These Master Trainers then carried on the process of multiplying RUs and MTs indigenously. This process was continued under Ministry's Plan funds under "Trainer Development Programme (TDP)".

2.11 Under the UNDP assisted project on "Strengthening of State ATIs in India", a few Training Technique packages were got developed by the DoPT. They are:

(a) Package on Training Needs Analysis: This package was developed during 2001-02. The Master Trainers and Recognized Users were developed for this package by the British Experts during November, 2002.

(b) Package on Evaluation of Training: This package was developed with the collaboration of the Thames Valley University, U.K. in May 2003. Master Trainers and Recognised Users were developed for this package during December 2003.

(c) Package on Mentoring/Facilitation: This package again was developed in collaboration with the Thames valley University, U.K. during September, 2004. RUs were certified for this package in September 2004.

(d) Package on DTS II (renamed as Experiential Learning Tools): This package was anchored at the institute of Secretariat Training & Management, New Delhi. The five Task Force members involved in the development of the package worked in collaboration at IDPM, Manchester (U.K.). The DoPT subsequently declared all the members of the Task Force as Master Trainers for the package.

2.12 Thus, it would be observed that the concept of Master Trainers and Recognised Users were extended to other TDP packages developed later on behalf of the Training Division like TNA, DTS II(ELT), EoT, Facilitation Skills and Mentoring. The copy right in all these packages vests solely with the DoPT.

2.13 Against the background of the Master Trainer/ Recognised User development and the transition to indigenously developing MTs/RUs, this study was proposed by the Training Division of DoPT. The need was felt to have a fresh look into the entire mechanism of development of Master Trainer and Recognised User, including the selection, development and certification process under TDP. The underlying need is to put in action a mechanism which would be more transparent and objective



3 COMPOSITION OF CORE GROUP

3.1 The Administrative Training Institute, Mysore agreed with the proposal of the DoPT to be the nodal institution with a view to coordinate and facilitate the proposed study. The following are the members of the Core Group.

1. Shri S.Venkatesan MT
2. Dr. S.K.Ghosh MT
3. Smt. Manisha Bhatnagar MT
4. Shri Ashok Sanagal RU
5. Shri B.Yoganath Singh RU
6. Shri R.S.Rajagopala Rao RU

3.2 Shri R.S.Rajagopal Rao, Joint Director(Training), Administrative Training Institute ,Mysore was nominated as Coordinator for the Core Group.

4 TERMS OF REFERENCE

4.1 The Core Group met at ATI, Mysore, on 16-7-06 and finalised the terms of reference (ToR) in consultation with DoPT. Administrative Training Institute, Mysore vide Order No. TRG/CR/233/2006-07 dated 16-7-06, notified the Core Group which spelt out the terms of reference for the Group. Copy of the Order is at **Annexure II**.

5 METHODOLOGY ADOPTED

5.1 The following methodology was adopted for the study:

- Study reports and returns on the subject available with the Training Division and also with ATI, Mysore
- Discussion with the Joint Secretary (Training) and Director (Training)
- Approach senior officers like the earlier Joint Secretaries of the Training Division for their guidance.
- Soliciting the views of heads of selected State ATIs and the national Institutes
- Obtaining views through separate structured questionnaires to the Master Trainers and Recognised Users.
- Interaction with other officers and trainers

6 THE STUDY

6.1 The first meeting of the Core Group was held on the 17th July 2007 at ATI, Mysore under the Chairmanship of Shri Vineet Pandey, Director (Training), Shri Vineet Pandey apprised the Group of genesis for the study. He detailed the circumstances under which the study was proposed by the DoPT. He also traced the evolution of MT/RU development under TDP and the transition to indigenously developing Master Trainers and Recognised Users. He underlined the importance of the Group suggesting a mechanism for development of Master Trainers and Recognised Users which would be more transparent and objective.

6.2 Later, a meeting of the Core Group was held under the Chairmanship of Joint Secretary (Training) on 13.8.2007 at Training Division, New Delhi. He, among others, indicated the following issues to be addressed by the Core Group:

- a) Enhancing the quality and rigour in developing the MTs and RUs under Trainer Development Programme. Even a re-look at the duration of the course can be undertaken to enhance quality, may be by making the development process in different segments.
- b) The need for a larger number of such resource persons as envisaged by the Planning Commission. The objective is to cover a large number of districts (say 100) in the country in the near future for intensive training at cutting edge level of government functionaries to improve public service delivery.
- c) In order to maintain the standard and quality in developing the resource persons, the ways and means to improve documentation to build an audit trail, and bring in the concept of audit of the certification process may be considered.
- d) Feasibility of establishing a direct feedback (on-line) to the Training Division as and when such courses are conducted.

- e) Study the system of certification process and whether there is a possibility of involving an independent body to assess, like a body of experts or ISO certification etc.
- f) The system may be made more rigorous to enhance the quality by relooking at the basics so that it could be strongly recommended for the faculty in Central Training Institutions also.
- g) The possibility of introducing a specific period of validity for the certification of MT/RUs, with the mechanism for reviewing such certificates on the basis of certain norms.
- h) Provide adequate remuneration, within reasonable limits, for the resource persons developed as MT/RU and have a fresh look at the course fees paid for sponsoring TDP courses.
- i) More importantly Core Group may also study the existing system on some of the above issues from other countries and/or institutions.

6.3 The Core Group, after taking into consideration the various issues arising out of its deliberations in two meetings, decided to circulate questionnaires among the existing RUs and MTs. Accordingly, two sets of questionnaire were prepared by the Group – one each for the Master Trainers and Recognised Users. The questionnaire copies are at **Annexure II** (Recognised Users) and **Annexure IV** (Master Trainers).

6.4 It was also decided to contact Senior Officers who were involved with formulation, implementation and monitoring of TDP. This included Shri R.Ramani, former Joint Secretary (Training) and at present Advisor (Training) to Uttar Pradesh Government; Shri B.S. Baswan, former Joint Secretary (Training) and at present Director, IIPA; Shri O.P. Agarwal, former Joint Secretary (Training); Shri A.K. Arora, former Joint Secretary (Training) and Resident Representative, Assam Government. A few heads of training institutes like Shri R.K. Saini, Director, ISTM; Shri C.S. Suranjana, Director

General, ATI-Mysore; Dr. Rakesh Hooja, Director, HCM RIPA were also contacted. For this purpose a proforma was prepared which is placed at **Annexure III.**

6.5 A total of 28 Recognised Users responded to the questionnaire circulated. Their responses have been culled, collated and consolidated in a note which is at **Annexure V.** Similarly, for the questionnaire circulated among the Master Trainers, 15 MTs responded. A similar exercise was done and the consolidated note on the basis of responses from 15 Master Trainers is at **Annexure VI.**

From the responses of 28 RUs and 15 MTs and also the comments received from Senior Officers, the following emerge:

1. Selection Process

Majority of responses point out vast scope for improvement in the selection of PMTs. Probably, some of the undeserving and uninterested get selected and, therefore, the process of selection needs revamping. A few suggestions have also come like:

- Setting up a Selection Committee
- Certain minimum number of courses to be conducted before consideration as PMT
- Performance in the subject area/ feedback of participants etc. as basis for selection as PMT
- PMTs may be interviewed for selection

2. Development Process

Majority of responses indicate that the present rigorous process is satisfactory. However, there are a few suggestions in this regard like:

- Proper pre-course briefing
- Incorporation of Distance Learning Material (DLM) (so that duration could be reduced)
- Distribution of material before the start of the programme
- Standardised process sheet so that the time spent on it by PMTs/PRUs may effectively be used on delivery skills, mock exercises etc.
- It is a rigid process preventing scope for initiatives and innovations
- Book review may be dispensed with
- Development Team should comprise 2 MTs- not single MT
- Two or more trainers from the same Institute may not be included as PRUs/PMTs and MT in the same Course
- Direct feedback may be allowed to DoPT (not through the MTs)
- Majority agree with the present duration. However, a few (including Director,IIPA) have suggested reduction in duration
- Services of retired MTs/RUs should be fully utilized
- An observer from DoPT should be present
- Whole process has become mechanical (over the years)
- Difficulty in getting requisite number of trainees

3. Certification Process

Like selection process, the respondents are vocal in indicating the shortcomings.

- Process followed is not uniform through out the country
- Even though the criteria for selection are discussed/shown to the PRUs/PMTs at the beginning of the programme, the final assessment is not shown or discussed with them
- DoPT may finalise the certification criteria and host the same on its web site
- There may be 360 degree assessment-feedback of participants, fellow PRUs/PMTs (Peer) and the MTs may be considered along with appropriate weight age.
- Yearly rating of MTs/RUs could be started
- Development Team and Certification Team may be different
- Validity of certificate may be life long. (Senior officers welcome certain fixed period)
- System of examination may be introduced

4. General

Some suggestion have been made as below:

- There is no proper deployment of MTs and RUs. A few MTs have not got even a single opportunity to develop MTs or RUs
- The remuneration paid is low. Needs to be enhanced
- TDP should be thrown open to private sector and big government organisations
- Some states do not possess even a single MT (or very few RUs) whereas some others have a large number of MTs and RUs

- A few get themselves developed as RUs or MTs for a large number of packages.

7. ANALYSIS

7.1 A substantial number of trainers and the faculty functioning in various training institutions all over the country are basically the personnel from the Secretariat and field departments who come on deputation for specified periods to these institutes. In addition, faculty of permanent nature are also in these institutes. The Training of Trainers (ToT) courses are meant to build the capacity of such trainers and under the Trainer Development Programme (TDP) resource persons, either as Recognised Users or Master Trainers, are developed to impart training in the specific packages and develop further resource persons respectively. These resource persons are expected to have capabilities of a higher order so that they can train the faculty of training institutes and other trainers. Another target group emerging is the trainers at the district level. As mentioned earlier in para 6.2 of the report the DoPT is required to cover a large number of employees in the 11th Five Year Plan period. Thus the DoPT is faced with the challenge of producing a large number of resource persons in the various training packages to cater to the needs of a huge workforce and at the same time maintain their quality. Adequate mechanisms for their quality assurance would be needed to be in place so that the certified resource persons have exemplary capabilities which manifest not only in their activities as MTs/RUs, but also in the professional development and other projects or tasks they take up.

PRESENT SYSTEM OF DEVELOPMENT OF MTs/RUs

7.2 The existing scheme for development of MTs and RUs as obtained from the brochure on TDP published by the Training Division is placed at **Annexure VII**. The Core Group in its study took into consideration the existing scheme.

MASTER TRAINER DEVELOPMENT PROGRAMME

7.3 One of the factors that emerged during the course of the study was that over a period of time a large number of MTs have been developed in various packages viz. DTS, DoT, TNA, EoT etc.. The clarity of the role expected out of them has some what become blurred. A clear and unambiguous understanding of one's roles and responsibilities as Master Trainer will enable the persons certified as Master Trainers to do proper justice. It would also facilitate the Department of Personnel and Training (Training Division) to have complete documentation about the roles and responsibilities, so that the identification, selection, and certification of MTs are more objective and will be in keeping with the requirement. **The Core Group therefore recommends that the framework outlining the roles and responsibilities of the MTs, which is at Annexure VIII, may be adopted and may be made available to them in the beginning of their development.**

7.4 It has been accepted that MTs should display certain minimum standards in performing their roles and responsibilities. To ensure this it is, therefore, logical that the process of development of the MTs should be standardised. During the course of the study, the Core Group came across instances, where MTs in different workshops have adopted different kinds of framework for development of PMTs. Obviously in such kind of differing schemes; it would be difficult to ensure that the MTs uniformly satisfy the basic attributes necessary to perform as an MT with an accepted standard of performance. **The Core Group is of the view that in MT Development workshops all PMTs should present a theme paper on selected topic relating to emerging trends in competency building. Further, it recommends that the Aim and Objectives of the Master Trainer Development workshop shall be as spelt out in Annexure IX and may be made available to them in the beginning of their development.**

7.5 One of the concerns that has been agitating the Department of Personnel and Training (Training Division) is what procedure should be adopted to select a potential MT, so that the right person is selected and at the same time, it is perceived by others as a proper and objective selection. There has been a grievance in some individual quarters that they have not been identified for development because of bias or other extraneous factors. The present process of selection of PMT is more or less as recommended by the existing MTs. The Core Group thought it necessary that it would be in the interest of all concerned that the selection process is not only made more objective but also to evolve a system which will be perceived by others as fair and just. The Core Group in its questionnaire to MTs and RUs and former Joint Secretaries (Training) of the Government of India had specifically invited their views on this critical aspect. Moreover instances have also come to notice that even after having run a number of courses, the MTs are sometimes not well versed with the contents of the package. Besides this, they are often not in a position to provide inputs on basic concepts covered in different packages. The image of the Master Trainer should be such that he is looked upon as a well read, learned and also well versed with the other packages of TDP. On examining the responses, and based on their own understanding of the situation, the Core Group feels that the following process of selection would not only be fair and just but also will be perceived by all concerned as such.

7.6 The selection of a potential MT should be in accordance with the Entry Behaviour specified in Annexure X and as per the following procedure:

(a) Eligibility criteria

They should have conducted at least 5 (five) courses in the area in which they would be developed as an MT and should have been an RU for the package at least for three years.

For being developed as an MT in any of the packages he/she must have undergone DTS, DoT, TNA, EoT and ELT, Facilitation skills and Mentoring Skills courses.

(b) Procedure for selection of PMT:

From the list of RUs who satisfy the minimum eligibility criteria as mentioned in (a) above, the Training Division will be required to select the PMTs.

(i). Training Division should obtain the recommendation of the Director of the Institute or the concerned authority where the PMT is working and should indicate his/her performance as an RU and also performance in his/her subject domain along with the duly filled in Entry Behaviour Form as in Annexure XI. The feed back of the last five courses conducted as an RU shall be forwarded to the Training Division along with the recommendation.

(ii). The PMT is required to submit a write-up of not less than 1500 words containing:

- a) The manner in which he/she has implemented the learning obtained from the experience gained in various courses conducted by him/her.**
 - b) Efforts made for his/her own professional development since developed as RU.**
- a. The Training Division should hand over all the relevant materials received from the Head of the Institution to a panel of at least two MTs constituted for the purpose for scrutiny. The panel would short list the PMTs and submit the same to the Training Division.**
 - b. Based on the recommendations/ observations of the panel the Training Division will make a final selection**

of the PMTs which would ensure regional representation.

- c. As the above exercise is time consuming, the Training Division may plan the activities of each year in advance and constitute the panel well in time.**

DEVELOPMENT OF MTs

7.7 The Core Group, during the process of study, came across documents indicating that the different MTs had adopted different yardsticks for assessing PMTs for certification purpose. As already mentioned earlier, the minimum standard required of an MT is to be uniform across board and hence their assessment should be on the basis of the standard and agreed criteria.

7.8 Examining the different criteria used by different MTs over a period of time and based on the responses and interactions with various MTs and RUs the Core Group has **finalised a set of standard criteria for assessment as shown in Annexure -XI. The assessment should be shared with the PMT and should contain the signature of the development team consisting of the two MTs and the concerned PMT.**

RECOGNISED USER DEVELOPMENT PROGRAMME

7.9 The entire concept of TDP envisaged a role for the RUs in promotion of training and bringing in quality improvements. The role of RU is not simply to successfully conduct a given package. As over a period of time number of new packages are developed in which RUs are also to be developed, it is necessary that their roles and responsibilities are specified in clear and unambiguous terms. This will enable not only the Training Division but also

the other stake holders involved in TDP to have clear perception about the role and responsibilities of RUs and expectations from them. **The framework outlining the Role and Responsibilities of the RUs, which is at Annexure XII, may be adopted and may be made available to them in the beginning of their development.**

7.10 Having a more objective selection process has been a matter of prime concern. For this purpose, taking into consideration the responses to questionnaires circulated among the MTs and RUs and views expressed by the former Joint Secretary's (Training) and Heads of select Training Institutions, the Core Group felt that it would be appropriate to formulate indicators based on which the selection of PRUs will be made. For this purpose the Entry Behaviour has been formulated which is at **Annexure XIII. It is recommended that only those persons be considered for selection as PRUs, who satisfy the stipulated Entry Behaviour.**

7.11 As the entire scheme revolves around standard delivery of TDP packages, it is imperative that the RU Development Workshop should have clearly formulated Aim and Objectives. The Core Group taking into consideration the aim and objectives followed in earlier RU Development Workshops have developed afresh the **Aim & Objectives, which are given at Annexure XIV and should be adopted for all future RU Development Programmes and may be made available to them in the beginning of their development.**

PROCEDURE FOR SELECTION OF PRU:

7.12 The selection of a potential RU should be as per the following procedure:

- (i). **The PRU may be identified while he/she is attending the TDP course in which he/she is to be developed.**

- (ii). **The concerned MT/RU conducting the course may forward to the DoPT.(Training Division) the name of PRU. The Training Division may request the Director of the training institution or the concerned Head of Department to ask the identified person to submit a write-up based on his/her experience of implementing the learning of that particular course in his/her subject domain, and the copy of the certificate of having successfully completed the course. The Entry Behaviour form in Annexure XIV should also be enclosed.**
- (iii). **The responses received may be reviewed by a panel of at least two MTs to be constituted by the Training Division. The panel will short list the PRUs to be developed.**
- (iv). **Based on these inputs the Training Division may make the final selection of the PRUs.**

7.13 The assessment of the PRUs should also be on a standard criteria. **Therefore, assessment of a PRU will be done on the basis of the parameters indicated in Annexure—XVI. The assessment should be shared with the PRU and should contain the signature of the development team consisting of the two MTs and the concerned PRU and if it is a part of MT development workshop, then PMT would also sign.**

7.14 The Core Group came across instances, though isolated in nature, where the potential MT and /RU felt that the assessment has not been objective. Some had also mentioned that bias and subjectivity on the part of MTs influenced the decisions. Another aspect that needs consideration is that with the availability of the technology in the form of video camera, it is a powerful tool, which can be used in the process of MT/RU development. Use of this facility would provide the PMTs and PRUs a very transparent and candid feedback on their respective performance, an opportunity to reflect on their performance based on self analysis and thereafter provide them critical inputs for further development. Moreover, video camera recording would ensure

objectivity in the process of assessment. The Training Division would also have concrete evidence which can be used for instilling accountability in the entire process and also serve as an audit. Taking **all** these factors into consideration the Core Group has come to the conclusion that videography should be used in the MT/ RU development workshops. Therefore, it is recommended **that the skill development period and the demonstration week of the PMT/PRU should be video graphed in full. The cost of videography should be met by the host institute from the course fee.**

7.15 During the course of the study, instances were brought to the notice of the Core Group that when in-house Faculty is selected for being developed as an MT or RU in his /her own institute, the development team of MTs are put under a lot of pressure both directly and indirectly. Moreover, often the institutional commitment weighed heavily on the PMT/PRU and the individual concerned finds it extremely difficult and delicate to balance his/her commitment towards the MT/RU development workshop and the demands of the institution. Further, the process of certification should not only be fair and just but also appear to be so. In case of Faculty developed as an MT/RU in his/her own Institution, possibly inferences are drawn that extraneous considerations have operated. To insulate and obviate such situations and make the process more transparent and objective, the Core Group recommends **that No MT/RU should be developed in an MT/RU Development workshop conducted in his/her own institute.**

7.16 It is necessary that MTs and RUs get opportunity to conduct TDP related activities in different environment. Such exposure in Institutions outside their own Institutions / State/ Region will enlarge their horizon. Interactions with cross sections of colleagues as well as participants from different regions of the country would help them enhance their professional competence. It must

be remembered that conscious effort needs to be made to bring out an MT/RU from the process oriented syndrome to more experiential situations. Exposure to situations outside their own institutions/States/Regions would definitely provide such an opportunity, thereby enriching not only the individual concerned but the entire process. **The Core Group, therefore, recommends that, for conducting TDP courses, not more than one RU may be in-house from the host institute. The MTs and other RUs should be from Institute(s) which is(are) outside the state and/or region. The air travel for such MTs/RUs should be met by the host institute from out of the course fee.**

- 7.17** To bring in more objectivity in to the certification process and to make the system more transparent the composition of the development team to be constituted by the Department of Personnel and Training (Training Division) may ensure a proper mix of varying experiences. While the choice indicated by an individual MT for deployment may be taken into consideration, it should not be at the cost of objectivity of the process. The Core Group is also of the view that the MT may be requested to indicate three choices so that while deploying him, the Training Division may be able to take a proper decision. **For conducting MT/RU Development Workshop, the MTs should be deployed by the Training Division. While so deploying the Training Division will ensure that no MT from the host institute is deployed for the purpose. The airfare for their journey will be met by the host institute out of the course fee.**

Number of MTs/RUs

- 7.18** One of the issues that figured during the course of the study was regarding the number of MTs and RUs that need to be developed. In this context, it is important to consider the fact that such development should be need based. As

indicated in para 6.2 earlier there is a need to cover a large number of districts in the country in the near future through intensive training at the cutting edge level of government functionaries. As per experience, the number of DTS courses conducted is usually larger than the number of DoT or TNA courses. Obviously the number of RUs in a particular package cannot be a constant number. In the existing system there are only one or two RU Development Programmes and mostly only one MT Development Programme in a year in every package. The following table shows the number of courses being held under the TDP over the years.

Table 1

Number of courses planned over the last few years under the TDP

Year	No. of courses	No. of officers trained	Expenditure incurred (in Lakh)
2000-2001	108	1870	63.63
2001-2002	91	1801	48.63
2002-2003	109	1965	64.78
2003-2004	114	1905	62.70
2004-2005	142	2462	80.23
2005-2006	126	2144	70.00
2006-2007	161	2760	80.00
Total	1068	18812	577.72

The number of MTs/RUs developed in various TDP Development packages till date (as on January 2008) are as under in **Table2:**

Table 2

Table showing the existing number of MTs/RUs and the average rate of their development per annum

Package	No of programs in 2007-08		Number of MTs	Average Number of MTs developed in a year	Number of RUs	Average Number of RUs ¹ developed in a year
	MTDP	RUDP				
DTS	0	1	22	3	115	10
DoT	0	1	16	2	57	4
ELT	0	1	5	-	3	4
EoT	0	2	3	4	11	4
Facilitation Skills	0	1	2	-	4	2
Mentoring	0	1	2	-	2	2
TNA	1	0	2	-	44	2

7.19 In light of the need to cover a larger number of districts as envisaged by the Planning Commission, the DoPT needs to enlarge the scope of developing MTs/RUs. The rate of development of RUs/MTs needs to be increased many fold to achieve the target of covering large number of districts under the 11th Plan. The following tables illustrates the need for development of MTs/RUs over the remaining years of the 11th Five Year Plan period:

¹ The figures indicated are from the date of development of RUs for a particular package
Administrative Training Institute, Mysore

Table 3

Envisaged requirement of MTs/RUs by the end of the 11th Five Year Plan

Sl. No.	Package	Number of MTs	Number of RUs
01	DTS	60	400
02	DoT	40	250
03	ELT	20	100
04	EoT	20	100
05	Facilitation Skills	10	40
06	Mentoring	10	40
07	TNA	25	150

7.19.1 Strategy for development of MTs/RUs for the remaining years of the 11th Five Year Plan

To achieve the above target the DoPT will be required to follow a strategy of not only developing the resource persons but also planning marked increase in the number of courses in advance.

Table 3

Table showing the number of MTs/RUs required to be developed year-wise for the entire 11th Plan period.

Package	Number of MTs/RUs required to be developed								Total by the end of 11 th FYP	
	2008-09		2009-10		2010-11		2011-12		MTs	RUs
	MT	RU	MT	RU	MT	RU*	MT	RU*		
DTS	8	80	10	80	10	63	12	63	40	286
DoT	6	54	8	54	10	40	10	40	34	188
ELT	2	30	2	30	6	20	8	20	18	100
EoT	2	25	4	25	4	20	6	20	16	90
Facilitation Skills	0	8	2	8	2	10	4	10	8	36
Mentoring	0	8	2	8	2	10	4	10	8	36
TNA	5	20	5	25	6	25	6	30	22	100
Total	23	225	33	230	40	188	50	193	146	836

*** Minimum Numbers to be developed**

To achieve the above target the Training Division needs to reorient the strategy, accelerate exponentially the pace of development, target wide diversity of regions and undertake a multipronged approach for conducting the TDP Courses.

7.19.2 Area-wise development of MTs/RUs

At present the already developed MTs/RUs are distributed very nonuniformly all over the country. The following table shows an approximate distribution of resource persons in both the categories area-wise and package-wise in four main topics pertaining to the SAT cycle. Since the number of resource persons in ELT Mentoring and Facilitation Skills is not adequate they have not

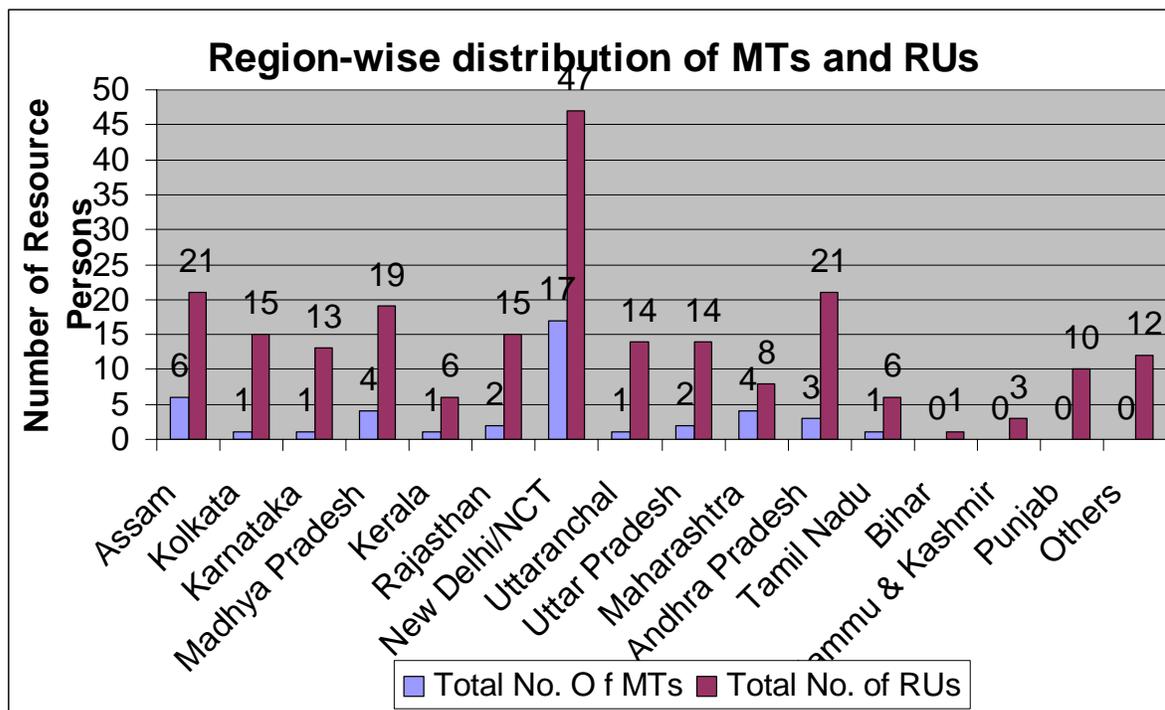
been included in the table. There are 5 MTs in the ELT course and all are in New Delhi with only 3RUs in Kolkata. Similarly we have 1 MT each in New Delhi and Bhopal for the Mentoring course followed by only 1 or 2 RUs in Delhi and Mumbai. There is 1 MT each in New Delhi and Mumbai for Facilitation Skills course with only 1 or 2 RUs.

Table 4

Region	DTS		DOT		TNA		EOT		Total No. Of MTs	Total No. of RUs
	No. of MTs	No. of RUs								
Assam	4	10	1	6	1	5	0	0	6	21
Kolkata	0	5	1	3	0	6	0	1	1	15
Karnataka (Mysore/Bangalore)	1	7	0	5	0	1	0	0	1	13
Madhya Pradesh (Bhopal)	3	13	1	5	0	1	0	0	4	19
Kerala (Kochi/ Thiruvantha)	1	1	0	1	0	4	0	0	1	6
Rajasthan (Jaipur/Udaipur)	1	9	1	3	0	0	0	3	2	15
New Delhi/Ghaziabad	4	25	10	12	1	7	2	3	17	47
Uttaranchal	0	8	1	6	0	0	0	0	1	14
Uttar Pradesh (Lucknow/Ferozabad)	2	6	0	5	0	3	0	0	2	14
Maharashtra (Mumbai/ YASHDA)	2	7	2	0	0	1	0	0	4	8
Andhra Pradesh (Hyderabad)	3	10	0	5	0	3	0	3	3	21
Tamil Nadu (Chennai)	0	4	0	0	0	1	1	1	1	6
Bihar	0	1	0	0	0	0	0	0	0	1
Jammu & Kashmir (Srinagar/ Jammu)	0	3	0	0	0	0	0	0	0	3
Punjab (Chandigarh/ Gurdaspur)	0	3	0	0	0	7	0	0	0	10
Others(Bhubaneshwar/ Shimla etc.)	0	5	0	5	0	2	0	0	0	12
Total	21	117	17	56	2	41	3	11	43	225

Chart 1

A graphical representation of the number of MTs and RUs is shown below.



As is evident from the table and the bar graph above there is a concentration of MTs and RUs in New Delhi with 17 MTs in the four main topics. States like Bihar, J&K and other areas do not have any MTs at all but have a few RUs. Assam and Madhya Pradesh are next with 6 and 3 MTs respectively and 21 RUs each.

The state wise distribution of MTs and RUs in different states is as depicted below in the pie charts.

Chart 2

Pie chart showing the distribution of existing MTs state-wise.

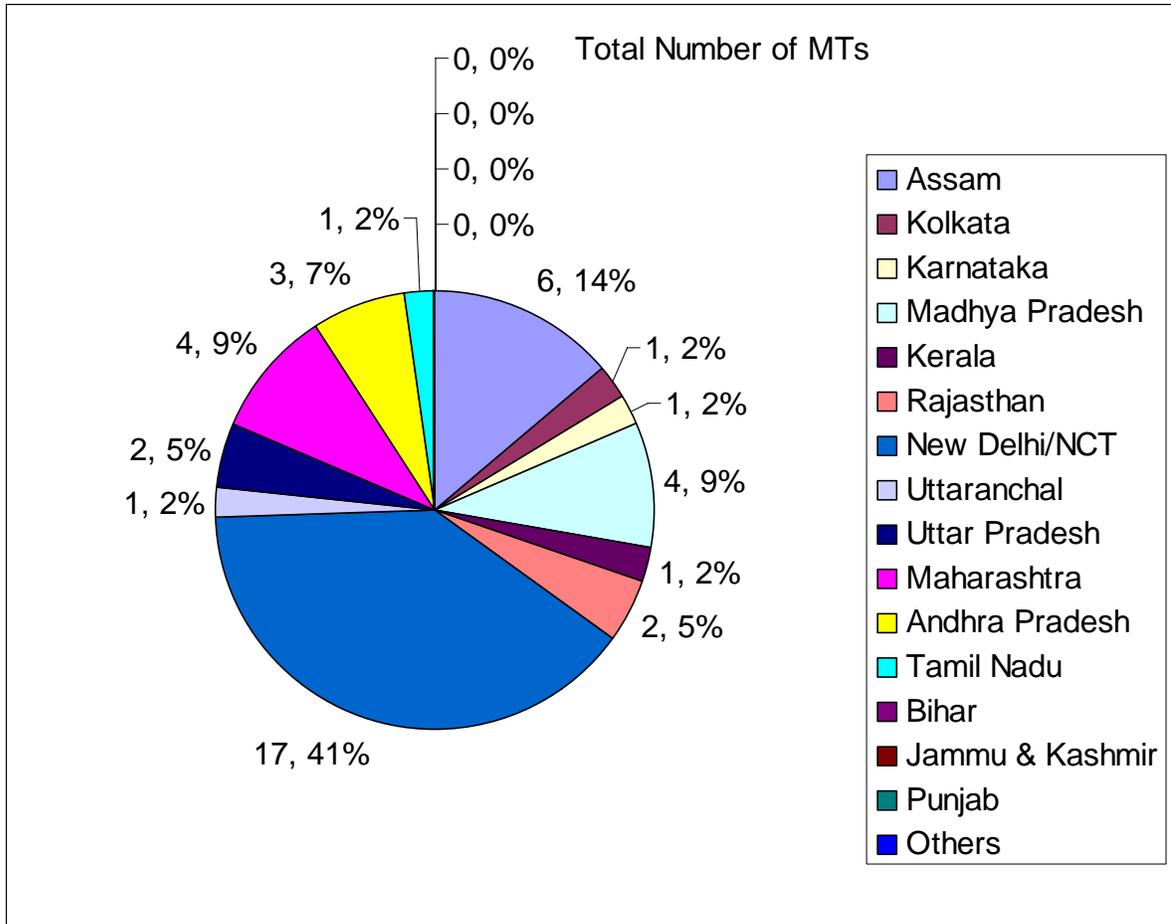
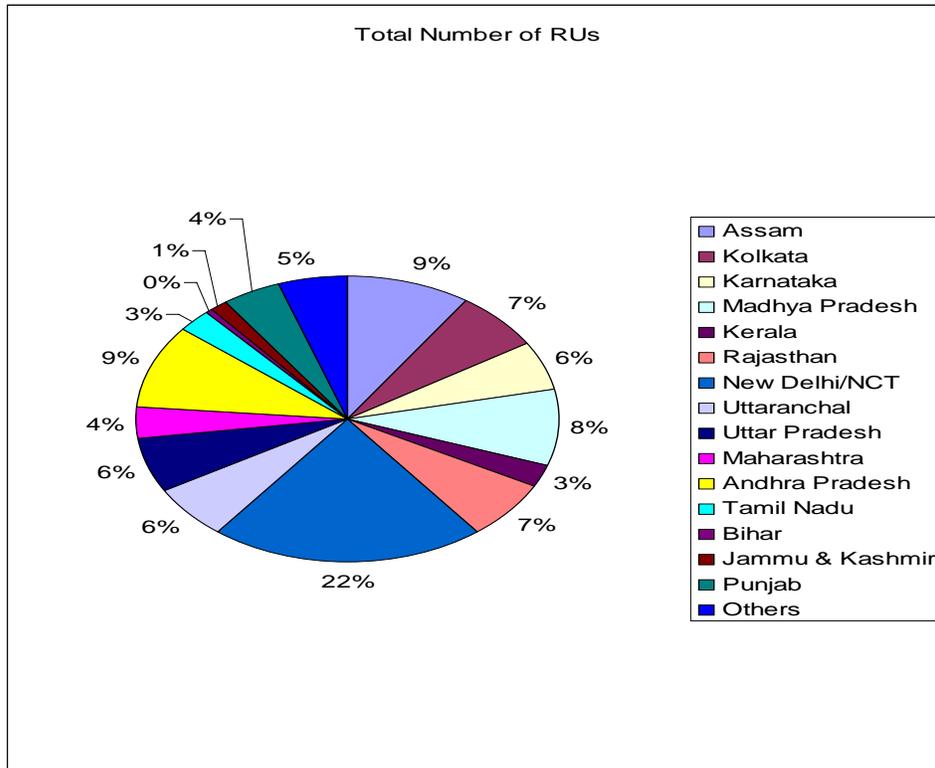


Chart 3

Pie chart showing the distribution of existing RUs state-wise.



The number of courses and the expenditure being incurred under the TDP on various courses from the year 2000-2001 to 2006-2007 for all category of courses is as under:

7.19.3 Venues for Courses held at National and State level and for the RU Development and MT Development Programmes.

Table 6

Table showing venues for national and state category courses 2007-2008

S.No.	INSTITUTE	S.No.	INSTITUTE
1	RCVP Noronha AoA&M, Bhopal	10	ATI-Mysore
2	UPAA&M, Lucknow	11	ATI, Kolkata
3	AASC, Guwahati	12	AIM, Chennai
4	UAoA, Nainital	13	NATRSS, New Delhi
5	HCM RIPA Jaipur	14	IIPA, New Delhi
6	BIPA&RD, Patna	15	J&K IMPA&RD
7	YASHADA, Pune	16	ATI, Nagaland, Kohima
8	ISTM, New Delhi	17	SKIPA Ranchi
9	Dr. MCR HRD Instt. Of AP, Hyderabad	18	GAA Bhubaneshwar

Table 7

Table showing the number of national and State level courses in different packages in the year 2007-2008.

Sl. No.	Name of the Package	Number of National level courses	Number of State level courses	Number of MTDP	Number of RUDP
01	DTS	14	13	0	1
02	DoT	12	13	0	1
03	TNA	12	0	1	0
04	EoT	11	0	0	2
05	Facilitation Skills	1	0	0	1
06	Mentoring	1	0	0	1
07	ELT	6	0	0	1

7.20 Strategy to achieve the 11th Five Year Plan target

As table 2 clearly shows that the rate at which the resource persons in both the categories are being developed is grossly inadequate to achieve anything near the targets for the 11th Five Year Plan. The charts above indicate that the availability of the resource persons is concentrated in a few regions only. The table 6 shows that the venues selected are not even half of the training institutions existing in the country. The institutes like the ATI Nagaland, BIPA&RD Patna and GAA Bhubaneswar are the new entrants in the TDP list which is a very welcome and commendable development on the part of the Training Division, DoPT. As is evident state institutes in states like Meghalaya, Chandigarh, Goa, Kerala, Gujarat, Punjab also can be included under the TDP wing. In this context the core group has also recommended vide para 7.34 that the training base needs to be enlarged to include other public bodies for example Public Sector Undertakings including banks and autonomous bodies.

(a) Target for RU Development

The Training Division is first of all required to shift the target for development of resource persons from centre to states and that too at district level. It needs to encourage development of RUs at the district level so that real cascading effect of these courses occurs. The people from districts may be developed as RUs from the DIETS, RTIs etc. Already available RUs at district level may be preferred for development as MTs.

(b) Venues for the MTDP/RUDP courses

The Training Division may include new State Training Institutes like in ATI, Shillong in Meghalaya, Chandigarh, GIRDA in Goa, IMG Thiruvanthapuram in Kerala, SPIPA Ahmedabad and the Water and Land management Institute, Anand both in Gujarat, Punjab, HPIPA, Simla in Himachal Pradesh, SIPARD in Agartala in Tripura, HIPA Gurgaon in Haryana, Administrative Training Institute, Itanagar, State Administrative Training Institute, Mysore

Academy of Training, Imphal, Chattisgarh Academy of Administration, Raipur, Administrative Training Institute, Aizwal, Accounts and Administrative Training Institute, Gangtok etc. in addition to the existing ones for even the MTDP/RUDP. In larger states like Rajasthan , Madhya Pradesh, West Bengal, Uttar Pradesh etc venues in the capital or at places other than the capital cities may be taken up, for example State Planning Institute, Lucknow in UP, Institute at Udaipur in Rajasthan, etc. The Training Division will have to explore other possibilities like even the regional centres of the EPFO . The other Training Institutes may also be included for at least conducting the basic level courses.

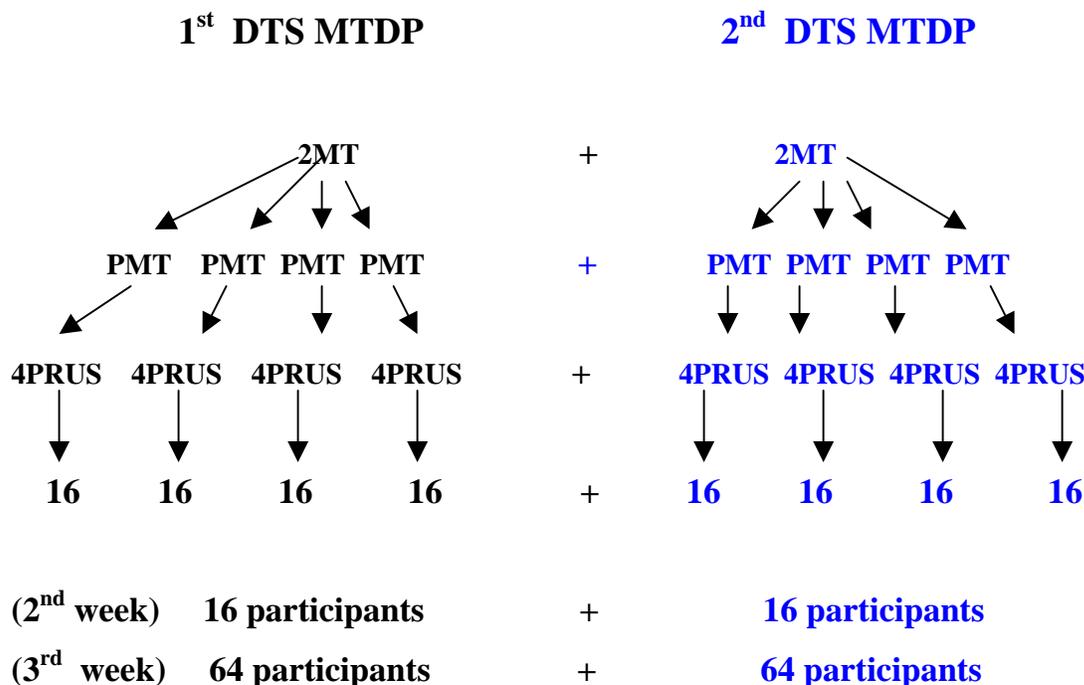
(c) Trainer –Trainee Ratio.

As already highlighted in paras 7.19 and 7.19.1 the programs that are currently been taken up under the TDP are not adequate to create the number of MTs/RUs required by the end of the 11th FYP. For this purpose the Training Division is required to take up more number of MTDP/RUDP. One of the major constraints for organising MTDP/RUDP is the requirement of large number of trainees as the trainer trainee ratio of 1:6 as envisaged since the inception of the TDP is required to be adhered. To overcome this problem and to lessen the burden on the organising institute, it is recommended that in respect of MTDP/RUDP the trainer- trainee ratio be reduced to 1:4. For example for the year 2008-09 to get targeted number of 8 MTs for DTS the following process may be envisaged:

- In a typical MT Development Program 2 MTs are deployed and that has also been recommended by the Core Group. So even in the 3-week (refer para7.22) MTDP 2 MTs may be deployed to conduct the program.
- Each MT can develop and supervise 4PMTs, each PMT in turn can supervise and counsel 4 PRUs and each of the PRUs would need 4 participants each to teach in one go in the 3rd week of the MTDP.

- The Training Division would be required to take up minimum of 2 MTDP in 2008-09 to produce a result as follows:

Two DTS MTDP



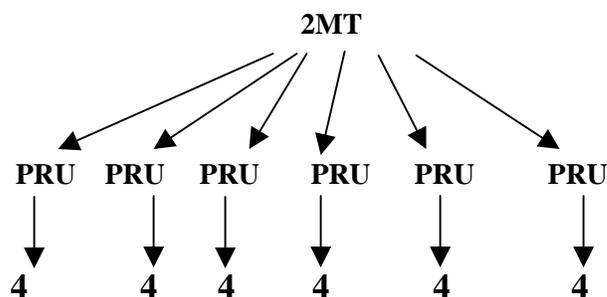
Outcome of two 3-week(19 operating days) MTDP will be 8MTs , 16RUs and 128 participants

- While implementing the above scheme it may be possible that adequate number of participants may not be available for the 3rd week at the same venue for both, then holding the 3rd week at a different place at district level within the same state or another can be arranged by splitting the groups in the third week, of course it may entail additional travelling costs.
- Similarly for the subsequent years more programs can be taken. More number of RUs may be developed in the initial years to create a pool from which MTs would

be picked. The minimum number of RUs to be developed each year will be as indicated in table 3.

- To cover the development of the rest of the number of RUs (48 RUs) in DTS, 6 PRUs may be developed during one RU development program of 2-weeks duration.

The pattern may be as follows:



(1st week) minimum 12 participants

(2nd week) minimum 24 participants

**Outcome of one 2-week (14 operating days)RUDP will be
6RUs and 36 trained participants**

- **Therefore eight such DTS RUDP will be required to be held in the year 2008-09.** Table 7 details the National and State level courses conducted in the year 2007-08 for the various categories of the TDP courses. The Training Division holds almost same number of 1-week national category and 1-week state category courses (around 14) each year. Some of them can easily be replaced by 2-week RUDP. Since the district level participants are to be covered **it is recommended that more State category courses be replaced by the RUDP. 8 RUDP held in 2008-09 would result in development of 48 RUs. Instead of conducting 28 one-week DTS courses, 8 RUDP and 12 base level courses be conducted in the year 2008-09.**

- As new venues will be explored and added taking up RUDP in the subsequent years would be easier.
- Similar strategy may be adopted for DoT courses.
- It may be seen that for all the other packages only National level courses are being run. **It is recommended that state level courses be started in other packages also.**
- In ELT, Mentoring and Facilitation Skills courses for the year 2008-09 the Training Division is required to focus on developing RUs only so that a base is developed from which PMTs can be selected in the subsequent years. To develop the envisaged number of MTs, the Training Division may have to initially consider relaxing some of the eligibility conditions like the number of years since development as RU.
- Patterns similar to that for DTS shown above may be developed in other courses for development of PMTs and PRUs.

7.20.1 The core group also understood that the above task may be huge to be taken up by the Training Division and came across views like engaging different agencies for development of Resource persons. As described in paras 2.5 to 2.8 the 1st batch of 22 RUs was developed by the Thames Valley University (TVU), UK in Special Training of Trainer courses with modules in UK and India. From among the 22 RUs the 1st batch of 7 MTs was selected through a rigorous procedure. The 7 PMTs had to undergo a three phased training programme of 5 weeks in India. The Training Division as an alternative to the above scheme may think of associating experts again from the TVU and develop large number of MTs/RUs for all the categories.

Duration of MT/RU Development Process

7.21 The problem of availability of PMTs and PRUs for being developed as an MT/RU has been a matter of concern. One of the basic reasons is the present duration of the development process which is four weeks for MT development and three weeks for RU development. Further the logistical requirement for such long duration activity is a problem in itself. The Core Group is aware of the fact that when the RU development process initially started in the year 1992 the period was two weeks including the intervening Saturday and Sunday as working days. Later, an experiment was undertaken to have the RU development process split into two stages. However, this also did not work due to administrative limitations. In the case of MT development, which is of four weeks duration, the actual working days are twenty. Whereas, in the three weeks of RU development process, it is fifteen days. The Core Group also recognised that as MT/RU development is a ‘process-oriented’ activity, the duration of 3 weeks for RU Development and 4 weeks for MT Development is perhaps far too long in present day’s context. The Core Group thought it appropriate to evolve an alternative, which, without compromising the quality and intensity of the development process, would reduce the actual period, without reducing working days effectively.

7.22 **The Core Group, therefore, recommends that for the MT development process the preceding Saturday & Sunday in the beginning and the intervening Saturdays/Sundays should be utilised. Therefore, MT development for DTS, DoT, ELT, TNA and EoT will be for 19 operating days, as under:**

Day 1 to 5 [Monday to Friday]	Briefing of PMTs by MTs
Day 6 & 7 [Saturday & Sunday]	Briefing & process orientation of PRUs by the PMTs.

Day 8 to 12 [Monday to Friday]	PMTs run and PRUs observe. De-briefing in the evening. Skills development of PRUs under the tutelage of the PMTs & Briefing of PMTs by the MTs.
Day 13 to 14 [Saturday & Sunday]	Skill development of PRUs under the tutelage of PMTs and observed by MTs.
Day 15 to 19 [Monday to Wednesday]	PRUs run the course and PMTs assess them. De-briefing each day evening of both PRUs & PMTs by MTs.

7.23 The Core Group recommends that for the RU development process the preceding Saturday & Sunday in the beginning and the intervening Saturday/Sunday should be utilised. Hence, RU Development for DTS, DoT, ELT and EoT will be for 14 operating days, as under:

Day 1 & 2 [Saturday & Sunday]	Briefing & process orientation of PRUs by the MTs.
Day 3 to 7 [Monday to Friday]	MTs run the course – PRUs observe. De-briefing each day evening.
Day 8 & 9 [Saturday & Sunday]	Skills development of PRUs under the tutelage of the MTs. (See Annexure XVI for details)
Day 10 to 14 [Monday to Friday]	– PRUs run the course and MTs assess them. De-briefing each day evening.

7.24 The MT Development process for Mentoring and Facilitation Skills will be for 11 operating days, as under:

Day 1 to 3 (Wednesday to Friday)	– Briefing of PMTs by MTs
Day 4 and 5 (Saturday & Sunday)	– Briefing & process orientation of PRUs by the PMTs.

Day 6 to 8 (Monday to Wednesday)	PMTs run and PRUs observe. De-briefing in the evening. Skills development of PRUs under the tutelage of the PMTs & Briefing of PMTs by the MTs.
Day 9 to 11 [Thursday to Saturday]	PRUs run the course and PMTs assess them. De-briefing each day evening of both PRUs & PMTs.

7.25 The RU Development for Mentoring and Facilitation Skills will be for 8 operating days, as under:

Day 1 to 3 (Wednesday to Friday)	MTs run the course – PRUs observe. De-briefing each day evening.
Day 4 & 5 [Saturday & Sunday]	Skills development of PRUs under the tutelage of the MTs.
Day 6 to 8 [Monday to Friday]	– PRUs run the course and MTs assess them. De-briefing each day evening.

Training Need Analysis (TNA)

7.26 TNA is a two week programme. It is not a taught course. The participants are supposed to do a lot of self-learning through various exercises and activities. One day is devoted to the classroom activities. The remaining period is devoted to practical exercises where each participant actually visits a Government department or an organisation and conducts an actual TNA study. Based upon their TNA consultancy reports, the participants are certified. In the RU Development Programme 4-5 participants who have already been identified as PRUs are developed and certified as RUs. **It is recommended that the RU Development for Training Needs Analysis [TNA] may be for 12 operating days, as under:**

Day 1 & 2 [Saturday and Sunday]	Briefing of PRUs by MT.
Day 3 [Monday]	PRUs conduct sessions, gives the inputs. MT observes. Debriefing in the evening.
Day 4 to 9 [Tuesday to Sunday]	Hands on exercises conducted by PRU. MT observes.
Day 10 and 11 [Monday, Tuesday]	Consultation Project. MT observes.
Day 12 [Wednesday]	Presentation of projects to clients.

Development Team and Certification:

7.27 The underlying principle in all TDP related courses is fostering the concept of team teaching. This concept of team teaching cannot really be taught. This has to be demonstrated by the team that is developing MTs and RUs. Moreover, the TDP packages are not simply input and output oriented. The numerous intricacies and nuances involved cannot be adequately met by a single individual. In the responses to the questionnaire most of the MTs and RUs favoured a Development Team. This approach also nullifies to a large extent individualised biases. **Therefore, the Core Group recommends that the present system of deploying a team of two MTs for development of PMT and PRU should be retained and strictly followed.**

7.28 A certificate given to an MT or an RU should enjoy a brand value across the board. Obviously 'branding' is a factor that weighs with people both inside and outside the system. While accepting tacitly or otherwise the value of the certificate, the Core Group considered the possibility of examining whether the certificate could be given by an independent body. However during the

deliberations, it emerged that no outside agency would have an in-depth understanding of the process of development of TDP, evolved over a period of more than two decades. The Training Division has over the years managed the TDP activities not only with the professional competency, but also has been able to bring in tremendous amount of credibility. **Therefore, the Core Group is of the considered view that the certification should continue to be done by the Training Division on the recommendation of the Development Team.**

7.29 The existing system provides review of MT/RU Certification after 3 years or earlier based on their commitment and performance by Training Division. The Core Group is of the firm view that a review is a must. The review should be done taking into account the minimum stipulated number of courses/Development Programmes conducted to which he/she was deployed and the feedback indicating competence in such courses. In case any particular MT/RU has not satisfied the stipulated criteria then the Training Division may write to the concerned person and the Head of the institution. These conditions may be unambiguously incorporated on the back of the Certificate given to MT/RU. **The Core Group recommends that the certificate of each MT/ RU may be reviewed by the Training Division after every 5 [five] years.**

7.29.1 Evaluation and Monitoring of MT/RU for review of certification

The Training Division would require a basis on which it would be able to review the certificate awarded to each resource person. Though the performance is the true indicator of the capabilities of a trainer however measurable parameters are desirable to monitor their activities and assess their continued professional development. It is recommended that the Training Division may observe the following procedure to assess the capabilities of the MTs/RUs:

- The Training Division may obtain a information through the administrative authorities of the concerned MT and RU in the performa placed at Annexure XVIII and XIX respectively every two years since becoming an MT or RU. For instance a person developed as MT in October 2008 would be required to submit the duly filled in performa twice in January 2011 and January 2013. The certificate would be reviewed in the January 2014.
- Based upon the illustrated parameters in the above documents the certificate would be renewed with the approval of Joint Secretary, Training.

7.30 The Department of Personnel & Training (Training Division) has over the years created a valuable resource base in the form of MTs & RUs. This resource base should be productively used both by the government, as well as public sector undertakings. For this purpose, the list of MTs/RUs may be brought to the notice of all central and State Government authorities, as well as Public Sector Undertakings **The Core Group, therefore, recommends that:**

- (a). The services of the MTs may be used by the Training Division for conducting Training Need Analysis and designing specific training packages and evaluating training; and**
- (b). They can also be utilised as consultants for various projects of the Training Division.**

7.31 Since the inception of the TDP, the Department of Personnel & Training (Training Division) have invested time & huge amount of money for the development of MTs & RUs. All the earlier generation of MTs & RUs were exposed to foreign training to imbibe the best training practices. It would be in the larger public interest that this rich experienced resource pool is

productively utilised. Even though individuals may have since retired from the government service, yet “Return on Investment [RoI]”, can be ensured, to the general benefit of all concerned. **The Core Group, therefore, recommends that the services of the retired MTs and RUs should continue to be utilised, by adopting the following procedure:**

- i) To start with the names of all the retired MTs and RUs may be put on DoPT website;**
- ii) In the national calendar of TDP courses the retired MTs and RUs may also be deployed; and**
- iii) Training Division may ascertain their willingness and their availability for TDP related or other activities.**

7.32 The spiral of continuous development requires the MTs & RUs to be exposed to best training practices. Visit to training establishments abroad provides opportunities to enlarge one’s outlook and results in capacity building. It is necessary that the existing MTs & RUs are put on a growth path. **As a means of growth, development and the capacity building of MTs, PMTs, RUs and PRUs, they should be exposed to foreign training at least once in three years.**

7.33 The basic challenge of the MT & RU Development mechanism is the formulation and adherence to standards. This alone will ensure quality. The development & certification of MTs & RUs should invariably be in accordance with the accepted norms & standards. Any deviation and / or change must be on the basis of consensus evolved by the MTs and RUs and approved by the Training Division. To ensure standardisation and transparency **all the parameters and also the template for the process sheet**

of MT/RU development in respect of each of the packages, may be posted on the portal of the Training Division for the access of MTs and RUs.

7.34 The National Training Policy had *inter alia* stipulated the concept of “Training for All”. From day one, the TDP has been basically addressing the concern, needs and expectations of the government sector, both at the central and state level. Time has now come that the training base is enlarged to include other public bodies, e.g. Public Sector Undertakings including banks and autonomous bodies. **In this context all Central, National, State and Public Sector institutions may be approached by the DoPT (Training Division) to indicate their interest for hosting MT/RU Development Workshops and/or in organising TDP related courses.**

7.35 The formulation of the Planning Commission to organise and conduct training at the District level is a gigantic task, by any standards. Not only this will require a large number of trained trainer’s, but also in a short span of time. This challenge cannot be addressed by following the conventional mode. **To meet this requirement, it is felt that District level RUs may be developed and called as “Certified Facilitators”. For this purpose to start with a condensed version of DTS course of not more than 3-days duration may be developed. This particular package can be organised on a larger scale covering more persons. This will enable availability of certified Facilitators in the various districts who could be deployed for imparting training at district level. Such a mechanism shall also take into consideration the familiarity of the trainer with local language and culture. The responsibility of conducting it could initially be entrusted to institute(s) like ATI-Mysore, HCM-RIPA, Jaipur, MCR-HRD Institute, Hyderabad, RCVP Norohna Institute of Administration, Bhopal, Assam Administrative Staff College, Guwahati and ATI- Kolkata. The task of**

developing the standard condensed package and working out other modalities may be entrusted to a Task Force to be set up by the DoPT (Training Division).

7.36 Demands have been emanating from time to time to have the TDP packages in the regional language. Sporadic efforts have been by the individual ATI's to prepare the reading material in regional languages. To have a standardised material in Hindi, the Training Division had entrusted the responsibility to the HCM-RIPA, Jaipur. In view of the emerging need to have training at the district level, it is imperative that the reading material and if possible the exercises should be in the regional languages **The initiative taken by the Training Division to prepare Hindi version of the DTS, DoT packages through HCM-RIPA, Jaipur may be expedited and completed with a period of six months.. Similar efforts may be undertaken for other packages in other regional languages for which one year period may be stipulated.**

Course fee:

7.37 At present the course fee in respect of the TDP courses are as under:

Course	Duration	Course fee (National level) (In rupees)	Course fee (State level) (In rupees)	MT/RU kits each (In rupees)
DTS	1week	75000	63000	
DoT	1week	48000	42000	
MT Development on DTS	4weeks	240000		7095
MT Development on ELT	3 weeks	150000		7095
RU Development on ELT	2 weeks	127500		7095
ELT course	1 week	75000	63000	
MT Development on DoT	4weeks	159000		7095
RU Development on DTS	3weeks	150000		7095
RU Development on DoT	3weeks	111000		7095
TNA	2weeks	127500		
EoT	1 week	75000		
Mentoring	3 days	48000		
Facilitation Skills	3 days	48000		

7.38 The Core Group is conscious that the dynamics of organising and conducting TDP related courses is distinctly different vis-à-vis other courses. The TDP courses are not typically run from 10 AM to 5 PM. Rather the normal training hours in a day are more than 7 [seven] hours in such courses, and in few cases e.g. DoT it goes past mid night, at least on two days. Moreover, the TDP courses are required to demonstrate the best training practices. Hence, the logistical requirement, demands on the resources e.g. classrooms, stationary,

support facilities, manpower etc. are heavy and for longer duration. It must also be realised that for running a TDP course, voluminous reading material is to be photocopied which obviously involves heavy photocopying load on an institute. In addition, the study also brings out that except one, all other resource persons should be from outside the state or region. The approximate expenditure on air travel would be around 20,000/- (Rupees Twenty Thousand only). Factoring these issues, **the Core Group has come to the conclusion that the minimum course fee for the TDP courses should be as under :-**

Sl. No.	Duration	Course Fee (Rs.)
1	1 day	80, 000.00
2	2 days	1,00,000.00
3	3 days	1,20,000.00
4	5 days	1,50,000.00
5	10 days	2,50,000.00

7.39 For determining the course fee for the MT / RU Development Workshop, the Core Group took into consideration one of its recommendation viz., the proceedings of the MT/RU Development Workshop be video graphed. The reason for making this particular recommendation has been analysed earlier in para 7.14. To emphasise once again the main reason behind this recommendation is to use the video camera as a learning and developmental tool for the potential MT and RU. Further, it would bring in more objectivity in the assessment process and also serve as audit. Generally, the charges for video graph is Rs.4000/- (Rupees Four Thousand) per day. Therefore, out of the 19 days in MT Development Programme, the following period will require video facility:

Sl. No.	Days	No. of Days
i.	Day 1 to 5	5
ii.	Day 6 & 7	2
iii.	Day 15 to 19	5
TOTAL		12

7.40 The approx. cost for video graphing for these 12 days will come to Rs.48,000/- (Rupees Forty Eight Thousand only) per programme @ Rs. 4000/- per day. Similarly, out of the 14 days in RU Development Programme, the following period will require video facility:

Sl. No.	Days	No. of Days
i.	Day 1 & 2	2
ii.	Day 8 & 9	2
iii.	Day 10 to 14	5
TOTAL		09

The approx. expenditure would be Rs. 36,000/- (Rupees Thirty Six Thousand only) @ Rs. 4000/- per day. The Core Group is of the firm opinion that the enhanced course fee will enable the Training Institutes to provide the best training environment, instil objectivity in the process, air travel to MTs/RUs and compensation commensurate with the dignity of the profession. This approach will enhance quality, make it sustainable and make all the stakeholders willing partners. **Therefore, the Core Group recommends that the Course Fee to an Institute hosting MT/RU Development Workshop should be in the following scale:**

Sl. No.	Duration	Course Fee (Rs.)
i.	14 days	3,50,000.00
ii.	19 days	4,00,000.00
iii.	11days	2,75,000.00
iv.	8days	2,25,000.00

7.41 It is necessary that the logistical & infrastructural support for TDP related activities should not be compromised with. It needs to be reiterated that TDP courses should display the best training practices. **Hence to off set inflation etc. the upward revision of the course fee should be considered every alternative year, in respect of both the TDP courses, as well MT / RU Development Programmes.**

7.42 The Department of Personnel & Training [Training Division] has made a provision of Rs. 7095/- only towards the cost of kit to MTs, PMTs, RUs & PRUs. An vital component of the Trainer Development Programme is the process of development of the trainer to enrich himself in the latest concepts of training methodology and techniques. It is, therefore, necessary that they keep themselves abreast with latest literature in the area of training. The MT/RU kit should, therefore, invariably include contemporary books on training for which a provision of around Rs. 2500/- be made out of Rs. 7095/- earmarked for the kit. In addition, the Core Group feels that the MTs and RUs should be encouraged more and more to shift to the use of Power Point presentations, instead of traditional transparencies. To facilitate this process the MT/RU kit should also include a 2 GB pen drive. **The Core Group, therefore, recommends that the kit of MT/RU shall consist of items as shown in Annexure-XVIII**

Incentive for MTs / RUs.

- 7.43** In spite of developing a number of Master Trainers and Recognized Users, an acute problem faced by the Department of Personnel & Training and the host institutes for organizing TDP related courses including the MT/RU Development Workshop, is the non-availability of the MTs/RUs for conducting the courses/workshop. On in-depth analysis, it emerged that the serving MTs and RUs have heavy commitment in their respective training institutions. Thus they are generally not spared for undertaking these activities. Further, as the rates of remuneration is awfully low i.e. Rs. 3,000/- (Rupees Three Thousand only) for conducting a one week TDP course,, which approximately comes to Rs 100/- per session, the individual motivation is also low.
- 7.44** On the other hand those MTs and RUs who have reverted back to their parent Department/Ministry/ Office are in an environment which does not fully appreciate the importance of TDP related activities. Therefore, for an MT / RU to come out from the Department/Ministry to conduct TDP courses requires tremendous will power and high motivation at the personal level.
- 7.45** The present rate of remuneration i.e. Rs.3,000/- (Rupees Three Thousand only) for conducting a one week TDP course, and Rs.5,000/- (Rupees Five Thousand only), for conducting three-week RU Development and four-week MT Development, is not only unrealistic but indeed demeaning to the profession and to the individual. It must be accepted gracefully that no individual (however motivated) would like to be away from his office/institution and also family for as long as three to four weeks for a petty amount i.e. Rs.250/- per day or Rs.50/- session. It needs to be recognised that any compensation must be in consonance with the dignity of the profession.

7.46 The Core Group examined the remuneration structure of the guest speakers of a few government and autonomous institutes. The Indian Institute of Public Administration (IIPA) pays Rs.1, 000/- (Rupees One Thousand only) for a ninety minute session plus Rs.500/- (Rupees Five Hundred only) towards conveyance. The National Institute of Financial Management [NIFM], Faridabad (an autonomous institute of the Ministry of Finance) pays Rs.1000/- (Rupees One Thousand only) for a sixty minute session, Rs. 1500/- for a 90 minute session and Rs. 2000/- for 120 minute session. In addition, the guest speakers are given an option either to come by their own vehicle, in which case Rs. 700/- (Rupees Seven Hundred only) is paid as reimbursement, or alternatively they are provided vehicle by the NIFM for being picked up from their residence/office in the NCR region and dropped back. In case of the LBS National Academy of Administration, Mussoorie, the remuneration for guest speaker is Rs.500/- (Rupees Five Hundred only) per session (which is normally of fifty-five minute duration) for serving officers, and Rs. 1000/- (Rupees One Thousand only) per session in case of retired personnel. In case of Institute of Secretariat Training and Management (ISTM) the remuneration is Rs. 500/- (Rupees Five Hundred only) per session of seventy-five minute duration for serving officers and Rs.1000/- (Rupees One Thousand only) per session for retired personnel.

7.47 The Core Group delved into the matter and taking into consideration the investment made by the Government of India in TDP for last two decades, the importance of this in the emerging scenario in light of the approach of the Planning Commission, factoring in the non-availability of persons thereby seriously impairing efforts of the Department of Personnel & Training and the need to instil a sense of dignity in the profession, came to the conclusion that the remuneration to MTs and RUs need to be suitably enhanced. The second issue was what norms should be adopted for arriving at a reasonable remuneration, which satisfies all concerned. After elaborate analysis of the

pros and cons, the Core Group came to the considered view that the ISTM rates which are the lowest rate of remuneration for guest speakers of any Central training institution be taken as the bench mark for determining the remuneration.

7.48 The training hours in ISTM in a day are six hours and twenty five minutes, i.e. 5 sessions of 75 minutes duration. In contrast, the normal training hours in TDP courses in a day is more than 7 [seven] hours, and in few cases e.g. DoT it goes past mid night, at least on two days. However, to have a standard yard stick, the Core Group decided to take 6 hours and 25minutes as the training hours each day. Taking this norm @ Rs. 500/- per seventy five minutes per day the remuneration per day comes to Rs. 2,500/- (Rupees Two Thousand Five Hundred only). Thus for a five days course adopting this yardstick, the remuneration should be Rs. 12,500/- only. Therefore, in respect of TDP courses viz., DTS, DoT, EoT, ELT which are for five days duration, the Core Group feels that to start with Rs.12, 500/- (Rupees Twelve Thousand Five Hundred only) remuneration will be fair and reasonable, factoring in all the considerations. Taking this as the base, the remuneration to MTs/RUs in respect of TDP courses should be as follows:

Sl. No.	Title of the Course	Duration	Remuneration (Rs.)
i.	Direct Trainers' Skill (DTS)	5 days	12,500.00
ii.	DTS-II [ELT]	5 days	12,500.00
iii.	Design of Training (DoT)	5 days	12,500.00
iv.	Training Need Analysis	10 days	15,000.00
v.	Evaluation of Training	5 days	12,500.00
vi.	Mentoring Skills	3 days	7,500.00
vii.	Facilitation Skills	3 days	7,500.00

7.49 In respect of MT/RU Development Workshop the Core Group felt that the MTs and RUs have to play a different role. In these workshops, the MTs do not undertake direct training for the entire period. Instead, they are called upon to critically observe, provide mentoring and demonstrate. In short they have to display attributes of a different kind. The Core Group is therefore of the view that for MT/RU Development Workshop the remuneration to MTs /RUs should not be a mechanical multiplication of the base rate arrived at, but should be as follows:

Sl. No.	Title of the Course	Duration	Remuneration (Rs.)
i.	MT Development(DTS, DoT, EoT, TNA, & ELT)	19 days	25,000.00
ii.	RU Development (DTS, DoT, ELT, EoT)	14 days	18,000.00
iii.	MT Development(Mentoring & Facilitation skills)	11 days	12,500.00
iv.	RU Development for Mentoring & Facilitation Skills	8 days	10,000.00
v.	RU Development (TNA)	12 days	13,500.00

8. SUMMARY OF RECOMMENDATIONS

The Core Group makes the following recommendations for consideration of Training Division:

1. The framework outlining the Roles and Responsibilities of the MTs, which is at Annexure VIII, may be adopted.

[See para 7.3]

2. In MT Development workshops all PMTs should present a theme paper on selected topic relating to emerging trends in competency building.

[See para 7.4]

3. The Aim and Objectives of the Master Trainer Development workshop shall be as spelt out in Annexure IX.

[See para 7.4]

4. The selection of a potential MT should be in accordance with the Entry Behaviour specified in Annexure X and as per the following procedure:

(a) Eligibility criteria

- i. They should have conducted at least 5 (five) courses in the area in which they would be developed as an MT and should have been an RU for the package at least for three years.
- ii. For being developed as a MT in any of the packages he / she must have undergone DTS, DoT, TNA, EoT and ELT, Facilitation Skills and Mentoring Skills courses.

[See paras 7.5 & 7.6(a)]

(b) Procedure for selection of PMT:

From the list of RUs who satisfy the minimum eligibility criteria as mentioned in (a) above, the Training Division will be required to select the PMTs.

- (i). Training Division should obtain the recommendation of the Director of the Institute or the concerned authority where the PMT is working and should indicate his/her performance as an RU and also performance in his/her subject domain along with the duly filled in Entry Behaviour Form at Annexure XI. The feed back of the last five courses conducted as an RU shall be forwarded to the Training Division along with the recommendation.
- (ii). The PMT is required to submit a write-up of not less than 1500 words containing:
 - a) The manner in which he/she has implemented the learning obtained from the experience gained in various courses conducted by him/her.
 - b) Efforts made for his/her own professional development since developed as RU.
 - a. The Training Division should hand over all the relevant materials received from the Head of the Institution to a panel of at least two MTs constituted for the purpose for scrutiny. The panel to short list the PMTs and submit to the Training Division.
 - b. Based on the recommendations/ observations of the panel the Training Division will make a final selection of the PMT ensuring regional representation.
 - c. As the above exercise is time consuming, the Training Division may plan the activities of each year in advance and constitute the panel well in time.

[See paras 7.5 & 7.6(b)]

5. The standard criteria for assessment of PMT will be as shown in Annexure -XI. The assessment should be shared with the PMT and should contain the signature of the development team consisting of the two MTs and the concerned PMT.

[See paras 7.7 & 7.8]

- 6.** The framework outlining the Roles and Responsibilities of the RUs, which is at Annexure XII, may be adopted.

[See para 7.9]

- 7.** It is recommended that only those persons be considered for selection as PRUs who satisfy the Entry Behaviour stipulated in Annexure XIII.

[See para 7.10]

- 8.** The Aim and Objectives which are given at Annexure XIV should be adopted for all RU Development Programmes in future.

[See para 7.11]

- 9.** The selection of a potential RU should be as per the following procedure:

- (i).** The PRU may be identified while he/she is attending the TDP course in which he/she is to be developed.
- (ii).** The concerned MT/RU conducting the course may forward to the Department of Personnel & Training (Training Division) the name of PRU. The Training Division may request the Director of the training institution or the concerned Head of Department to ask the identified person to submit a write-up based on his/her experience of implementing the learning of that particular course in her subject domain, and the copy of the certificate of having successfully completed the course. The Entry Behaviour form in Annexure XIV should be enclosed.
- (iii).** The responses received may be reviewed by a panel of at least two MTs to be constituted by the Training Division. The panel will short list the PRUs to be developed.
- (iv).** Based on these inputs the Training Division may make the final selection of the PRUs.

[See para 7.12]

- 10.** The assessment of a PRU will be done on the basis of the parameters indicated in Annexure—XV The assessment should be shared with the PRU and should

contain the signature of the development team consisting of the two MTs and the concerned PRU and if it is a part of MT development workshop, then PMT should also sign.

[See para 7.13]

- 11.** The skill development period and the demonstration week of the PMT/PRU should be video graphed in full. The cost of videography should be met by the host Institute from the course fee.

[See para 7.14]

- 12.** No MT/RU should be developed in an MT/RU Development workshop conducted in his/her own institute.

[See para 7.15]

- 13.** For conducting TDP courses, not more than one RU may be in-house from the host institute. The MTs and other RUs should be from Institute's which are outside the state and/region. The cost towards air travel for such MTs/RUs should be met by the host institute from out of the course fee.

[See para 7.16]

- 14.** For conducting MT/RU Development Workshop, the MTs should be deployed by the Training Division. While so deploying, the Training Division will ensure that **no** MT from the host institute is deployed for the purpose. The airfare for the journey is to be met by the host institute from out of the course fee.

[See para 7.17]

15. The Core Group recommends that the number of MTs/RUs to be developed may be planned as under:

Table showing the number of MTs/RUs required to be developed year-wise for the entire 11th Plan period.

Package	Number of MTs/RUs required to be developed								Total by the end of 11 th FYP	
	2008-09		2009-10		2010-11		2011-12			
	MT	RU	MT	RU	MT	RU*	MT	RU*	MTs	RUs
DTS	8	80	10	80	10	63	12	63	40	286
DoT	6	54	8	54	10	40	10	40	34	188
ELT	2	30	2	30	6	20	8	20	18	100
EoT	2	25	4	25	4	20	6	20	16	90
Facilitation Skills	0	8	2	8	2	10	4	10	8	36
Mentoring	0	8	2	8	2	10	4	10	8	36
TNA	5	20	5	25	6	25	6	30	22	100
Total	23	225	33	230	40	188	50	193	146	836

* Minimum Numbers to be developed

[See paras 7.18 to 7.20]

16. It is recommended that substantial number of State category courses be replaced by the RUDP. During 2008-09 7 RUDP be conducted in DTS.

[See para 7.20a]

17. Similarly, for other TDP training packages it is recommended that the number of venues for conducting RU Development and MT Development be expanded to include ATI, Nagaland, BIPA&RD Patna, GAA Bhubaneswar, Administrative Training Institute, Mysore

ATI, Shillong in Meghalaya, Mahatma Gandhi State Institute of Public Administration in Chandigarh, GIRDA in Goa, IMG, Thiruvanthapuram in Kerala, SPIPA, Ahmedabad, Gujarat, Punjab, HPIPA, Shimla in Himachal Pradesh, SIPARD in Agartala, HIPA in Gugaon, Haryana, ATI, Itanagar, State Academy of Training, Imphal, Chattisgarh Academy of Administration, Raipur, ATI, Aizwal, AATI, Gangtok etc. **[See para 7.20b]**

- Trainers from DIETS, RTIs etc. and districts may be identified for development as RUs **[See para 7.20a]**
- Revise the trainer- trainee ratio to MTDP / RUDP be revised to 1:4. **[See Para 7.20c]**
- The number of RU Development and MT Development Programs be included as projected **[See Para 7.20.1]**

18. Training Division may explore alternative mechanisms for development of MT/RU in large numbers. **[See para 7.20.1]**

19. It is recommended that for the MT development process, the preceding Saturday & Sunday in the beginning and the intervening Saturdays/Sundays should be utilized. Therefore, MT development for DTS, DoT, ELT, TNA and EoT will be for 19 operating days.

[See paras 7.21 & 7.22]

20. It is recommended that for the RU development process preceding Saturday & Sunday in the beginning and the intervening Saturday/Sunday should be utilized. Hence, RU Development for DTS, DoT, ELT and EoT will be for 14 operating days.

[See para 7.23]

21. The MT Development Process for Mentoring and Facilitation Skills should be for a total of 11 operating days.

[See para 7.24]

22. The RU Development process for Mentoring and Facilitation Skills will be for 8 operating days.

[See para 7.25]

23. It is recommended that that the RU Development process in respect of TNA may be for 12 operating days.

[See para 7.26]

24. The present system of deploying a team of two MTs for development of PMTs and PRUs should be retained and **strictly** followed.

[See para 7.27]

25. The certification of MTs & RUs should continue to be done by the Training Division on the recommendation of the Development Team.

[See para 7.28]

26. The certificate of each MT/ RU may be reviewed by the Training Division after every 5 [five] years.

[See paras 7.29]

27. It is recommended that the Training Division may observe the following procedure to assess the capabilities of the MTs/RUs:

28. The Training Division may obtain a information through the administrative authorities of the concerned MT and RU in the performa placed at Annexure XVIII and XIX respectively every two years since becoming an MT or RU.

29. Based upon the illustrated parameters in the above documents the certificate would be renewed with the approval of Joint Secretary, Training.

[See para 7.29.1]

30. The services of the MTs may be used by the Training Division for conducting Training Need Analysis and designing specific training packages and evaluating training. Further, their services can also be utilised as consultants for various projects of the Training Division. *[See para 7.30]*

31. The Department of Personnel & Training [Training Division] should utilise the services of the retired MTs and RUs.

[See para 7.31]

32. The MTs, PMTs, RUs and PRUs, should be exposed to foreign training at least once in three years.

[See para 7.32]

33. All the parameters and also the templates for the Process Sheets of MT/RU development in respect of each of the packages may be posted on the portal of the Training Division, so that MTs and RUs can access them.

[See para 7.33]

34. All Central, National, State and Public Sector Institutions may be approached by the DoPT (Training Division) to indicate their interest for hosting MT/RU Development Workshops and/or in organising TDP related courses.

[See para 7.34]

35. To meet the requirement of trainers, arising out of the proposal of the Planning Commission, it is felt that District level RUs be developed and called as “Certified Facilitators”. For this purpose a condensed version of DTS course of not more than 3-days duration will have to be developed.

[See para 7.35]

36. To start with the responsibility of conducting could be entrusted to institutes like ATI-Mysore, HCM-RIPA, Jaipur, MCR-HRD Institute, Hyderabad,

RCVP Norohna Institute of Administration, Bhopal, Assam Administrative Staff College, Guwahati and ATI- Kolkata.

[See para 7.35]

37. The task of developing a standardised condensed version and working out other modalities may be entrusted to a Task Force to be set up by the DoPT (Training Division).

[See para 7.35]

38. The Training Division may ensure that the HCM-RIPA, Jaipur prepares the Hindi version of the DTS, DoT packages within a period of 6-months. Similar efforts may be undertaken for other packages in other regional languages for which one year period may be stipulated.

[See para 7.36]

39. The minimum course fee for the TDP courses should be as under:-

Sl. No.	Duration	Course Fee (Rs.)
1	1 day	80, 000.00
2	2 days	1,00,000.00
3	3 days	1,20,000.00
4	5 days	1,50,000.00
5	10 days	2,50,000.00

[See para 7.38]

40. It is recommended that the Course Fee to an Institute hosting MT/RU Development Workshop should be in the following scale:

Sl. No.	Duration	Course Fee (Rs.)
----------------	-----------------	-------------------------

v.	14 days	3,50,000.00
vi.	19 days	4,00,000.00
vii.	11days	2,75,000.00
viii.	8days	2,25,000.00

[See paras 7.39 & 7.40]

- 41.** The upward revision of course fee should be considered every alternative year, in respect both the TDP courses, as well MT / RU Development Programmes.

[See para 7.41]

- 42.** The Core Group recommends that the kit of MT/RU shall consist of items as shown in Annexure-XVIII.

[See para 7.42]

- 43.** The remuneration to MTs/RUs in respect of TDP courses should be as follows:

Sl. No.	Title of the Course	Duration	Remuneration (Rs.)
viii.	Direct Trainers' Skill (DTS)	5 days	12,500.00
ix.	Direct Trainers' Skill –II (DTS-II)/ELT	5 days	12,500.00
x.	Design of Training (DoT)	5 days	12,500.00
xi.	Training Need Analysis	10 days	15,000.00
xii.	Evaluation of Training	5 days	12,500.00
xiii.	Mentoring Skills	3 days	7,500.00
xiv.	Facilitation Skills	3 days	7,500.00

[See paras 7.43 to 7.48]

- 44.** The remuneration to MTs /RUs for the MT / RU Development programmes is recommended as follows:

Sl. No.	Title of the Course	Duration	Remuneration (Rs.)
vi.	MT Development(DTS, DoT, EoT, TNA, & ELT)	19 days	25,000.00
vii.	RU Development (DTS, DoT, ELT, EoT)	14 days	18,000.00
viii.	MT Development(Mentoring & Facilitation skills)	11days	12,500.00

ix.	RU Development for Mentoring & Facilitation Skills	8 days	10,000.00
x.	RU Development (TNA)	12 days	13,500.00

[See para 7.49]

ANNEXURES

ANNEXURE-I

(Ref: Para 4.1)

Government of Karnataka



ADMINISTRATIVE TRAINING INSTITUTE

Lalitha Mahal Road, Mysore 570011

Phone : (0821) 2443264, 2443839, Fax : 2523899

Email: jdtrg-ati-kamy@kar.nic.in

Administrative Training Institute, Mysore having accepted the proposal of Training Division in the Department of Personnel and Training, Government of India, to study and prepare a concept paper on the certification process of Master Trainer/ Recognised User Development, needs to constitute a core group for the purpose with certain terms of reference, hence the following order:

ORDER

No.TRG/CR/233/2006-07

Dated 16th July 2007.

The Core group with the following members is constituted for the purpose of preparing a concept paper on the certification process of MT/RU Development.

1.	Shri S.Venkatesan, MT Consultant, Mumbai e-mail: venkatesan.susarla@gmail.com	2.	Dr.S.K.Ghosh, MT Professor, IIPA, New Delhi e-mail: ghosh_subir2001@yahoo.co.in
3.	Ms. Manisha Bhatnagar, MT Under Secretary, Training Division, DoPT, New Delhi. e-mail: manisha@nic.in	4.	Shri Ashok Sanganal, RU Faculty, ATI Mysore. e-mail: fapt-ati-kamy@kar.nic.in
5.	Shri B.Yoganath Singh, RU Faculty, SIUD, ATI, Mysore e-mail: yognathsingh@yahoo.com	6.	Shri R.S.Rajagopal Rao, RU Joint Director (Training), e-mail: jdtrg-ati-kamy@kar.nic.in

Shri R.S.Rajagopal Rao, Joint Director(Training) will be the co-ordinator for the core group.

The Core Group will have the following terms of reference:

1. Study the existing process for selection and development of Master Trainers/ Recognised Users.
2. Study and suggest ways and means to make certification more objective.
3. Study the overall development of Master Trainers/Recognised Users.
4. Also review further areas in Trainer Development Programme like mechanism for meeting shortfall PMT/PRU, remuneration, deployment of retired MT/RUs etc.,

Sd/-

(C.S.Suranjana)

Director General

Annexure - II

(Ref: para 6.3)

Government of Karnataka



ADMINISTRATIVE TRAINING INSTITUTE

Lalitha Mahal Road, Mysore 570011

Phone : (0821) 2443264, 2443839, Fax : 2523899

Email: jdtrg-ati-kamy@kar.nic.in

STUDY ON CERTIFICATION PROCESS FOR TDP COURSES

Questionnaire for Recognised Users

Note:

A study has been initiated to examine the existing ‘certification’ process for developing Master Trainers (MTs) and Recognised Users (RUs) so as to find ways and means to bring in more objectivity in the ‘certification’ process. Your considered views and suggestions in this regard would be of immense help in this study.

Name :
Designation :
Recognised User for :
Institute/
Department :
Tel No./Mobile No :

(1)	Year of becoming RU:		
(2)	What made you decide to become an RU ?		
(3)	Were you satisfied with the process involved?	Yes	NO
(a)	If yes, what appealed to you most?		
(b).	If not, please indicate the shortcomings		
(c)..	Suggestions to rectify the above shortcomings		
(4)	Did you find the duration of the RU Development Programme appropriate?	Yes	No
(a).	If no, what would you think should be the optimum duration?		
(5)	Were you developed by a PMT or by a Team of MTs:	PM T	Team of MTs
(6)	Were the PMT and the two MTs available for the entire duration of the Workshop?	Yes	No
(7)	Do you think the 'development' team should consist of two MTs or a single MT:		
(8)	Was a copy of the assessment criteria handed over to you for study in the beginning of the Workshop?	Yes	No
(9)	Was broad agreement obtained on the assessment criteria and procedure in the beginning of the Workshop?	Yes	NO
(10)	Was the actual assessment in accordance with the agreed criteria & procedure?	Yes	NO
(11)	Were you given a copy of the completed assessment sheet for your views/concurrence?	Yes	No
(12)	Was the assessment sheet jointly signed by both the MTs / or PMT & MT (as the case may be)	Yes	NO
(13).	Please give your views on the composition of the 'development' team		
(14)	In RU development, keeping their roles and functions, which are the areas to be incorporated in the assessment for certification?		
(15)	What according to your perception and experience are the 'strengths' and 'weakness' of the RU Development Programme		
	Strengths	Weaknesses	

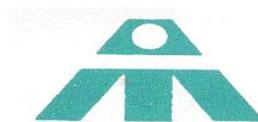
(16)	What would you suggest to bring in 'Audit' in the whole process?
(17)	What would you suggest as the optimum period for validity of the RU Certificate issued ?
(18)	Any general remark you would like to make.

Thank you for taking some of your valuable time to fill in the questionnaire and contributing towards making the certification Process more objective

ANNEXURE - III

(See para:6.3)

Government of Karnataka



ADMINISTRATIVE TRAINING INSTITUTE

Lalitha Mahal Road, Mysore 570011

Phone : (0821) 2443264, 2443839, Fax : 2523899

Email: jdtrg-ati-kamy@kar.nic.in

STUDY ON CERTIFICATION PROCESS FOR TDP COURSES

Questionnaire for Master Trainers

Note:

A study has been initiated to examine the existing ‘certification’ process for developing Master Trainers (MTs) and Recognised Users (RUs) so as to find ways and means to bring in more objectivity in the ‘certification’ process. Your considered views and suggestions in this regard would be of immense help in this study.

Name :

Designation :

Master Trainer for :

Institute/

Department :

Tele No./Mobile No :

Selection, Development and Certification process of the Master Trainers and Recognised Users under TDP

(1)	Year of becoming MT:		
(2)	What was your objective(s) when you decided to become MT		
(3)	How do you think that the objective(s) have been met.		
(4)	Were you satisfied with the process involved?	Yes	No
(a).	If yes, what appealed to you most?		
(b).	If not, please indicate the shortcomings		
(c).	Suggestions to rectify the above shortcomings		
(5)	Did you find the duration of the MT Development Programme appropriate?	Yes	No
(6)	If no, what would you think should be the optimum duration?		
(7)	Were you developed by a Team of MTs or a single MT	Single MT	Team of MTs
(8)	Were both the MTs available for demonstration, guidance, counselling & advice for the entire duration of the MT Development Programme?	Yes	No
(9)	Do you think the 'development team should consist of two MTs or a single MT:		
(10)	Was a copy of the assessment criteria handed over to you for study in the beginning of the Workshop	Yes	No
(11)	Was broad agreement obtained on the assessment criteria and procedure in the beginning of the Workshop	Yes	No
(12)	Was the actual assessment in accordance with the agreed criteria & Procedure	Yes	No

(13)	Were you given a copy of the completed assessment sheet for your views/concurrence? Team of MTs	Yes	No
(14)	Was the assessment sheet jointly Signed by both the MTs	Yes	No
(15)	Please give your views on the composition of the 'development team.		
(16)	In MT development, keeping their roles and functions, which are the areas to be incorporated in the assessment for certification?		
(17)	What according to your perception and experience are the 'strengths' and 'weakness' of the MT Development Programme		
	<u>Strengths</u>	<u>Weaknesses</u>	
(18)	a) Should the MT/RU certification be for a specified period Yes / No b) If yes, for what period? 5 years/ 3 years c) If No. please cite the reasons:		
(19)	Suggest a procedure or mechanism for assessment for audit so that the quality and standard for an MT can be maintained.		
(20)	In case you have been assigned responsibility of developing MT/RU, briefly describe the procedure you are going to adopt.		
(21)	What suggestions would you like to make to improve the existing procedure?		
(22)	Any general remarks you would like to make.		

Thank you for taking some of your valuable time to fill in the questionnaire and contributing towards making the certification Process more objective

ANNEXURE-IV

(See Para 6.4)

MT / RU DEVELOPMENT PROCESS

Feedback format sent to former Joint Secretaries of Training and select Heads of Institutions

1. SELECTION	
a.	What should be the modalities of selection of potential MTs/RUs?
b.	What parameters can be used to determine suitability for selection, especially in the case of a Potential Master trainer?
2. PROCESS OF DEVELOPMENT AND ASSESSMENT	
a.	Is the duration of the process appropriate package-wise (2,3 or 4 weeks)?
b.	Should we strive to achieve uniformity in the duration as well as the process of development in all the packages?
c.	What should be the composition of the development teams for both the MTs and RUs levels?
d.	What are the broad parameters and capabilities on which the potential resource persons need to be assessed before they are recommended by the development teams?
e.	What can be the modalities for such a recommendation, for example should this be by a representative or all the members of the team?

	f.	Should we develop a system of audit of the processes involved, supported by suitable documentation of the processes that serves as an audit trial?
3. PROCESS OF CERTIFICATION		
	a.	Does the current process of certification require any change?
	b.	In order to develop a framework in which MTs and RUs actively participate in the Trainers Development Programme on continuous basis, should the MT/RU certification be for a specified period and be renewable based on certain expected deliverables?
4		As the MTs/RUs are visualized as a national resource, what are the possible areas where they can be involved and what support system would be needed for optimum utilization of their services including those who have retired from Government Service?
5		How can we tackle the challenge of increasing the number of MTs / RUs without compromising on the quality?
6.		Any other suggestion.

ANNEXURE - V

(See Para 6.5)

STUDY ON CERTIFICATION PROCESS FOR TDP COURSES:

Consolidated responses from 28 RUs

1. RU for number of TDP packages?

RU for 1 Package	16
RU for 2 Packages	06
RU for 3 Packages	05
RU for 4 Packages	01
Total	28

2. What made you decide to become an RU?

1. After attending DoT I thought I can do justice with DoT courses after becoming RU and organize/impart training on 'designing training courses
2. It was decided for me when my name was nominated by Mr. Brian Sheardown
3. To contribute TDP in a more substantial way, to develop better understanding package, to become a more accomplished trainer
4. Keen interest in Training
5. To help other people to develop their personality and effect for their work
6. My deputation in training institute
7. Trainer capability
8. For more interaction and experience

9. To ensure, equipping, practicing, prospective trainers with the requisite skills
10. I have been in training area for last six years & wanted to continue my association with training
11. To become an effective Trainer
12. It was considered a recognition.
13. To develop myself as an efficient and effective trainer
14. Aptitude for training
15. Employed in a training institute and interest to develop myself as a trainer.
16. Being in the field of Training Management, design and deliver, I had a feeling that, I should play a major role in systematic approach for evaluation of training from the perspective of transfer of learning to work place delivery
17. To acquire expertise to training field
18. Urge for continuous professional development
19. Recognition, Flair for training, New field (I am possibly first and the only one in BSF)
20. To become a matured trainer with process specialization
 - Interest in the area of Training & Development, which even made me complete Diploma in Training & dev. From ISTD New Delhi. (which was sponsored by DoPT)
 - Being Joint Director of Training and having experience in conducting/organizing various state and national level courses & to enhance skills in training and development encouraged me to become an RU
 - To become an effective Trainer
 - The confidence that I could contribute to TDP as a resource person
 - The confidence that I could contribute to TDP as a resource person
 - Being a trainer
21. I wanted to increase my level of skill and achieve higher standard and satisfaction.

22. Nothing Particular

23. None, it just happened.

3. Were you satisfied with the process involved?

Yes: 25

No: 01

To some extent: 02

3a. If yes, what appealed you most?

1. Fountain of question bank in the subject by the PRUs.
2. An all round development of the RU really making him a good resource person and the ability to make us look at problem come all sides
3. The substantial effort put in to ensure standardization of the package
4. Although tiring and time consuming but preparation of process sheet gave an insight of the subject
5. Process is systematic and result oriented
6. NA
7. Experiential learning
8. Nil
9. The structured content and intense practice
10. Highly structured course content/ material. Hands on experience by conducting courses. Full time guidance /advice from PMTs/MTs
11. Observations -Development-Running the course Development workshop in the RU development course

12. The progressive shifting of responsibilities to the RUs appealed to me the most
13. Commitment of our Master Trainers inspired us to be more devoted to training
14. Meticulously prepared process to develop RU
15. The systematic process -that is first to observe, than practice and later to do it. 2. The involvement of MTs 3. The practical aspect of it. I.e. the mock sessions. 4. As the verbal assessment was done during the mock sessions and tips were given after every day's practical session, it helped to improve the performance regularly
16. Creation of process sheet, and preparation of learning log our own learning log, during the RU development programme
17. During the mock session made by PRUs and remarks made by the core faculty
18. Demonstration and feedback mechanism
19. The regular interaction by the Trainer at all levels and stages 2. The evening schedule where all the doubts were clarified
20. Skill development component at the RU development process
21. The whole process was essential for PRU Development, especially mock presentations helped in confidence building. Preparation of question bank was also useful
22. Although the entire process of PRU development is essential, mock exercises, interaction with faculty members and fellow participants appealed me the most
23. Monitoring and Suggestions by MTs.
24. The learning process through feed back from other “RUs”
25. Case method of organizing the programm
26. Both the courses are well structured. It gives one scope for self development through micro-sessions, question answers etc.,

27. Conducive environment- both physical and intellectual.
28. The process of developing RU/MT was envisaged to build a core group of trainers with in the country inter alia other related benefites sought as spin-offs.

3b. If not, please indicate the shortcomings

1. Formation of process sheet is too verbatim. Instead emphasis should be given on process for uniformity coupled with concepts clarification. Book review presentations not necessary
2. As indicated earlier there must be a streamlined process in the selection of PRU based upon agreed parameters
3. Lesser time consuming process for preparing the process sheet be evolved and more time devoted to practice
4. Some improvements need to make 1. Language should be added i.e. local languages because participants do ask for that 2. Less facilities regarding TA/DA honorarium. 3. Less importance in the eyes of state governments.
5. PMT must not be allowed to develop RUs. They should be allowed after becoming matured(After conducting some RU development programme) Only MTs should be allowed
6. Too many activities oriented. Leaves one stressed out. Part of course could be DLM module. Pedagogical approach sometimes towards PMTs& RUs
7. The knowledge of PRU regarding the theory portion was not looked into much, may be due to shortage of time. If the potential trainer is not well equipped with theory /or subjective matter, they will not be able to give his/her utmost performance. 2. Much time is devoted to preparation of process sheets and often only one or two persons seem to make the most of it. This results in shortage of time for mock sessions.

8. As a pre-RU Development activity, the master trainers should spend at least one day to give briefing about session wise plan, and expected outcome. The procedure of selection of RUs was not satisfactory
9. I think if the development is conducted by at least 2 MTs, it will give wider perspective to the new RUs being developed
10. As PRU, for DTS in 1996, we had to prepare and present book reviews, which was not there for later PRU development
11. The rigidity of the syllabus variations should not only be distressed out, tried out during the 2nd week to observe the effectiveness of Trainer development programme of the “variations” in RU development process must allow the scope to explore
12. With the passage of time many shortcomings have developed in method, content as well as in the process of this programme
13. Ten RUs Nil
14. Four RUs NA

3c. Suggestions to rectify the shortcomings.

1. once sequencing of introducing various concepts/methods, PRUs should be given sufficient time to introduce these concepts of their own rather than working their time on mutatis mutandi recording/typing what the MT has said
2. If I may suggest I would be very happy if the core group could set up a panel to streamline the selection of PRU and PMT. Retired MTs/RUs must be made use of especially as Mentors.
3. The process sheet should be standardized and every evening every effort be put in to modify the previously drafted process sheet so that for complete one week all energy is pumped in for mock drill/practice
4. Special importance may be given to the programme with the increased incentives to develop RUs/MTs 2. List of RUs/MTs may be sent to the state governments to use them in different programmes/schemes of the state governments/GoI

5. One representative from DoPT New Delhi must come on final presentation to have exact ideas at performance which was done in RIPA Jaipur
6. Some part of the course (e.g. Book reviews, preparation of skeletal process sheet, could be covered in DLM mode)
7. A system can be developed to improve the theoretical knowledge of the PRU. Persons nominated as PRU can be asked to read the handouts of the course for which he/she is nominated. An assessment procedure can be developed such as he/she may be asked to make short presentation of any portion the handout, or a write a brief write up or comment regarding any portion. 2. The process sheet of the Master Trainer may be given to the PRU. They may be asked to add or discuss daily and all should be asked to jointly sit till it has been finalized for the day. If all day's process sheet is finalized day-wise than the 2nd week can be fully utilized only for mock session and developed process
8. The session wise course design document should be made available to RUs in advance for their study. There should be some flexibility component, wherever possible to enable to RU to do value addition
9. As suggested above if 2 MTs can be engaged, it will be very useful, if not at least a few MTs can join in as Guest faculty at some time or the other
10. Inclusion of book reviews, PRUs should be given the task of preparation/presentation of book reviews
11. Make the process flexible to build in the element of scope to explore
12. Eleven RUs Nil
13. Five RUs NA

4. Did you find the duration of the RU Development programme appropriate?

Appropriate : 26
Not appropriate : 02

4a. If not, what do you think should be the optimum duration?

1. If not, what do you think should be the optimum duration?
2. One day may be added
3. Three weeks, Field survey for real life evaluation of training may be included
4. Four weeks, Third week should be left free for the RUs to prepare for the show
5. depends on level of effectiveness required.
6. Seventeen RUs Nil
7. Six RUs NA

5. Were you developed by a PMT or by a team of MTs?

- | | | |
|-----------|---|----|
| 1. PMT | : | 08 |
| 2. MTs | : | 15 |
| 3. MT+PMT | : | 05 |

6. Were the PMT and the two MTs available for the entire duration of the workshop?

- | | | |
|------------------|---|----|
| 1. Yes | : | 19 |
| 2. Only PMT | : | 07 |
| 3. Not indicated | : | 02 |

7. Do you think the development team should consist of two MTs or a single MT

- | | | |
|-----------------------|---|----|
| 1. Single MT | : | 20 |
| 2. By two MTs | : | 07 |
| 3. It does not matter | : | 01 |

8. Was a copy of the assessment criteria handed over to you for study in the beginning of the workshop?

- 1. No : 07
- 2. Yes : 21

9. Was broad agreement obtained on the assessment criteria and procedure in the beginning of the Workshop?

- 1. Yes : 21
- 2. No : 07

10. Was the actual assessment in accordance with the agreed criteria & Procedure?

- 1. Yes : 22
- 2. No : 04
- 3. Do not know : 02

11. Were you given a copy of the completed assessment sheet for your views/concurrence?

- 1. No : 17
- 2. Yes : 08
- 3. Not clear : 03

12. Was the assessment sheet jointly signed by both the MTs/PMT and MT (as the case may be)

- 1. Yes : 15
- 2. No : 07
- 3. NA : 06

13. Please give your views on the composition of the 'development' team

1. Excellent team (but certain concepts were ambiguously dealt)
2. The development team must work together in tandem to bring up to the Mastery level PRU, they must develop a good rapport with the trainees
3. The development team was well equipped to develop the core competence of the RUs
4. Nil
5. All were highly competent and well versed in the subject
6. Development team & final evaluation team should be different (Two teams)
7. Yearly rating of MTs and RUs should be done and capacities should be traced in that
8. They were competent and complemented each other effectively
9. The development team comprising two MTs for developing four RUs for DOT had too great advantages i.e., scope for comparison between the two individual approaches and 2. Gap filling or conflict resolving as and when called for.
10. Development team should consist of say 2 MTs and single PMT to create uniformity. Only 2-3 RUs should be trained at a time for synergy.
11. Two MTs must be constituted as development team in order to give much scope for interactions with experienced persons
12. Teams are a good concept allowing complimenting of abilities
13. The Master Trainer were very caring about the all out development of the RU
14. The development team should include MTs from different states so that heterogeneous expert team may develop RU better

15. The members of the 'development team' should not be more than two. Sometimes views differ when there are too many master trainers/PMT together while developing a PRU and create confusion.
16. The development team was very effective, and fully involved. Although no formal assessment criteria was used, but time to time comments by them on the performance of RUs were very useful
17. Development team should consist of at least two competent Master Trainers one of which should be highly qualified preferably of the rank of a senior class one
18. For DTS-one MT and one PMT in each room For DOT- one MT and two PMTs in each room
19. The Master Trainer was a combination of effectiveness by way of delivery & command over language and excellent guard over concepts of Training
20. RU development team should consist of one senior MT and fresh MT
21. Development team must appear well coordinated and well prepared in front of participants. Individually each tutor must give effective presentation, feedback to participants (as and when required) to help participants learn the concepts
22. The members of the development team should be cooperative having in-depth knowledge of the subject and should create a friendly environment during the presentation. Adult teaching procedure may be helpful for effective learning
23. Two MTs with good co-ordination skills
24. Development team should have a team of PMTs and MTs. Each member must be available during the entire process of development.
25. Good to have diversified fields/Jobs people in the 'Development Team'
26. General; 1 two MTs are included in the development team. I think that the composition of the team is fine,. However, it is feasible to run RU devpt. Programme with a single MT as the MT is very highly experienced.
27. It is not the composition of the team that matters, but the 'environment' and its quality for development.

14. In RU development, keeping their roles and functions, which are the areas to be incorporated in the assessment for certification?

1. Clarity of concepts should be given priority over other criteria.
2. Adoption according to the circumstances, innovation, rapport with trainees , willingness to learn and continuously upgrading the delivery of the RUs
3. No change is required in my opinion
4. Concept of the subject, style of delivery, handling of questions posed by trainees
5. RUs should be encouraged and a fearless atmosphere be developed. Some personal taboos should not be there to judge the RUs
6. Academic qualifications 2. Depth of knowledge 3. Extra curricular activities
7. Trainer capability
8. Methodology is adopted, delivery system and style class management skill , proficiency in the subject matter etc.
9. 1. Length of experience as a director trainer 2. Varieties of trainees trained by PRU 3. Valuable contribution and exceptional occasion's cooperation with co PRUs.4. Openness and objectivity in interaction.
10. RUs should be picked up from amidst trainers/persons actually joining trainings. 2. RUs required to give trainings in local language of a state should be developed separately
11. The present process is good. We have to ensure that the process should be followed by all MTs while organizing RU development workshops. Accordingly, formal guidelines may be issued to Master Trainers
12. Rather than requiring following the MT totally innovation by the RU should be given due weight age
13. Nil
14. 1. Communication skills 2. Rapport with the participants 3. Adherence to process sheets related to transfer of learning

15. Presentation skills , Knowledge, Spirit of teamwork
16. Action plan for implementation of EOT component with in the organisation, to which RU belongs This would give her/him a practical feel of the activity, and in turn would help in effective training delivery
17. Stress should be given on presentation knowledge about package
18. Nil
19. The delivery part of RU has to be given adequate weight age, lest the trainer's fraternity will be replete of these who shouldn't be there
20. 1. Content 2. Communication skills/ presentation skills 3. Reacting skills
21. Apart from other areas on Training 7 Development, testing of concepts as well as presentation must be assessed. In case of more than one tutor team teaching capabilities, coordination with co tutor must be assessed.
22. Besides other areas of Training & Development testing (examination) of concepts on the subject & delivery process must be assessed. In case of testing of more than one tutor team capabilities, cooperation and mutual understanding among the team members must be assessed
23. 1. Basic qualification, 2. Training experience, 3. Research experience, 4. Addressing questions convincingly, 5. Delivery of inputs without compromising on quality & content. 6. Time Mgt. without burdening the participants. 7. Creating interest to learn more 8. Effective communication 9. Ability to use innovative examples and cases 10. Illustration on board and writing skills.
24. a. communication skills, b. Presentation skills, c. Ability to work in teams, d. Learning in assimilation skills
25. Class Room dynamics, Practical examples, Case handling
26. It should be a uniform assessment criteria in all RU devpt. Programmes In DTS, RUs may be asked to assess a training method out of the four. Clarity of thought, communication skills, confidence building, clarity about the contents, handling of questions, giving feedback etc.,
27. Evaluation by trainees would be the best guide.

15. What according to your perception and experience are the 'strengths' and 'weaknesses' of the RU development programme?

STRENGTHS :

1. Sufficient time. Matured MTs, Excellent infrastructure and supporting facilities. Computers were provided.
2. Very intensive- average a 14 hours a day , ability to become good team members, all-round development of the RU
3. Availability of a team of competent MTs, commitment to the standardized package, constant up gradation of the package during MT development programme
4. MTs and PMTs, literature made available, MTs PMTs readiness to help at anytime and place, rehearsals/mock sessions
5. Well processed highly useful participants do relish the programme Result oriented
6. Develops knowledge 2. Improves performance 3. Skills are learned 4. Application of knowledge and skills is possible and assessable
7. Process is very good
8. Interactive, challenging, widening the scope of interpersonal relationship , skill for managing heterogeneous class group
9. Structured approach .2. In depth and continued practice3. Residential course and own -time work 4. Close like between DTS and DOT packages for RU ship
10. Very well structured course 2. Material well developed. 3. Adherence to original process 4. Experiential learning involved
11. Structured Training module 2. Standard procedures. 3. Sufficient time in the workshop to internalize the training concepts 4. Commitment of the trainers
12. Already mentioned

13. Sincerity and commitment of the MT. 2. EOT course consists of Management tools that are very useful in public administration. 3. Non trainers also can gain from this course. 4. This course has sufficient resource for personal development
14. A well prepared strategy, 2. Sufficient time allotted 3. Personal guidance
15. It is supported by the Govt. of India. 2. As the training programme is organized throughout the country it provides ample opportunity to persons attending it conveniently. 3. The DoPT also taking good initiative in developing the Resource person. 4. TNA and EOT programmes is very important for every organisation. Emphasis can be laid by Government of India to make these programmes compulsory for all Training Managers under " Training for All Project: 5. Due to TDP training has gained much importance. The new programmes like EOT, Mentoring, Facilitation courses have opened a new window for learning.
16. This is very important component of a Training activity. It gets conveyed very well. 2. Being a subjective matter, there are no standard guidelines for execution of EOT function, but an attempt has been made through. 3. EOT matrix, and various techniques of EOT have been very well mapped with the EOT matrix.
17. Knowledgeable trainers are available 2. RUs are able to know up to what stand the deserve for certification
18. Demonstration by the PMTs feedback mechanism, handout material support
19. One complete perogusm is during development stage run by one MT gives adequate idea to do the needful at different stages 2. Adequate additional study material, gives wider perspective
20. Structured design 2. Best use of methods 3. Scope for demonstrating competence
21. Availability of well structured module 2. Well coordinated programme of about 3 weeks. 3. Long experience in RU development process
22. Very well structured module 2. Very well coordinated programme of 3 weeks 3. Well experienced MTs and PMTs 4. Excellent delivery process 5. Highly practical oriented 6. All parts of the courses are useful and extremely relevant to the objective of the course 7. Overall the course was excellent

23. Able MTs were assigned, MTs provided all necessary guidance, MTs monitoring was systematic and qualitative, Additional material was provided for reading, more cases were illustrated to clarify the concepts, more emphasis on sketches and illustrations on the board, Scope for question and answer during the course.
24. 1. Learning by observation. 2. Learning by doing, 3. Feedback from PMT/PRU
25. Know how to organize training programme, Identifying the training gaps and developing modules, How to match expectations of participants with training objectives
26. a) well structured b) adequate time for all activities, c) conducted by a team of RUs. d) potential RUs of DTS are certified during the end of the course.
27. Enabling environment and on the job feed back.
28. Good quality/excellent Modules at hand available. Very good & well tried procedure of developing the trainers available. Dedicated man power exists in abundance. Physical infrastructure quite elaborate, extensively available. No sign of financial shortage. All systems in place.

WEAKNESSES :

1. No typing facility, Book review not necessary.
2. The selection of the PRU must be based on a rating criteria, because of the above the team of PRU does not reach excellence, a good rapport between MT and PRU is a must for the programme to succeed
3. Nil
4. Preparation of process sheet takes all the time .Book review to be given in the first week. Less time for rehearsals. No time to read books available in library on this subject
5. 1. Time taking .2. Only interested persons be called upon 3.Less honorarium and facility 4 Junior senior feeling
6. Sometimes negative thinking affects the judgment. Evaluation methods should be improved. It needs justification
7. For the sake of title also people join the RU and MT programme
8. Too generalized, not suitable for advanced technical inputs less scope for enhancing skill for practical oriented subject
9. 1. Some PRUs had absolutely no experience or direct contact with trainees as basic trainer. Their direct training skills DTS RU ship were hollow 2 Severe lack of variety for skills coaching session 3. Ego problems of PRUs and PMTs
10. Too structured. No scope for individual interpretation. 2. MTs/PMTs expect RUs to copy them word to word. 3. No pre course learning material. 4. Too focused on one aspect (e.g. DTs RUs should be exposed to other aspects briefly such as DOT/EOT etc to make the development a composite whole
11. Set procedure in assessment is not being followed by some MTs.2. There is no transparent criteria to select the RUs and PMTs. Regional , individual bias in the selection process
12. Stress on number weakens quality
13. The duration of RU development programme on EOT seems to be very short. It should be for three weeks. 2. EOT course does not consist field survey which is essential in my opinion

14. Selection of PRUs without pre test. 2. To compromise with set standards in exceptional cases
15. There is a lack of awareness in these programmes in different departments of the government. This leads to poor nomination. 2. To encourage them there can be some incentive form the Ministry of Personnel and Training to make these courses mandatory fro all employees of the government training institutions. 3. These programmes should be open to corporate, private sectors also. 4. More programmes can be developed specifically to the different organisations 5. A TOT with combining DTS I and DTS II can be developed. This will be more attractive as participants will be able to learn more methods in short duration. This programme can be linked with distance learning
16. There are too many activities to be done and less clarity about the objective of exercises and the learning points from them. 2. Monitoring cells (last column) require more elaboration, and some tips for execution, and measurement. 3. The course material needs to be organized better, with a guide to trainer regarding its execution. 4. The guidelines and steps for preparing the projects for evaluation by the participants are complex, and at some places not very clear.
17. PRU should not be less than the rank of Deputy Director. 2. RU should have PhD degree also can be select for training
18. Not a single demonstration by the normally poor fooding and lodging (except ATI Nainital) No computer support (LAPTOP) on individual basis
19. Development by a single MT instead by a Team (This was in my case) (This is not to undermine the MT who developed us, but for wider perspective)
20. Duration is 3 weeks 2. No structured remedial training
21. Non scrutiny of quality of selected PRUs 2. Difficulty in getting sufficient participants. 3. DTS PRUs doing team teaching (rather than 1:6)
22. NA
23. Developing more than 2 PRUs in one course, Minimum of 5 years experience in training to be mentioned for selection of PRU. PRU has to be an expert in his own area of training before being selected as PRU. MTs need to be

matured enough to guide the PRUs in a befitting manner. Casual approach of some MTs should not be overlooked.

24. 1. Rigidity of syllabus 'Development', 2. Almost all PMTs become MT and all PRUs become RUs.

25. Nil

26. proper selection of PRUs are generally not done. Differences in the level of PRUs . Lack of standard assessment criteria

27. Nil

16. What would you suggest to bring in 'Audit' in the whole process?

1. No

2. Who will Audit the auditors? If we have a process of selecting a committed PRU or PMT we have solved the half the problem

3. Appointment of an "observer" from DoPT to supervise the "development" process

4. DoPT should standardized the process leaving less room for discretion

5. 1. Facility should be increased. 2. It should be popularized among the state governments because less is known about on the senior officials in the state government. 3. GoI may plan to develop and order for MTs to be developed from RUs as it has the list of RUs with them. As ATIs may not be much interested in the persons who have been transferred from the ATIs

6. Return of investment. 2. Utilization reports 3. How many developed and how much cost 4. Human resource creation

7. Yearly rating of RUs and MTs

8. Rating by the participants in 1 to 10 grade scale. Evaluation report by the course coordinator , peer evaluation especially depending upon the execution of group exercise by the participants

9. It may be worthwhile to ascertain first how many trainees have been forced to join (to provide DTS PRU or DOT PRU the requisite number) and had little

or no felt training need. Similarly is also useful to find out as to the quality of PRU/PMT in terms of their requisite knowledge, dedication and skills in language and communication, whether some of them have “swelled” instead of growing or developed. The behind the scenes were pulling and backdoors and chaotic slipshod approach of PRUs /RUs /PMTs/MTs need to be watched

10. Each PMT/RU should be evaluated by an MT different from the one, who trains them on first week. 2. Certification should be done only after watching PMTs/RUs once two cycles of training
11. Ensure guidelines be issued to MTs 2. PRUs or PMTs should be allowed to send feedback forms directly to the DoPT instead of handling over to MTs then and there itself in order to express list the views freely and frankly
12. Audit would bring in a third person angle to the whole process which will improve quality something which the training division is striving for
13. The RU development process is may be developed if the EOT course is reoriented through selection of PRU. Principle for selection of PRU may make transparent and specific guide line may be formulated with policy. One should be developed as RU with the pre condition that he/she has already successfully completed all the courses under SAT (systematic Approach to Training) i.e. DTS, DOT, TNA & EOT as all are inter related and complementary to each other. It is clear to those who have completed all the courses. Those who have not yet completed all the courses may dilute the standard of a RU. It has been experienced from certain of my co tutors while I imparted training in DTS, TNA & EOT
14. Pre test properly conducted for PRUs as well as PMTs. 2. Videography of the performance of the PRUs and PMTs 3. Revalidation of certificate at fixed interval
15. A team may be made at DoPT level and sometimes visit the institutes organizing the programmes to see how the arrangements and procedures for conducting the courses. The course content can be reviewed from time to time.
16. Very few participants submit the EOT project for evaluation by the RU. This matter needs to be looked into. A mechanism needs to be evolved for evaluation of EOT programme itself from the perspective of its effectiveness and efficiency
17. At least two workshop of RUs should be organized in presence of MT
18. Nil

19. When any RU goes to deliver at some particular ATI, MT at that particular ATI can definitely put forward his or her views on the performance of the particular RU
20. Ability of the RUs to apply the process part of the training to subject specific areas
21. This committee of experienced MTs/RUs may monitor on yearly basis
22. Expert committee should monitor the quality of the RUs
23. Transparency in setting criteria and feed back on daily basis.
24. Assessment parameters are to be placed in DoPT website. Assessment must be by a team- for both PMT & PRU
25. Nil
26. It is advisable that the assessment criteria has to be standardized and used uniformly over the whole country . While selecting the PRUs the work done by the trainers in developing training module, field studies etc., may be taken in to consideration.
27. Feedback from trainees may be institutionalized. Management of the client departments should be sensitized.
28. Nil

17. What would you suggest as optimum period for validating of the RU certificate issued?

1. No
2. I am of the opinion that the refresher courses must be conducted for RUs at least every three years so as to upgrade his/her ability to deliver
3. No such time frame should be fixed. The RU should be given an opportunity to conduct at least one course every year and certification should last till such time he keeps abreast with the package. Refresher courses can be arranged to appraise him/her of changes that have taken place in the package after his certification
4. Till such the RU is able to deliver the goods. There is nothing which remains obscure in this field. All come to know about all
5. Maximum one month after the programme run satisfactorily
6. Once developed no question of optimum periods like once graduate always graduate
7. Three years and re certification
8. Seven year time span followed by intensive reorientation programme incorporating new methodologies in teaching skills
9. Not more than 5 years for those with less than 10 years direct training experience and 10 years for those with 15 to 20 years of the same type of experience
10. If an RU conducts one or two courses every year and updates himself, could he long term Otherwise disqualify him /her. For this RUs must be given courses to run by DoPT RUs/PMTs should also be conducting trainings in areas other than ToT
11. 3 weeks duration is a must to maintain the quality in development of RUs
12. 10 years
13. The validity of RU certificate should be permanent. It is not a license hence it should not be bounded by validity. Once a person is developed as trainer he is

trainer for ever. We learn and gain from experience. Hence the certificate of any RU/MT should not be limited by the retirement from service. Rather experience of any trainer should be utilized so long his/her health permits.

14.5 years

15. Valid until he does not follow the norms and procedures to conduct the course. Validity can be cancelled constant unwilling to conduct the course.

16. I feel that validity of RU certificate should be for five years, and if RU does not participate in delivery of training continuously for two years the certificate should become invalid. Further after a period of 5 years there should be refresher training for RUs to help them to share experience and improve training contents methodology etc., At that time certificate of RUs also should be renewed

17. One month

18. Till the course is modified

19. 5-7 years should be good enough period. However, if one wished to continue, some mechanism can be devised for validation

20. I do not think there should be validity of the RU certificate issued. As for as training is concerned "once a trainer he is always trainer"

21. After monitoring if it is found that a RU is conducting successfully at least one course of DTS/DOT/TNA per year, the RU certificate can remain valid for the respective stream

22. As long as the RU tutor is fit (both physically and mentally) for successfully conducting the training development programme

23. 15 to 20 years

24. The need for validity period would arise only if there are developments in DTS, DoT, TNA, EoT, necessitating updating of skills by RU or MT. As of now, there is no need to have a validity period.

25. Should depend on the number of programmes conducted

26. Indefinite.

27. I would not like to give prescription.

28. Yes, some criteria has to be there.

18. Any general remark you would like to make.

1. Feedback questionnaire of PRU by the participants of the course run by them (PRUs) should be prepared and given due weight age during the certification process (particularly on concept clarity)
2. I was one of the first RU who had come from an Autonomous body i.e. Hotel Management because we are not from, especially, institutes of public administration, we seem to be left out from the mainstream of RUs this point needs to be attended to.
3. Nil
4. The DTS and DoT courses can be amalgamated. RUs be authorized to conduct DTS and DoT courses for their departmental officers and those who have the potential may be recommended for RU development programmes conducted by DoPT
5. The programme is very useful. So RUs may be issued to run the programme even when they are transferred from the ATI mainly ATIs are taken to consider to choose the participants. 2. Developed RUs/MTs should be regularly engaged to run the courses even they are deputed in other governmental places after they are transferred 3. Separately developed RUs/MTs may be given scheduled DTS/DOT and other programmes developed by GoI also state governments may be ordered to cooperate
6. System of conducting trainings in ATIs should be checked by DoPT New Delhi at frequent intervals to see the standard at Institute and method of conducting courses
7. Nil
8. Enhancement of remuneration substantially allowing MTs and RUs air travel facility to minimize the period of absence from the headquarters
9. What appeared to the going on at different ATIs like Lucknow etc., Like non availability of facilities like walls to put up design (DOT charts) prepared by trainees need to be corrected. More professionalism and less pretension are necessary to be inculcated by PRUs /RUs/PMTs and MTs. Intra organizational

jealousy rivalry and pet politicking also appear to have overtaken some premier training institutions, plagued by coteries.

10. A skeletal of process sheet could be kept reading for each group. To be sent in advance as DLM material (All groups anyway carry one) RU/PMTs should be giving actual training in some other areas (eg. Rules./ behavioral trainings etc. Later being picked up for development. Some prequalification test, before one is considered for development as RU/PMT
11. There should be transparent criteria in selection of RUs/PMTs 2. Criteria should be evolved in deputing RUs/MTs to training courses as part of the trainers development programme. 2. Website which was created for informal discussions among RUs/MTs must be well maintained
12. NA
13. RU Development course on EOT should be focused on field duties. First week for demonstration by MT. Second for field duties. Third week for presentation by PRU. 2. Honorarium may be revised upwardly. 3. Retired MT/RU may be utilized till their health permits because their experience wil enrich the training
14. Senior/Retired RUs/MTs should be included in the development process
15. As the course content is only in English the participants of the Hindi speaking states such as UP feel have difficulty in grasping the content? Course materials can be developed in Hindi also. 2. The project reports to be submitted after the completion of the DoT, TNA, and MoT are not received in time and sometimes not received at all. This defeats the aim of the programme. 3. In programme where reports have to be submitted after the completion of the training, some space should be created to assist the participant to prepare the draft of the report before they go back. For this some distance learning material can be sent to the participants before the course commences so that time is saved during the course, and the last day can be allotted to prepare the draft of the report. Another alternative is that the training course can be extended for a day. 4. The material given to Recognized Users are always not readable, therefore if the material should be given in a C D. The RUs should provide a fresh handout to the organization where he/she will conduct the training course.
16. EOT should be applied to other components of SAT also from time to time to review the courses design methodology nd contents to be at par with

technology tools for their delivery. Rus, MTs of EOT should help in doing so. By this they also will get practical experience of EOT.

17. The RUs who has conducted more than 20 courses are suppose to be promoted as a MT

18. LAPTOP with a printer is a must in RU Kit

19. In all the process of development seems to be quite objective and balanced. However, personal likings fanatics and idiosyncrasies do creep in at wrong places, which ahs resulted in a few not so deserving RUs. The study am sure will address to this issue definitely

20. Nil

21. To help in the yearly monitoring process proper database of all RUs must be prepared, with number of State/national courses done by each RU, for each stream. This may be helpful for PMT selection.

22. The PMT selection process should be made easier

23. Identify the MTs who are not guiding the PRUs properly by conducting a survey and correct them if necessary.

24. None

25. Atleast advance/prior information for RUs regarding their involvement/role in the training programmes at different locations, so that RUs can plan in advance.

26. Overall RU development programmes are well structured and therefore it has continued till date. However, the level of RUs is not the same due to perhaps, improper selection.

27. Training functions/technology is best seen in the correct perspective of work culture of client departments. Over specialization/development not rooted on ground realities may look good on paper or for board room presentations but would lead to little action/progress on ground/working levels.

28. Most of these information/data is in the DoPT it self if someone is really / sincerely interested to revamp or rejuvenate these issue. Or it can be a method to clear those issues which are pending there to which no one is paying any head. It involves clash of interest too.

ANNEXURE - VI

(See Para 6.5)

STUDY ON CERTIFICATION PROCESS FOR TDP COURSES

Consolidated responses of 15 Master Trainers.

1. MASTER TRAINER FOR HOW MANY PACKAGES?

MT for one package	:	13
MT for 2 packages	:	02
Total	:	15

2. WHAT WAS YOUR OBJECTIVE(S) WHEN YOU DECIDED TO BECOME AN MT

1. Act as a National Resource for developing trainers of DOT
2. To contribute to TDP after self development as MT
3. It was never my decision, The responsibility was assigned by DoPT, both the times
4. My objective was to acquire expertise to become MT
5. So far, as objectives are concerned, as a Trainer I visualise my role as a dynamic multiplier of modern day training techniques. Given the opportunity, the objectives will be to create a 'learning community' and to develop 'learning to learn" I have been a member of the task force (DTS-II) set up by the DoPT GoI, for designing an advanced training of trainers package, in collaboration with the university of Manchester, the U.K. The DTS-II task force has successfully designed the DTS-II package and as recognition of the same, all five members of the task force have been conferred with the title of the "Master Trainer" by the DoPT
6. To sharpen ToT skills2. To fulfill the concept of training for all
7. To be able to develop trainees as RUs
8. To develop RU/MT and achieve excellence in Design of Training.
9. To be associated with DoPT's laudable initiatives under TDP

10. To conduct RU Development workshops.
11. To reach top in ToT package
12. To contribute towards upgrading competencies of trainers.
13. To learn and disseminate
14. I wanted to increase my level of skills and achieve a sense of satisfaction
15. To develop competent Master Trainers who display their creativity in developing a committed cadre of RUs and to develop RUs with an excellent delivery of DoT packages

3. HOW DO YOU THINK THAT THE OBJECTIVE (S) HAVE BEEN MET

1. In progress
2. I have developed RUs at MPAA-Bhopal & MTs in ISTM. I have also prepared animated power point presentations for DTS & DoT packagers and sent them to as many MTs/RUs as possible. They find them very useful
3. Nil
4. Fairly met
5. As a Master Trainer of the DTS-II course, I have got very few opportunities to conduct the course. My experience of meeting those objectives within the short span of conducting the DTS-II courses are excellent.
6. 1. MTs were developed 2. Packages were developed
7. Yes
8. Partially, as I have not been detailed for any MT/RU development so far.
9. This involvement in development RUs
10. Objectives NOT MET as I did not conduct even a single RU development workshop.

11. Yes

12. Yes. To a large extent

13. To a considerable extent

14. Nil

15. Objectives met by close supervision, guidance and rehearsals during delivery.
Those who could not come up were not considered for certification.

4. WERE YOU SATISFIED WITH THE PROCESS INVOLVED?

1. Yes	:	10
2. No	:	03
3. Not fully	:	02

5. IF YES, WHAT APPEALED YOU MOST

1. The way ownership of the process is developed.2.The way guidance is provided in a respectful manner
2. The process of development as designed is adequate
3. The three phases of the programme during the mock drill the presentation made by PRUs and PMTs and remarks made by the core faculty
4. The 'experiential learning model", which is the backbone of the DTS-II course, is an excellent model to develop a learning community. I strongly feel that training courses in the country should generally be based on this model, rather than the traditional :teaching concepts"
5. Panel selection on presentation
6. Adequate guidance was given by the core team of MTs for self development, concepts were clarified and PMTs were given freedom to develop the PRUs

without interference from the MTs. I was impressed by the competence of the core team of the MTs in DoT as well as in developing the PMTs

7. The effort put in by the co-potential MTs to develop RUs
8. Guiding and supervision of MTs
9. Nil : 3 MTs
10. NA : 1 MT
11. Self development, way of presentation
12. The MT development course was well structured. The potential RUs were also given adequate time for self development, through micro sessions, questions and answers etc. However the duration of 1 month is a bit too long.
13. Selection by Government of India. Recommendations of Head of Institution. Recommendation by MTs/other RUs 3 weeks duration. Week- 1 is absolutely needed where he/she can see the delivery. Week 2 is the most important when he/she develops and practice. Week -3 provides him/her opportunities to show the mastery level.

6. IF NOT, PLEASE INDICATE THE SHORTCOMINGS

1. The core faculty was not open and transparent 2. There was no free flow of information and exchange of ideas. 3. Atmosphere was not conducive of learning
2. The process was mechanical, devoid of measurement of outcome (in terms of quality)
3. Though, there are no shortcomings felt at this stage of implementation of the DTS-II course, it has been sincerely, felt that there are serious 'learner resistance' and 'emotional barriers' among the fellow trainers to share their experience and learn through the same
4. Absence of standardized criteria for identification, certification and derecognition.
5. The development week is too short. The PMTs are unable to devote attention for individual development

6. The process is unnecessarily too lengthy
7. The senior MTs were confusing rather than clarifying the PMTs and RUs
8. Senior MT who develops PMTs and PRUs should be of high quality/competence.
9. NA : 3 MTs
10. Dedicated trainers only should be selected
11. Nil
12. There is no yardstick through which their competence can be judged before they are selected. Many people become RUs but they do not contribute. They use it as a label. Undue pressure of stakeholders during certification process. A large number of RUs are underutilized.

7. SUGGESTIONS TO RECTIFY THE SHORTCOMINGS.

1. There should be no biases in favor of or against any PMT. 2. To ensure this, the PMTs/PRUs should not be developed by the trainers of the same organisations
2. More thoughtful selection of PMT/PRU 2. Preparing job analysis and job specification of MTs/RUs 3. Assessment of end product rather than emphasizing on process, which of courses the means to the desired end. 4. There should be less emphasis on content adoption and process adaptation by RUs
3. One of the measures that can be adopted is to make the community aware through reading materials about the modern day training concepts and encourage healthy deals on the pitfalls of the traditional methods. The other way is to encourage young trainers to experiment with their ideas and thus gather experiences to generate among themselves an eagerness for learning to learn
4. Stage-I Developing standardized criteria for identification of PRUs considering aspects like: 1. Experience in training, 2. Designation, 3. Qualification 4. Recommendation by the head of the Institute, 5. Taking undertaking from head of institute and PRU also to run & involve in TDP.

- Stage-II Development stage. 1. Need for evolving standardized process and format for PMT/PRU development 2. Pre-course briefing course process, objectives and expectations, criteria of assessment. 3. Documentation of process (process sheet preparation mock practice, discussion, involvement in process presentation, conducting the course. Counseling for improvement) 4.Video recording-presentation and conducting course. 5. Peer group feed back. 6. Participants feed back. Stage III: Certification stage: Need for developing standardized grading system will evidence. Stage IV: Review stage: 1. Number of course conducted 2. Number of Trainees developed. 3. Incorporating TDP concept in day-to day training to bring out qualitative changes.
5. MT Development should be in two phases. The first phase should be wholly devoted by self development of PMTs
 6. Reduce duration of the process
 7. The focus should be on how to conduct the course.
 8. 1. Great care has to be taken in the selection of senior MTs, for developing PMTs/PRUs. 2. There should be an assessment of developers by PMTs.
 9. NA : 4 MTs
 10. Screening.
 11. Nil
 12. 1. Minimum entry behaviour of PRU/PMT should be prescribed. 2. Selection of MT/RU should be made through a selection committee constituted by the DoPT. The proposed committee should examine the recommendations in different packages and recommend names in the order of propriety. The committee should meet twice in a year to finalise the names. 3. Some guidelines may be prepared for selection process. 4. Any person should be considered for becoming an RU only when he/she own training courses. For example, a DoT trained participant should show his brochures containing design elements as evidence. Likewise , DTS participant should also show prints of his powerpoint slides/OHPs prepared by him/her on topics in his/her place of work. 5. An RY should be considered for becoming MT only when he/she runs minimum 5 courses under National calendar and /or 3 courses under state calendar. In other words , there must be a gap of minimum 3 years between an RU and PMT. Conditions may be either or whichever is earlier.

8. DID YOU FIND THE DURATION OF THE MT DEVELOPMENT PROGRAMME APPROPRIATE?

- 1. Yes : 10 MTs
- 2. No : 4 MTs
- 3. Not fully : 1 MT

9. IF NOT, WHAT DO YOU THINK SHOULD BE THE OPTIMUM DURATION?

- 1. The RU development scheme prepared by the DTS-II task force aims at optimization of time and other material resources. This can be used as benchmark and it is suggested that similar methods may be followed for MT/RU development in other training technique courses
- 2. Should be at least 5-6 weeks, in two phases. The first phase can 2 weeks and phase II 3 weeks
- 3. 4 weeks should not be reduced for expediency.
- 4. 3 weeks +Saturday & Sunday before the I week
- 5. Nil : 6 MTs
- 6. NA : 2 MTs
- 7. Quality compromises is not beneficial
- 8. Three and half weeks
- 9. Three weeks instead of 4 weeks and PMT is normally OK with the process.

10. WERE YOU DEVELOPED BY AN MT OR BY A TEAM OF MTS?

- 1. Team of MTs : 10 MTs
- 2. Single MT : 4 MTs

3. Not clear : 1 MT

11. WERE BOTH THE MTs AVAILABLE FOR DEMONSTRATION, GUIDANCE, COUNSELING & ADVICE FOR THE ENTIRE DURATION OF THE MT DEVELOPMENT PROGRAMME?

1. Yes : 6 MTs

2. No : 6 MTs

3. NA : 3 MTs

12. DO YOU THINK THE 'DEVELOPMENT' TEAM SHOULD CONSIST OF TWO MTS OR A SINGLE MT

1. 2 MTs : 14

2. Single MT : 01

13. WAS A COPY OF THE ASSESSMENT CRITERIA HANDED OVER TO YOU FOR STUDY IN THE BEGINNING OF THE WORKSHOP

1. Yes : 14

2. NA : 01

14. WAS BROAD AGREEMENT OBTAINED ON THE ASSESSMENT CRITERIA AND PROCEDURE IN THE BEGINNING OF THE WORKSHOP

1. Yes : 13

2. Nil : 02

15. WAS THE ACTUAL ASSESSMENT IN ACCORDANCE WITH THE AGREED CRITERIA & PROCEDURE

- 1. Yes : 12
- 2. Don't know : 01
- 3. Nil : 02

16. WERE YOU GIVEN A COPY OF THE COMPLETED ASSESSMENT SHEET FOR YOUR VIEWS/ CONCURRENCE?

- 1. Yes : 08
- 2. No : 05
- 3. Nil : 01

17. WAS THE ASSESSMENT SHEET JOINTLY SIGNED BY BOTH THE MTS

- 1. Yes : 09
- 2. No : 01
- 3. NA : 05

18. PLEASE GIVE YOUR VIEWS ON THE COMPOSITION OF THE 'DEVELOPMENT' TEAM

- 1. A composition of a senior MT and a fresh MT will help in the quality aspect
- 2. A single MT can do the job provided his/her attitude towards the PMTs is positive, and gives constructive/supportive time to them.
- 3. First it needs to be decided whether we are for “increasing the production of RUs/MTs” or for “improving the quality” . If the issue is "improving the

quality" the whole process of developing MTs/RUs is to be reviewed in the light of the observations made in the attached note. So far as the composition of development team is concerned following points may be taken into consideration. 1. MTs can be divided into two categories in terms of their roles, functions, experience and maturity, viz. One who are responsible for developing RUs (Junior MT), and the other who help developing MTs (senior MT) At present the difference is not in consideration while allocating assignments. 2. In the latter category of MTs who are to develop MTs, they should be selected on the basis of their experience as first level Junior MTs, their contribution and eminence as a trainer in general. Such Trainer should have the insight of all the ToT courses under TDP in particular and training in general. Such MTs should not be more than five to eight (for all courses) in the country. If any of them is not available for a long time, the slot may be replenished with another experienced trainer from amongst junior level MTs. 3. Junior PMT should be selected carefully based on their experience and contribution to training, adequate demonstrators of qualities of a facilitators and mentors

4. The development team should comprise of two competent MTs one of which should be highly qualified preferable of the rank of a professor of a university. The team should be provided with supporting staff equipped with modules, training gadgets, computer, LCD etc.,
5. The question is not clear. What is the idea behind "development" team and what has been the context, is required to be explained
6. Nil
7. The development team was an excellent one. But the problem was the duration for which both were available was very limited
8. Both the MTs in the development team were motivated and committed and competent for the task.
9. One MT (Retd.) who would be available for the entire duration 2. One MT (serving) for first two weeks
10. No Comments.
11. OK
12. Not up to the desired level

13. Dedicated team members. Both Mr. Vekatesan & Mr. Sen sir, inspiring
14. Generally, two MTs are included in the development team. I think that the composition of the development team is alright. However, it is feasible to run MT Development programme with a single MT if the MT is highly experienced.
15. Development Team should consist of 2 MTs . Out of these, one should invariably senior one and another may be anew one developed last time. Combination of this may create some ego problem between two but a good coordination will help. Conversely, Team should include MTs of equal cadre, either both should be senior or both should be new.

19. IN MT DEVELOPMENT, KEEPING THEIR ROLES AND FUNCTIONS, WHICH ARE THE AREAS TO BE INCORPORATED IN THE ASSESSMENT FOR CERTIFICATION?

1. Ability to develop RUs. This is the focal point
2. Nil
3. For that, as suggested above Job Analysis and Job specification is to be prepared. A suggested KSA need for MTs and RUs is attached
4. In MT development, the following areas should also be incorporated in the assessment for certification 1. Presentation skills. 2. Objective testing for conceptual clarity 3. Quiz for assessing clarity of the package 4. Project formulation based on the contents of the course
5. In my view, an MT should be a thorough Trainer, who can lead by his/her own examples. Of late, it has been seen that in order to increase the number of MTs/RUs in DTS/DoT this aspect has been totally ignored by the DoPT. Before certification, the ability to conceive and deliver excellent training may be "judged"
6. Standardization process
7. Some parameters that can be considered are 1. Number of programme run as an RU 2. Minimum time spent as an RU. 3. Potential for continued involvement in training 4. Feedback of participants in programmes runs as RU 5. Recommended two HoD

8. 1. Knowledge of the subject area (DTS/DoT/EOT/ETC) 2. Clarity of concepts. 3. Training skills. 4. Ability to develop. 5. Counselling/mentoring skills 6. Commitment and motivation 7.Help and guidance given
9. Style of presentation 2. Handling questions efficiently & effectively 3. Ability to interact effectively with the trainees 4. Team teaching skills
10. The MTs should be trainers and not officers in administration. The potential MTs should have conducted at least 10 courses before becoming MTs.
11. Nil
12. 1.Creative thinking skills 2.Time management 3.Leadership skills
13. Role model of the MT
14. First of all there should be a uniform assessment criteria in all MT Development Programme . Submission of a paper on subject related to training and book reviews is a must. MTs may also be asked to assess one training method. Clarity of thought , communication skills, confidence, clarity about contents, rapport building with participants, handling of questions, giving feedback etc.,
15. At present, I am not having my MT certificate. Roles and Responsibilities are printed on reverse. I cannot comment at the moment, as I am late in filling this questionnaire.

20. WHAT ACCORDING TO YOUR PERCEPTION AND EXPERIENCE ARE THE 'STRENGTHS' AND 'WEAKNESSES' OF THE MT DEVELOPMENT PROGRAMME?

STRENGTHS

1. Standard Design 2. Ownership development 3. Self directed learning 4. Treatment with respect 5. Process refinement
2. The whole process is very well laid

3. 1 Sustained the trainer development process in systematic process in systematic way 2. Helped networking of trainers and training institutions in the country
4. Experienced MTs are usually invited to conduct the MT development programme by DoPT. 2. The PMTs and PRUs are certified and declared fit only after they conduct the training courses with actual trainees satisfactorily
5. It gives lone of the confidence as a Trainer 2. It helps in accelerating Trainers development
6. 1. Availability of large number of Rus.2.Release of sufficient funds by D.O.P.T.
7. The process and the expertise of the development team
8. 1. Opportunity to clarify doubts/learn 2.Guidance by team of MTs 3.Opportunity to develop RUs 4.Develop mentoring and counseling skills.
9. Standardized process 2. Indianisation of the process with suitable relevant example
10. 1.Two MTs. 2.Three weeks workshop
11. Nil
12. 1.Well designed 2.Well structured 3.Right duration
13. Detailed procedure. Smooth transition from one part to another
14. Well structured. Adequate time given for all activities. Conducted by a team of MTs. Potential MTs and RUs are certified during the end of the course.
15. Composition and Structure. One event in a year. Opportunities for accelerated learning and practice. Feedback system. Opportunities for improvement . A National event. An integrated MT with RU development programme.

WEAKNESS

1. Wrong selection of MTs 2. Ego clashes
2. There is no laid down criteria for developing and certification of trainers as RUs and MTs. 2. Lack of professionalism in Training Division during post

- 1996 period. 3. Lack of response and support from ATI heads 4. Dilution in standard and quality
3. Contents of the course for RUs/PMTs are not defined and only the contents of concepts course are discussed. 2. Evaluation reports filled up by the actual trainees are not seriously taken by them.
 4. If an MT is chosen not on the basis of his/her abilities, the prospective RUs will suffer from lack of training and motivation 2. Training of RUs depends a lot on imbibing trainers skills. Hence, if the MT is not properly trained and has the required quality, no learning takes place
 5. 1. Identification P.M.Ts. 2. Absence of standard process
 6. The selection process of PMTs
 7. 1. PMTs/PRUs not up to the mark 2. Lack of training experience/skills for PRUs/PMTs. 3. Shortage of trainees for the PRUs to train in the last week
 8. Too lengthy process 2. Lack of creative approach on the parts of quite a few MTs/RUs
 9. 1. The MTs do not know how to give effective feedback 2. The MTs are not proper role-models. 3. Very little help and advice from the MTs.
 10. Nil
 11. 1. Developers not competent enough 2. Lot of tension/stress created by developers. 3. No leisure 4. Little scope for creativity 5. Poor time management.
 12. Nil
 13. Time management. Trainees become fatigued
 14. Proper selection of PRUs not always done. Difference in the level of PRUs. Duration of the MT Development programme. Lack of standard assessment criteria
 15. Sometimes only one MT reports and another does not come. Normally there is role for MT when PMT develops his/her RUs. Any involvement of MT may hinder PMT's development process. Undue pressure of stakeholders during

certification stage. Too much work burden on PRUs. Unpleasant events due to work pressure during development phase. Too much warned feedback during development process.

21. SHOULD THE MT/RU CERTIFICATION BE FOR A SPECIFIED PERIOD WHICH CAN BE ACHIEVED IF YES, FOR WHAT PERIOD, IF NO PLEASE CITE THE REASONS

1. No. Once the Trainer always a Trainer therefore, once an MY always an MT. The MTs should be kept engaged
2. No. In case the contribution of a MT is found to be negative and if the MT/RU refuses to undertake the job for more than 2 years, the certification should be cancelled , not otherwise
3. Yes. The certification should be valid for 3-4 years, after which continuance/ recertification/decertification will be subject to his/her contribution to the TDP. MT/RU is not a qualification but a responsibility, and if a person is not able to carry out the responsibility satisfactorily, for whatever reasons, may be decertified.
4. No. MTs& RUs would be more competent by acquiring experience. As experience plays a important role in developing RUs & MTs.
5. 5 years
6. Yes. 5years
7. No. This time stipulation would be meaningless, if enough opportunity is not given to the RU/MT to other programmes or develop RUs
8. The question is not clear to me. However, the PRUs should have minimum 2 years experience as a full time trainer. For becoming PMT he should have conducted a minimum of 5 courses as RU and received excellent feedback
9. No. 1. Since MT/RU dev. Programmes are based on standardised packages, there is no need for period-specific certification. 2. On the contrary, DoPT, should ensure optimum utilisation of the services of MTs/RUs through proper planning
10. Yes. 5 years.

11. Certificate is for ever. Let us not compare with ISO certificate.
12. No. Once we certify the competency of the trainer to be MT, he/she can be stripped of the certification only on grounds of indiscipline, mal practice, poor health etc.
13. No. Once we certify the competency of the trainer to be MT, he/she can be stripped of the certification only on grounds of indiscipline, mal practice, poor health etc.
14. No. a. No. b. Not mentioned c. A Faculty when developed should not be allowed to be unused.
15. a. No. b. Not mentioned. c. Once a person certified as a MT/RU then no specified period is to be assigned. However, all MTs /RUs should be given chance to conduct courses by rotation so that the skills developed by them do not wain.
16. Yes. 3 years

22. SUGGEST A PROCEDURE OR MECHANISM FOR ASSESSMENT OR AUDIT SO THAT THE QUALITY AND STANDARD OF AN MT CAB MAINTAINED

1. If the MTs are kept engaged at a regular interval, the quality aspect will be maintained. However DoPT may constitute a committee
2. Nil
3. Quality, credibility and commitment of the MT could be ensured by meticulous selection of PMY with emphasis on quality rather than increasing the number. Only full time trainer should be inducted to TDP courses.
4. At least two workshops of RUs and MTs should be organised to improve the quality and maintaining standards. Further a laptop should be provided to MTs for connectivity so that quality and standard be maintained

5. An expert group consisting of both existing and former trainers may be constituted to evaluate and spot assessment. This group should have 'legendary ' trainers, whose skills are well known. As an extension to this process, experts from other well reputed training universities from abroad, like that of the IDPM, Manchester may be invited to assess the skills
6. Develop standardized process
7. Assessment by the PRUs developed by MTs, Peer assessment by other MTs/RUs and recommendations by head of institutions can form the basis. Periodic opportunity for self-development be given
8. 1. Feedback from PRUs/PMTs. 2.Motivation and commitment to training to be assessed by the peers.
9. Selection of potential MTs/RUs should be made by a Board of Sr. MTs to be constituted by DoPT. A period of one or two years so that right persons are chosen at the entry levels itself. Criteria for selection as well as assessment should be clearly spelt out and followed without any aberrations. As I find from my experience of working with two different MTs for development of RUs the procedure adopted are more or less same
10. Every year the MTs should present a paper to the DoPT suggesting value additions to the course in which he has become the MT
11. Good, DoPT should give equal chances to the MTs to develop RUs and MTs
12. Half yearly/Annual report of each MT on how he/she contributed in developing trainers should be sent to an apex committee which will monitor/ review the performance of each MT. This can be based upon the self-appraisal form submitted each MT.
13. Trainee feedback. Periodical discussion.
14. The existing procedure of assessment of MT by Two MTs is alright. Only the assessment criteria has to be standardized and used uniformly in the whole country. While selecting PMTs the work done by the trainees in developing the training modules , field studies etc. may be taken into consideration.
15. Final assessment should not be confidential. It should be shown to the PRU/PMT. Present regime of RTI calls for a transparency. Merely ticking of MT in each column of final assessment is not desirable. Criterion based

assessment could be adopted. Assessment by participants is one of the evidence for assessment. The MT in the absence of PMT/PRU can do it. Newly developed MT/RU should be deployed immediately to run the course as a part of an external validation.

23. IN CASE YOU HAVE BEEN ASSIGNED THE RESPONSIBILITY OF DEVELOPMENT MT/RU, BRIEFLY DESCRIBE THE PROCEDURE YOU ARE GOING TO ADOPT

1. The Procedure which was adopted by MT in my case is being a will be adopted. That is the process where I have ownership. This has been followed after senior MT Sri. M. Sethuramalingam
2. Same procedure as already prescribed. Will ensure that power point is also used. And there is no rigidity in following the process sheet word by word. Reasonable flexibility. No prolonged class room work. The PMTs/PRUs should get sufficient time to internalize the things for themselves. No extra burden of Book Reviews for PRUs
3. Please get hold of the MTs report submitted to the Training Division from different MTs from time to time.
4. Following activities are to be incorporated 1. Distance learning 2. Pre course briefing 3. Discussion & Brain storming, 4. Model sessions 5. Preparation & presentation 6. Actual conducting the classes by PMTs &PRUs and feed back provided by MTs 7. Final assessment with standardized criteria
5. As a DTS-II MT, we have a well defined process and I will be adopting the same. I cannot comment on DTS/DoT RU development , since I have not been made MT for these two courses So far as DTS-II is concerned, the procedure is to be observed fro a couple of RU development programme in the beginning. If need be, modifications can be suggested at a later stage
6. Sharing process including assessment criteria. As per D.O.P.T. guidelines. Following standardized process.
7. I have not been assigned the responsibility of developing MT/RU this year. The existing procedure will be adopted. I would emphasise on following: i. Interpersonal skills, ii. Communication and articulating.

8. The present process sheet for MT/RU development for DTS and DoT which I am familiar is adequate and I do not suggest any change. 1. Proper objective criteria for selection of PRUs and PMTs to be developed as I think this is the weak link. Their training experience and skills should be given maximum weight age. 2. PMTs and PRUs should command respect in the training fraternity. So there should be a peer rating as part of selection process.
9. There is an urgent need for a paradigm shift in the approach of quite a few, MTs/RUs from 'spoon-feeding' to 'creative' one so as to encourage the potential MTs/RUs to apply their creative./innovative thinking
10. 1.A clear process sheet for three weeks workshop. 2. No book review sessions. 3.No development of FAQs
11. RU should conduct minimum 5 DTS/DoT courses to become MT. It took 8 years for me to become MT from RU that too after conducting 30 DTS courses. Of late the RUs are becoming without conducting DTS Courses which hampers the quality of MTs.
12. Use of IT tools in developing PMTs like new/interesting video clippings; web based e-learning techniques, pre-course Distance Course Material.
13. Advance intimation, preparation and planning and skill development under the guidance of MTs. Agreements. Running the DTS course by PMTs. Daily feedback – minute to minute basis in the evening. Skill development (PRU) for running the fourth week. Observation, feedback in the evening. Reports submission on the same day.
14. I week – preparation , planning and development of PMTs supervised by MT. II week- conducting the course by the PMTs and guiding the PRUs. III week – Developing the PRUs afor conducting the course in the fourth week.. IV week – conducting the courses by PRUs and observation and feedback by PMTs
15. 1. Transparency in working and development process. 2. Positive feedback with suggestions for improvement. 3. More rehearsals and practice sessions during development phase. 4. Full concentration on package and deliver. No additional burden of book reviews is recommended. 5. Establishing good working environment. 6. Highest marks for excellent delivery and understanding of concepts. 7. Competence to handle difficult participants. 8. No confidentiality. After the end of the event, a PMT/PRU should know about his certification. If not recommended, he/she should know why.

24. ANY GENERAL REMARK YOU WOULD LIKE TO MAKE

1. PRU selection of late has been a big issue. This is very vital for spreading messages, behind TDP. PRUs should be selected by a committee of MTs constituted by DoPT. Proper screening of names may be done. Names should not be recommended merely on nomination of the Institute
2. PMTs/PRUs should not be placed for development in the same Institute. Also not under the Resource person of the same organization
3. Nil
4. To improve the existing procedure, an examination based on the contents of the course should be conducted. The certificate should be given to those who are declared successful and secure minimum sixty percent marks. 1. Two workshops in a year for modification of course contents shall be arranged for RUs & MTs. 2. Standard of the programme for certification of RUs & MTs be maintained.
5. The amount of honorarium sanctioned for MT/RU is very less and needs to be revised. It should be based on today's market forces. In my opinion a minimum of Rs. 10,000/- per week and TA Air should be paid to a MT/RU and the cost of which should be borne by the DoPT
6. 1. As per DoPT. Guidelines 2. Sharing process including the process 4. Submission of report to DoPT. Standardized process sheet may be prepared for M.T. & R.U. Development
7. To stem the deterioration of quality of MTs/RUs, the selection process of PMTs/PRUs needs to be revamped.-the emphasis should be on quality rather than quantity. -PRUs/MTs should be selected based on certain parameters like:-Recommendations of senior MTs. Feed back from participants/RUs. Every year MTs should be asked recommend two names for PMTs/PRUs. Final selection should be made by a select panel of MTs. PMTs should have conducted a minimum number of programmes. An MT is looked upon as an authority. The PMT should therefore be an RU in all four areas of SAT or at least should have undergone all the four courses
8. Persons who are not full time trainers should not be selected for MT development. All MTs should be given opportunity for RU/MT development. E.g. I have not been detailed for any MT/RU development programme so far. In case of shortage of MT/RUs services of retired MTs/RUs should be utilized.

9. The existing rate of honorarium for MTs/RUs is too low to match with the professional services rendered by. The rate should be enhanced at least to Rs. 5000/week
10. 1. The potential RUs should be interviewed by the MTs before selection. 2. The PMTs should be interviewed by senior MTs before selection.
11. Equal chances to all the MTs and RUs for development and to develop.
12. Infrastructural facilities like single room for each PMT, variety of food in canteen, proper house keeping and maintenance
13. Coaching “requires some refinement.. The two exercises may be substituted.
14. Overall the MT and RU development programme is very well structured and it has stood the test of time. Only problem is the quality of RUs have deteriorated. To some extent in certain cases, due to perhaps improper selection.
15. Nil

Annexure-VII

(See para 7.2)

**Extract from the brochure on Trainer Development Programme
published by DoPT (Training Division):**

-000-

**Part – III : Development of Master Trainers (MT) and
Recognised Users (RU)**

Selection

Selection of potential Master Trainers(PMT) and potential Recognised Users (PRU) in respect of all the TDP courses is made by the Training Division based on the recommendations of Heads of different training institutions and the Master Trainers.

Section – I

**MT Development for the courses - (Direct Trainers Skills and
Design of Training (DTS & DOT):**

- Potential MTs are developed as Master Trainers through this course, which has the duration of 4 weeks. During the first week, MTs brief and guide the PMT to prepare them for their role as developers. They are challenged to come up with the strategy to cope with uncertainty, which crop up in any training situations.
- During the second week the PRUs join and the number of participants is decided according to the ratio of 1:6 between the RUs and participants. In this week the PMTs deliver the DTS/DOT courses and the PRUs observe. The PMT also receives feedback of MT on his/her performance. The PMTs simultaneously encourages and guides the PRUs in the preparation of the process sheet through observation and recording of day's proceedings each day.
- During the third week the PMT's role as developer is put to test. In this week, the PMT would guide, encourage and challenge the PRUs to deal with all aspects of delivery of DTS/DOT courses. In case of DOT courses such guidance would also include details about evaluation of design projects.

- During the fourth week the PRUs would deliver DTS/DOT courses for the fresh set of participants who would now join. In this week the PMT would be providing support and also monitor the process of implementation of the course by the PRU. Simultaneously PMT would get feedback on the entire process from the MT.
- MTs and PMTs are required to send their reports to DOPT with their observation, comments and recommendations on the entire process of development of trainers as implemented during the four weeks. Based on these recommendations the Training Division issues certificates to the new MTs and to the new RUs. The certificates in respect of the new MTs/RUs of DOT have a linkage to the completion of design project by the respective participants of Week 2 and Week 4.

Section – II

RU Development for Direct Trainers Skill /Design of Training:

RU Development is undertaken both as a part of MT Development as indicated in Section I and also independently. When it is held independently the duration of the course is three weeks. The process is identical in both the versions, except that in the independent RU Development Course, the PRUs work under the guidance of MTs and not the PMTs.

Section – III

RU Development for Training Need Analysis (TNA) and Evaluation of Training (EOT):

The DTS/DOT courses were started in the late eighties i.e. around 16 – 17 years back. The courses like TNA and EOT were started recently after the year 2001. The RU Development presently practiced is different in both the programmes.

Training Need Analysis (TNA) :

TNA is a two week programme. It is not a taught course. The participants are supposed to do a lot of self-learning through various exercises and activities. The first week is devoted to the classroom activities. The second week is devoted to practical exercises where each participant actually visits a Government department and conducts an actual TNA. Based upon their TNA consultancy reports, the participants are certified. In the RU Development Programme 4-5 participants who have already been identified as PRUs are developed and certified as RUs.

The TNA RU development is conducted more or less in the similar fashion as a normal TNA course. However 4-5 participants are developed as RUs. They get separate time for interaction with the MT. Even briefing sessions are held before the actual programme starts.

In this workshop a post workshop project is submitted by the participants, which are evaluated by the RUs.

Based on the recommendations of MT, certificates are issued to the RUs by the Training Division.

Evaluation of Training (EOT):

A plain EOT course is of five days duration. The EOT RU development is held for 2 weeks. 2-6 RUs may be developed. In the first week, the MTs run the course with 12-16 participants, the PRUs observe them, take down notes and hold discussions in the evenings.

In the second week the PRUs run the course. Generally a ratio of 1:6 between tutor and participant is maintained. Since the course involves team teaching it is best to develop an even number of RUs.

In this course also a post workshop project is submitted which is evaluated by the RUs. Based on the recommendations of MT, certificates are issued to the RUs by the Training Division.

Section – IV

RU Development for Direct Trainers Skill – II (DTS-II) Course:

The eligibility for becoming a RU of DTS-II Course is as follows:-

- A Direct Trainer (including a DTS/DOT RU) who has undergone one week's training of DTS-II Course, and
- Has been engaged in conducting trainer-training courses for at least 2 years.

The mechanism for RU Development envisages the following:-

- ❖ The course will be in two parts – first part DLM and the second part 02-weeks Workshop.
- ❖ In the DLM Phase – a complete set of study material and learning material would be sent to the prospective RU along with suitable guidelines for preparation at least 25 days in advance of the start of the first week of the Workshop.
- ❖ The potential RU and the Master Trainers are free to interact during this period through email, phone, etc.
- ❖ In the 02 weeks' Workshop – it is left open to the Master Trainer to call the potential RUs on Saturday or Sunday preceding the start of the workshop for a briefing as he/she deems fit.
- ❖ During the first week a team of two Master Trainers would run the course and four potential RUs would sit through the course as observers and would note down the process and content throughout each day.
- ❖ In the evening each day, the prospective trainers will interact with the Master Trainers and will make a presentation before the MTs in which they would be required to highlight the following:-
 - ☞ Process of learning by participants; and
 - ☞ Self-assessment about the demand on the trainer and how to cope with.
- ❖ On the last day of the week one, prospective trainers would prepare a **Learning Plan** to be executed during the second week. The learning plan

would particularly provide for facilitation for “Contracting” and linkages among the exercises, the contributions of participants and the achievement of the contracted objectives.

- ❖ On the Saturday and Sunday intervening between weeks one and two, the prospective trainers would be working with the MTs (either one MT or both MTs as the need may be) for the purpose of clarifications of doubts.
- ❖ During the second week, the prospective trainers would be delivering the course with either or both the MTs associated to provide necessary help.

Section – V

RU Development for Management of Training (MoT) Programme:

Duration : two weeks

Eligibility : For a trainer to be qualified to run one week MoT programme, following three conditions are required to be fulfilled:-

- Having participated in two week programme on MOT (T), and
- Acceptance of the project on the selected area agreed to.
- Successfully conducted one week MOT course subsequently within six months of participating in the MOT (T) programme. The report on this area is required to be submitted to the concerned trainer and also to Training Division.
- Is a RU in any other ToT package.

Process : As in the case of DTS/DOT RU Development, during the second week of MOT (T), the PRUs for this course work under the guidance of MT to prepare process sheet, develop strategy, etc. for implementation of the course in future.

Section – VI

RU Development for Mentoring Skills and Facilitation Skills (M&F)

Both mentoring and facilitation skills courses are of three days duration each. The RU Development Programme for the both courses runs over a period of 6 days where generally 2-4 RUs are developed. For the initial three days respective MTs run the course with 6-8 participants, the PRUs observe them, take down notes, hold discussions with MTs. During the next three days the PRU run the course and the MT observe them. Generally tutor-participant ratio of 1.4 is maintained. Since the course involves team teaching, it is tried to develop even number of RUs. Based on the recommendations of the MTs certificates are issued by the Training Division, DoPT to the recommended PRUs.

Annexure-VIII

(See Para 7.3)

ROLE AND RESPONSIBILITIES OF MASTER TRAINERS

The following describe the Role and Responsibilities of a Master Trainer:

- a) Conduct Recognized Users Development Programme;
- b) Serve as a National Resource for the Training Division;
- c) Help the Training Division in setting quality standards and performance criteria relating to Trainers Development Programme;
- d) Bring to the notice of the Training Division any improvement/refinement needed in the packages as well as their deliver mechanisms;
- e) Recommend to the Training Division any measures needed for improving the Trainers Development Programme;
- f) Assist the Training Division in its initiative to develop new packages for training of trainers;
- g) Provide mentoring support to the Recognised Users;
- h) Identify Potential Master Trainers and Recognised Users and recommend to the Training Division the names of the persons who are suitable to be developed as Master Trainers and Recognised users;
- i) Suggest latest books on Training which can be reviewed in the MT/ RU Development Programme;
- j) Survey latest literature in the area of Training Methodology and share the same with fellow MTs and RUs periodically with a copy to the Training Division;

- k) Develop additional Reading material as a value addition to DTS, DoT, TNA, EoT, ELT Facilitation and Mentoring packages and suggest to the Training Division to include the same in the agenda item of the MT/RU National Workshop, so that it can be incorporated as an essential reading; and
- l) Share with fellow MTs and RUs any innovative practice adopted in their respective subject domain by applying the concepts/approaches of DTS/DoT/TNA/EoT/ELT/Facilitation and/or Mentoring.

ಅನುಬಂಧ

Annexure -IX
(See Para 7.4)

Master Trainer Development Programme(MTDP)

AIM AND OBJECTIVES

AIM

The aim of the MTDP is to develop the Potential Master Trainers to perform the role of a Master Trainer.

OBJECTIVES:

The participants will be able to:

- explain the Role and Functions of the Master Trainer
- explain the various modes for development and delivery of packages
- Plan schedule for the development of RUs in the concerned TDP Packages in which he/she is being developed as MT
- Present a Theme Paper on selected topic relating to emerging trends in competency building
- Facilitate the video-recording of the PRUs while conducting the relevant TDP package
- Guide the PRUs to internalize the relevant TDP package
- Help the PRUs to organize the conduct of the concerned course
- Guide the PRU on how to evaluate a project, if any, associated with that particular course
- Provide mentoring support to the PRUs
- Assess the performance of the PRUs for certification.

Annexure-X
(See Para 7.6)

ENTRY BEHAVIOUR OF POTENTIAL MASTER TRAINER

Sl. No	Information	Details
1.	Name	
2.	Designation	
	Department/Organisation/Institution	
	Address for communication	
	e-mail	
4.	Sex	
5.	Date of Birth	
6.	Pay Scale and present Pay	
7.	Category	
8.	Work Experience	
10.	Subject area(s) in which imparting training	
11.	TDP Courses attended	
	DTS Course	
	DoT Course	
	TNA Course	
	EoT Course	
	ELT Course	
	Facilitation Skills Course	
Mentoring Course		
12.	Are you an MT/RU for any other TDP package (please specify)	
13.	Whether able to design and operate powerpoint	
14.	Any other information	

Place :
Date :

Name :
Signature :

Countersigned by Head of the Institution/Department

Annexure-XI

(See Para-7.8)

ASSESSMENT CRITERIA FOR CERTIFICATION OF MTs

Sl. No	Performance Criteria	Performance Standard achieved			
		A	B	C	D
1	Answered the set of questions on all the packages provided				
2	Prepared Aims and Objectives for the RU Development Programme				
3	Provided Briefing to the PRUs				
4	Prepared Theme Papers				
5	Provided assistance to the PRUs in recording the process				
6	Associated the PRUs for discharging the pre-planned activities during observation period				
7	Provided clarification to the PRUs on the content and process of delivery of the package				
8	Ensured the PRUs internalize the package				
9	Ensured the PRUs develop suitable illustrations and examples				
10	Ensured the PRUs develop skills for evaluation of the Projects,if any				
11	Facilitated the PRUs organize for the conduct of the course				
12	Provided mentoring support to the PRUs				
13	Assessed the PRUs				
14	Assessed the Design Project Assessment by PRUs				

Legends : **A** = Professional Level **B** = Acceptable
 C = Capable of improving **D** = Below acceptable Level

Annexure-XII

(See Para 7.9)

ROLE AND RESPONSIBILITIES OF RECOGNISED USER

Following are the role and responsibilities of a Recognised User:

- Identification of potential recognised users while training base level trainers;
- Conduct DTS / DoT /TNA / EoT Courses as per process adopted with creativity;
- Promote professional development of DTS / DoT /TNA / EoT packages;
- Suggest refinement of DTS / DoT /TNA / EoT packages;
- Discharging training responsibilities assigned by the DoPT as well as ATIs;
- Efforts for skills enhancement;
- Network with trainers under DoPT;
- Market TDP packages while conducting the courses;
- Recommend from time to time names of potential Recognised Users to the DoPT; and
- Demonstrate competence as a national resource and user of the packages;
- Suggest latest Books in 'Training' which can be reviewed in the RU Development Programme.
- Survey latest literature in the area of 'Training Methodology' and share the same with fellow MTs and RUs periodically with a copy to the Training Division.
- Develop additional 'Reading material' as a value addition to either DTS, DoT, TNA, EoT packages and suggest to the Training Division to include the same

in the agenda item of the MT/RU National Workshop, so that it can be incorporated as an essential reading.

- Share with fellow MTs and RUs any innovative practice adopted in their respective subject domain by applying the concepts/approaches of DTS/DoT/TNA / ELT and/or EoT.

ଶ୍ରୀମତୀ

Annexure-XIII

(See Para 7.10)

ENTRY BEHAVIOUR OF POTENTIAL RECOGNISED USERS

Sl. No	Information	Details
1.	Name	
2.	Designation	
	Department/Organisation/Institution	
	Address for communication	
	e-mail	
4.	Sex	
5.	Date of Birth	
6.	Pay Scale and present Pay	
7.	Category	
8.	Work Experience	
10.	Subject area(s) in which imparting training	
11.	TDP Courses attended	
	DTS Course	
	DoT Course	
	Any other (please specify)	
12.	Have you undergone the course in which you have to be developed as RU?	
13.	RU for any other TDP packages (please specify)	
14.	Whether able to design and operate power point	
15.	Any other information	

Place :

Name :

Date :

Signature :

Countersigned by Head of the Institution/Department

Annexure-XIV

(See Para 7.11)

RECOGNISED USER DEVELOPMENT PROGRAMME (RUDP)

Aim and Objectives

AIM

The aim is to develop the Trainer to perform the role of a Recognised User.

OBJECTIVES

The participants will be able to:

- 1) Explain the role of RUs
- 2) Record the process of TDP packages as conducted by the MTs
- 3) Identify vital, essential and desirable components of TDP courses delivery procedure
- 4) Finalise the Process Sheet
- 5) Arrange handouts, exercises and transparencies for conducting the course
- 6) Demonstrate the assessment skills in relation to projects wherever applicable
- 7) Arrange logistic requirements for the course to be conducted
- 8) Develop examples and illustrations
- 9) Give an overview of the TDP courses
- 10) Conduct the courses as per the process sheet developed
- 11) Prepare an action plan for self-development

Annexure-XV

(See Para 7.13)

ASSESSMENT CRITERIA FOR CERTIFICATION OF PRU

Sl. No.	Assessment Criteria	Excellent 5	V.Good 4	Good 3	Average 2	Poor 1
1.	Theme Paper/Book review					
2.	Arrangement of Material					
3.	Rapport Building					
4.	Confidence level					
5.	Participatory Approach					
6.	Handling of visuals/ ppt.					
7.	Communication Skills <ul style="list-style-type: none"> • Voice • Body Language • Eye Contact 					
8.	a. Development of questions b. Handling of Questions					
9.	Subject Depth/Content <ul style="list-style-type: none"> • Clarity • Logical Flow • Adherence to Process sheet • Summarising 					
10.	<ul style="list-style-type: none"> • Submission of Report 					
	Total					

Annexure-XVI
(See Para 7.23)

SCHEDULE OF ACTIVITIES DURING SKILL DEVELOPMENT PERIOD

Day	Session	Task
SATURDAY	Session 1.	PRU/PMT to come prepared with his/her transparencies/ppt and book review, theme paper and questions developed
	Session 2.	Presentation by PRU/PMT on the ppt. MTs to make observations on presentation
	Session 3.	Clarify doubts
	Session 4.	Test on the package developed by MT
	Session 5.	Presentation of concept papers by PRUs & PMTs
	Session 6.	Comments by MTs/Peer group on the presentations
SUNDAY	Session 1.	Presentation on book review by PRUs/PMTs
	Session 2.	Comments by MTs/Peer group on book review presentations
	Session 3.	Mock session on select items for 15 minutes each by PMT/PRU based on their observations
	Session 4.	Observation by MTs on mock session
	Session 5.	Clarification of doubts and finalisation of process sheets

MT should have his/her own process sheet in soft copy to be shared by the PMTs/PRUs and edited according to their need.

Annexure-XVII

(See Para 7.42)

**LIST OF ARTICLES TO BE INCLUDED IN THE KIT OF THE
MT/PMT/RU & PRU UNDER TDP²**

Sl. No.	Name of the item	Quantity
01.	Leather Carry case	01
02.	Ring Folder	02
03	OHP marker pen set	01
04	Paper Knife	01
05	White Board Marker	04
06	Permanent Markers	05
07	Laser Pointer	01
08	2 GB Pen drive	01
09	Contemporary Books relating to Training Methodology/ Techniques	About R.2500/-
10	Flip Chart Pack	01
11	Paper tape	01
12	Register	01
13	Pencils	02
14	AddGel Pens	04 (Blue, Red, Black and Green colours)
15	Scissors	01
16	Gum Tube	01
17	CDs of Training material with visuals	01

Signature _____

Name of MT/PMT/RU/PRU _____

Institution/Department/Office _____

Place: _____

Date: _____

ಅನುಬಂಧ

² The Department of Personnel & Training has made a provision of Rs. 7095/- {Rupees Seven Thousand and Ninety five only} towards the cost of Kit under TDP.

Annexure-XVIII

(See Para 7.29.1)

**Form to be submitted by a Master Trainer to the Training Division
two/four years after development as MASTER TRAINER**

Sl. No	Personal Details	Details
I.	Name	
II.	Designation	
	Course for which MT	
	Date of development as MT	
	Department/Organisation/Institution	
	Address for communication	
	e-mail	
III	Date and Venue of the programme in which you were developed	
IV	Names of MTs under whom you were developed	
V	Details of other TDP courses for which you are MT/RU	
Description of Activities undertaken as MT		
1	Number of Recognised User Development Programs conducted	
2	Number of base level courses conducted since becoming an MT	
3	Number of PRUs and PMTs identified and recommended by you to the Training Division over the last 2 years	
4	Details of reading material developed by you as value addition to TOT courses (DTS/DOT/EOT/TNA/ELT/Facilitation Skills /Mentoring). Please enclose the copy.	
5	Details of new packages developed by you	
6	List of Publications, books, articles or reviews contributed by you.(Please give details)	
7	Trainings other than the TDP courses attended	

8	Any suggestions regarding setting quality standards and performance criteria for MTs/RUs and improvement/ refinement of the training packages of TDP	
10.	Suggest names of latest books read by you which can be used for book review in RUSP/MTDP.	
11	Other new activities or achievement or projects or research work under taken by you.	
12	Details as to how you have applied the learnings for the betterment of your organisation or placed any innovations in practice	
13.	Any other information	

Signature _____

Date: _____

Sponsoring Authority's Confirmation

1	Name of sponsoring authority	
2	Address for communication (with Pin Code)	
4	Telephone /FaxNumber	
5	e-mail	
8	How does the nominee's participation relate to the training and development plan and policy of the sponsoring authority?	

Signature and Date _____

Institution/Department/Office _____

Annexure-XIX

(See Para 7.29.1)

**Form to be submitted by a Recognised User to the Training Division
two/four years after development as RECOGNISED USER**

Sl. No	Personal Details	Details
I.	Name	
II.	Designation	
	Course for which RU	
	Date of development as RU	
	Department/Organisation/Institution	
	Address for communication	
	e-mail	
III	Date and Venue of the programme in which you were developed	III
IV	Names of MTs under whom you were developed	
V	Details of other TDP courses for which you are MT/RU	
Description of Activities undertaken as RU		
1	Number of base level courses conducted	
2	Number of PRUs identified and recommended by you to the Training Division over the last 2 years	
3	Details of reading material developed by you as value addition to TOT courses (DTS/DOT/EOT/TNA/ELT/Facilitation Skills /Mentoring). Please enclose copy.	
4	Steps taken by you to promote professional development of DTS/DOT/TNA/EOT packages or any refinement of the training package.	
5	Please specify how you have applied the learnings from this course in your day to day activities or the efforts made by you for your skill enhancement	

Selection, Development and Certification process of the Master Trainers and Recognised Users under TDP

6	Suggest names of latest books read by you which can be used for book review in RUDP.	
7.	Other new activities or achievement or research work under taken by you.	
8	Any innovative practice adopted by you.(Please give details)	
9	Trainings attended other than the TDP courses	
10	Any other information	

Signature _____

Date: _____

Sponsoring Authority's Confirmation

1	Name of sponsoring authority	
2	Address for communication (with Pin Code)	
4	Telephone /FaxNumber	
5	e-mail	
8	How does the nominee's participation relate to the training and development plan and policy of the sponsoring authority?	

Signature and Date _____

Institution/Department/Office _____
