



IMPROVING PERFORMANCE OF GOVERNMENT EMPLOYEES OF KARNATAKA THROUGH TRAINING AND CAPACITY BUILDING

An Implementation Model



For



Sixth State Pay Commission
Government of Karnataka

By



PUBLIC AFFAIRS CENTRE
Committed to good governance

January 2018

Improving Performance of Government Employees of Karnataka through Training and Capacity building

An Implementation Model

For



**Sixth State Pay Commission
Government of Karnataka**

By



PUBLIC AFFAIRS CENTRE

Committed to good governance

The study was carried out by Ms. Poornima G.R, Programme Officer, Dr. Sanjeev Kenchaigol, Programme Officer and Ms. Sukriti Bharadwaj, Programme Officer (literature review) with support from Dr. Meena Nair, Head-Participatory Governance Research Group under the guidance of Shri. G. Gurucharan, Director, Public Affairs Centre.



Public Affairs Centre (PAC) is a not for profit organization, established in 1994 that is dedicated to improving the quality of governance in India. The focus of PAC is primarily in areas where citizens and civil society organisations can play a proactive role in improving governance. In this regard, PAC undertakes and supports research, disseminates research findings, facilitates collective citizen action through awareness raising and capacity building activities, and provides advisory services to state and non-state agencies.

© 2018 Public Affairs Centre

Public Affairs Centre

No. 15, KIADB Industrial Area
Bommasandra – Jigani Link Road
Bengaluru 560105 India
Phone: +91 80 2783 9918/19/20
Email: mail@pacindia.org
Web: pacindia.org

ACKNOWLEDGEMENT

We take this opportunity to express our sincere gratitude to the 6th State Pay Commission and its staff for ensuring the successful completion of this study. We are grateful to many individuals in this study and place on record our sincere thanks to those who helped us in the process, in particular:

- Sri M.R. Sreenivasa Murthy, IAS (Retd), Chairman, 6th State Pay Commission for his guidance and support in providing valuable inputs at every stage of the study.
- Sri R.S. Phonde, Retd. Contoller State Accounts Department, Member 6th State Pay Commission for his inputs and suggestions.
- Sri Md Sanaullah, IAS (Retd), Member 6th State Pay Commission, for his guidance and suggestions.
- Mr. Honnalingappa Y.B, Deputy Scereatary, 6th Pay Commssion for his support and coordination for meetings and visits with officials and staff in our visits to districts in Karnataka.
- Ms. B. Sindu IAS, Deputy Secreatary to Government of Karnataka (B&R) Finance department for providing data on C and D group staff.
- District Deputy Commissioner, Additional Deputy Commissioner, Personal Assistant to DC and staff of Bengaluru Rural District Deputy Commissioner office.
- District Deputy Commissioner, Additional Deputy Commissioner and staff of District Deputy Commissioner office, Raichuru.
- District Deputy Commissioner and staff of Mysuru District Deputy Commissioner office.
- Additional Deputy Commissioner and staff of District Deputy Commissioner office, Udupi.
- Deputy Commissioner, Additional Deputy Commissioner, Personal Assistant to DC and staff of District Deputy Commissioner office, Ramanagara.
- Principal and staff of District Training Institutes (DTIs) of Bengaluru, Mangaluru, Mysuru and Raichuru
- Director and Deputy Director of State Institute for Rural Development- Mysuru.
- Deputy Director of Administrative Training Institute- Mysuru.
- Officials and staff of Taluk Office and Taluk Panchayat Office - Doddaballapura and Nanjanagudu, Taluk Office – Manvi, Karkala, Ramanagara, and Doddaballapura.
- Our Director Mr. Gurucharan Gollerkeri for his guidance, support and encouragement during the project.
- Special thanks to Policy Engagement and Communication team at PAC.
- Our colleagues and friends at Public Affairs Centre for all their encouragement and support.

While we are grateful to the individuals mentioned above for their contribution, we the authors are solely responsible for the opinions expressed and any errors therein.

Mrs. Poornima G R

Dr. Meena Nair

Dr. Sanjeev Kenchaigol

Ms. Sukriti Bharadwaj

Executive Summary

The Government of Karnataka has set up the Sixth State Pay Commission (6th SPC) to examine the revision of pay and allowances of the state government employees and evolve a new pay structure. It was also given the additional responsibility of providing a roadmap for improving their efficiency through capacity building. In response to a request from 6th SPC, Public Affairs Centre (PAC), Bangalore carried out a study on ‘Improving Performance of Government Employees of Karnataka through Training and Capacity building’ by providing an implementable training model. The primary objective of this study is to understand whether training is provided at every level of group C and D category of staff in the government. The study involved collecting feedback from staff and officials on current training programmes and suggestions to improve the same.

The objectives of the study were as follows to:

1. Assess current job-specific functions, understand existing training programme structures and processes, and training needs of Group C and D employees of the state, district and taluk level of Government of Karnataka.
2. Develop an effective training model targeting their functional skills and their contribution to the government, and society; improve employee productivity based on training and development of functional skills, job-specific skills, and abilities to address quality issues and problem solving.
3. Upon completion of fieldwork and analysis of data the following findings and recommendations have been presented in the report.

1. Needs assessment required to understand training requirements of staff

It was found that there is no systematic training needs assessment conducted in the departments to understand staff training requirements. The participants for training programmes are decided on an ad-hoc basis.

Set up a training needs assessment wing

Once in a year, every department should conduct training needs assessment for its staff facilitated by the training wing that can be set-up within the department. This training wing should assess staff training requirements, create a database and give access to training institutes for better training plans.

2. Training mandate required for new staff, promotion and increments

It was noted during the interaction with officials that there is no training mandate for promotion and increments.

Government should create a training mandate for staff at three levels – induction training for new staff members; subjective training to those who are moving up as a result of

promotion/increment; and refresher training related to current schemes and programmes of their departments. For example, the State Audit and Accounts Department and Treasury Department have made a training provision in the Cadre and Recruitment rules which is mandatory for promotions and increments.

3. Developing relevant training modules

The study found that there is no department-wise training modules. Comprehensive training modules should be developed for each department to address specific structures and processes to be followed in the department to implement schemes/programmes, relevant Acts, rules and regulations, grievance redressal mechanisms, and delivery of public services. For example, the Karnataka State Audit and Accounts department came out with 9 training modules for its staff members.

4. Departmental wise training

The study clearly showed that the staff is more interested in trainings that relate to their routine work. Each department should conduct a separate training for its staff based on their roles and responsibility for which it can develop its own training plan. This will increase productivity of the staff.

5. Budget provision

There is no separate budget for staff capacity building within the department. Government should create a separate training budget for each department.

6. Strengthening and monitoring of training centres

Most of the staff felt that the training institutes need to be strengthened by providing good infrastructure, quality faculty and free refreshments, along with relevant training materials. The quality of the training institutes needs to be measured and monitored by the Administrative Training Institutes (ATIs) through regular evaluations or social/financial audits which can be conducted by external agencies. Government should provide adequate budget to district training centres and other training institutes.

7. Staff shortage

Shortage of staff is a major concern that was expressed across all levels in both the departments as well as the training institutes.

8. Implementation of training module

The training implementation module gives a clear picture of the implementation process that includes all the critical parameters of an implementation plan – conducting the

training needs assessment; maintaining a database; developing training materials, duration and frequency, budget, human resources; e-trainings, monitoring and evaluation and a broader view on 'Individual Development Plan'.

The study strongly recommends the full-scale implementation of the State Training Policy

Table of Contents

1. Introduction.....	1
2. An Assessment of Current Training Processes	5
3. An Overview of Training Institutes	11
4. Findings from the Needs Assessment of Group C and D staff	18
5. Current strength of Group C and D Staff: An Analysis.....	31
6. Training implementation model.....	40
7. Recommendations.....	51
Annexure.....	56
Annexure: 1.....	57
Annexure: 2.....	64
Annexure: 3.....	66
Annexure: 4.....	69
Annexure: 5.....	71
Annexure: 6.....	90
Annexure: 7.....	91
Annexure: 8.....	92

List of Figures

Figure 1: Percentage of different group	31
Figure 2: Percent of group c staff in various departments	34
Figure 3: Percentage of group C staff in various departments	37
Figure 4: Training implemenation model	45
Figure 5: Presentation by the PAC team to the Chairman and his team	51
Figure 6: Training Hall in DTI Bangalore	92
Figure 7: Interview with JD, ATI, Mysuru	92
Figure 8: Group Discussion with Group D staff	93
Figure 9: Training Centre in Raichuru	93
Figure 10: Meeting with officials at SIRD.....	94
Figure 11: Interaction with Girls and Boys hostels Superintendents	94
Figure 12: Interaction with District Deputy Commissioner Ramanagara.....	95
Figure 13: Interaction with Group C staff.....	95
Figure 14: Interaction with Dafedar.....	96

List of Tables

Table 1: Sample design of the study	3
Table 2: Overall staff details	31
Table 3: Percentage of staff working strength in different groups.....	32
Table 4: Group C staff strength.....	32
Table 5: Training plan for group C staff	34
Table 6: No. of group D staff in various departments.....	36
Table 7: Percentage of group D staff training plan in a year	38

1. Introduction

1.1 Study Background

The Government of Karnataka has set up the Sixth State Pay Commission to examine the revision of pay and allowances of state government employees and to evolve a new pay structure. Its Terms of Reference (ToR) includes examining the present pay structure of employees of the State Government, the Dearness Allowance(DA) formula, the quantum of other allowances, the existing pattern of pension benefits, among others, keeping in view the resources and commitments of the State Government¹. However, in a subsequent Addendum to the ToR the scope of work of the Commission was widened to include recommending *‘measures to improve the performance of government servants and suggest incentives, if any, for improvement of their performance’*².

While incentives are a matter where the Commission would need to take into consideration the availability of resources, both human and financial, and work out solutions in discussion with the relevant departments, another aspect that the Commission observed with concern was the absence of regular functional skills training of the state government employees. In a few preliminary meetings with Public Affairs Centre(PAC), the Commission expressed the view that the capacities of government employees are not being utilised to their full potential. This could be either due to lack of facilities for in-house training or lack of relevant training from other institutions outside government, as well. The Commission was of the view that regular training programmes on functional skills will be important for improving productivity of government employees, especially those belonging to the Group C and Group D categories, as being at the bottom of the staff pyramid, they not only form a substantial proportion of the government workforce but also represent the face of the government during citizen interactions.

Thus, in response to a request from the Commission, PAC undertook a short-duration pilot project to understand the training needs of the government employees of some of the critical departments of the government of Karnataka. The Commission requested that a method be suggested that would enable regular training for each Group C and D government during the span of their careers. Such training should focus on skills relevant to the tasks undertaken by them (enhancement of functional skills). Additionally, they should also be familiarised with the big picture of their department - vision, mission, objective, role in society (and therefore the importance of their contribution).

1.2 About Public Affairs Centre

Public Affairs Centre (PAC) is a non-partisan not-for-profit civil society led think tank dedicated to mobilizing demand for good governance in India. PAC focuses primarily in areas where citizens and civil society organizations can play a proactive role in improving governance. PAC’s uniqueness lies in synthesising research and action in its activities and

¹ http://www.karnataka.gov.in/paycommission/english/Govt%20Order%20%20Circulars/1_6SPC-Cons.pdf

² http://www.karnataka.gov.in/paycommission/english/Govt%20Order%20%20Circulars/3_Addendum_ToR.pdf

approaches. Its research aims to provide a stimulus for its action and, in turn, is powered by knowledge derived from research. PAC's work is primarily organised on the premise that an informed citizenry is the key to improved governance.

PAC has pioneered the use of Citizen Report Cards (CRC) among other social accountability tools such as CRC+, Climate Change Score Cards (CCSCs), Community Led Environmental Impact Assessment (CLEIA), and Community Score Cards (CSCs), undertakes public policy research, and channelises funds to improve accountability in public. In fact, the Citizen Report Card (CRC), has received much acclaim globally, earning extensive mention in the World Bank's World Development Report 2004, 'Making Services Work for Poor People'. PAC believes in 'learning by doing' and therefore has implemented many advocacy initiatives that include training and capacity-building to improve knowledge of social accountability tools and their application. As a result, PAC feels that it would be able to carry out this study smoothly and successfully.

1.3 Research Objectives

The objectives of the study were as follows to:

1. Assess current job-specific functions of Group C and Group D employees of the Government of Karnataka at the state, district and taluk panchayat level offices.
2. Understand existing training programme structures and processes, and training needs of Group C and D employees of the Government of Karnataka.
3. Develop an effective training model targeting their functional skills and their contribution to government, and society; improve employee productivity based on training and development of functional skills, job-specific skills, and abilities to address quality issues and problem solving.

1.4 Research Design

The study followed a systematic implementation process comprising the following steps:

1. Discussions with the Sixth State Pay Commission

A study team from PAC met with the Chairman, Members and other senior officials of the Commission to finalise the study design. Accordingly, the scope of the study included:

1. Visits to five districts that comprised of Raichuru (Hyderabad Karnataka), Udupi (coastal Karnataka), Bengaluru Rural (adjacent to the state capital), Mysuru (South Karnataka) and a special case study of Ramanagara district;
2. Visits to offices at three levels within each district,— the District office, one taluk office and one Gram Panchayat office, to interact with senior officials and Group C and Group D staff members in each office;
3. Visits within each district visits to the District Training Centres to meet relevant officials.

2. Collection of secondary and primary data/information

1. Checklists on aspects to be covered with employees at different levels were finalised at PAC, semi-structured interview schedules were prepared to cover all aspects of training on which information was sought from the respondents;
2. The study team visited all the selected offices and interacted with designated staff members ranging from senior officials to Group C and Group D employees;
3. This was then analysed at two levels – information from employees at the government offices and from staff of the training institutes in each district;
4. Simultaneously, a quick literature review through desk research was carried out to understand training curriculums in some countries and training policies followed by national level training institutes.

The following table presents a quick overview of the offices visited and the stakeholders covered in the study

Table 1: Sample design of the study

Sl. No	Places visited	Interaction with officials
1	Office of the Deputy Commissioner- Bengaluru Rural District	Deputy Commissioner, Additional Deputy Commissioner, Personal Assistant to DC, FDA, SDA, Case worker, Shirastedar and group D staff – Bengaluru Rural District
2	District Training Institute (DTI) Bengaluru	Principals' (Urban and Rural DTI), FDA and group interaction with trainees
3	Taluk Office and Taluk Panchayath Office- Doddaballapura	Deputy Tahsildar, FDA, Case worker, SDA, Village Accountant and group D staff
4	Office of the Deputy Commissioner- Raichuru	Deputy Commissioner, Additional Deputy Commissioner, FDA, Shirastedar, SDA and group D
5	District Training Institute	Principal, Vice Principal, Instructor
6	Taluk Office –Manvi	Tahsildar, FDA, Case worker, SDA and group D staff
7	Office of the Deputy Commissioner- Udupi	Additional Deputy Commissioner, Superintendent, FDA, SDA, Sherathedar and group D staff.
8	District Training Institute –Mangalore	Principal and Instructor
9	Karkala	Deputy Tahsildar, FDA, SDA, and group D staff
10	Office of Deputy Commissioner- Mysuru	Additional Deputy Commissioner,
11	State Institute for Rural Development- Mysuru	Director and Deputy Director
12	Administrative Training Institute- Mysuru	Deputy Director
13	Taluk Office –Nanjanagudu	Deputy Tahsildar, FDA, SDA and group
14	District Deputy Commissioner office, Zilla Panchayath Office, Mini Vidhana Soudha, Backward Caste girls' hostels in Ramanagara District.	District Deputy Commissioner, Additional Deputy Commissioner, Assistant to Deputy Commissioner, Joint Director of Agriculture department, Deputy Secretary of Zilla Panchayath, Deputy Director of Social Welfare Department, Grade 2 Tashildar, Superintendents in hostels and revenue department, Shirathedar,

		Revenue Inspector, FDA, SDA, Village Accountant, Assistant Agricultural Officer and group D staffs.
--	--	---

3. Preparation of a Model Implementation Plan on training

- The data collected was compiled, collated and an assessment carried out to understand the concerns faced by various stakeholders regarding conducting of training programmes for the target employee groups;
- Based on the findings a draft model of a training programme implementation plan has been prepared and added to this report.

The following chapters address the two critical components of the study – findings from the ground level assessment carried out and a training implementation plan for Group C and Group D employees of the Government of Karnataka.

2. An Assessment of Current Training Processes

Training and capacity building of employees is a critical component of any organisation to ensure efficiency, productivity and retention and is equally applicable across all types or levels of organisations – government offices, corporate or private sector, and the development sector. While many organisations including governments have laid down rules for preparing and participating in training programmes with separate budgets, others follow informal processes.

This chapter focuses on a literature review on international and national practices related to training and capacity building of government employees.

Literature Review

2.1 International Training Practices

A quick scan of available literature on international practices shows that while some training programmes are classroom oriented there are others that are online-based. It is also interesting to note that many of the courses that come up are those provided by academic institutions. For example, the University of Notre Dame, Indiana, U.S.A offers programmes that aim at skill development of government employees³. These online courses have their own set of advantages – they are convenient, easily accessible, the employees can keep updating their skill which eventually leads to all round growth and development. The courses include:

- Professional leadership in management
- Executive certificate in leadership
- Executive certificate in negotiation
- Executive certificate in business administration
- Executive certificate in transformational nonprofit leadership
- Advance specialised certificate in inter-culture management

However, as can be easily understood from the courses, these are targeted at mid and senior level officials who are aiming towards leadership positions or those where skilled negotiations for inter-departmental cooperation is required.

On the other hand, are the courses offered by the Civil Service Commission in the Philippines following their Omnibus Rules Implementing Book and other Pertinent Civil Service Laws⁴. These are offered to all ‘agency personnel’ across all departments, the cause being that ‘every official and employee of the government is an asset or resource to be valued, developed and utilised in the delivery of basic services to the public’. The programmes include:

³ <https://www.notredameonline.com/enrollment/government-training/>

⁴ <https://www.slideshare.net/edmarcomejo/training-and-development-40619615>

1. Induction.
2. Orientation.
3. Re-orientation.
4. Professional/technical/scientific.
5. Employee development.
6. Middle management development.
7. Values development.
8. Pre-retirement
9. Executive Development programmes.

Then there are local scholarship programmes, provisions to go on study leave, and incentive provisions, rewards and recognition through PRAISE (Programme on Awards and Incentives for Service Excellence) and HAP (Honor Awards Programme).

2.2 National Training Practices

India has clearly outlined training policies both at the Central and State levels and there are designated institutes providing the same to government employees across all levels. The following is a quick overview of the institutes that implement these training policies.

2.3 Training in Government

The primary objective of this study is to understand whether training is provided at each and every level in a government organisation. It is a known fact that considerable effort goes into the training and capacity building at the group A & B staff levels and there are well established training procedures. This is not the case with regard to the Group C & D level personnel, for whom training is all the more necessary as they represent the face of the government and are responsible for the outreach to the general public. The special focus for upgrading skills and improving productivity must be on the Group C & D level employees in government. While there are many training institutes and facilities at the state and district levels the moot question is whether they are effective and whether they have made a difference to the government workforce in the lower. Empirical evidence suggests that this tier of the government employees have not been mainstreamed from the training perspective. It is not just that there has to be a paradigm shift that needs to be implemented, adopting a training standard that defines standard operating practices to provide functional skills training to Group C & D employees should receive higher priority in the Government, especially at the district and the taluks levels.

Some notable facilities include the Indian Institute for training and development, an institute which hosts training and development at various levels and is based in various cities across the nation,. Other successful state level government training institutions include those in Gujarat and Karnataka. In Karnataka the State Institute of Urban Development(SIUD), Abdul Nazir Sab State Institute of Rural Development (SIRD) and the Administrative Training Institute (ATI) under the ATI umbrella in Mysuru provides excellent training, though primarily to Group A and B staff.

2.4 National Training Policy

The National Training Policy (NTP) issued in April 1996 for the development of human resources of the Government, underlines the fact that training should be provided at different levels to make the government organisations more functional. The human resource management function has also undergone a significant change in the government sector. Organisations are attaching importance to the management and development of their people. There is increasing recognition that the individual in an organisation is a key resource and should not be simply looked upon as a cost. Government systems of personnel administration continue to focus largely on the rules and procedures governing the recruitment, retention and career development of the civil service. Systematic training of civil servants has continued to be mainly for the higher civil services with a large number of Group B and C employees receiving sporadic training, if any at all. With the creation of the third tier of Government, the training of functionaries in the Panchayat and Municipal bodies has become an important concern. For transforming the civil service, it is imperative to move to a strategic human resource management system, which would look at the individual as a vital resource to be valued, motivated, developed and enabled to achieve the Ministry, Department, Organisation's mission and objectives. Within this transformational process, it is essential to match the individual's functional competencies with the jobs they have to do and bridge the functional skill gaps for current and future roles, through training.

The NTP sets out the objectives of training - to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasise the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently-abled, senior citizens, SCs, STs etc. The competency framework will be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with. The success of training will lie in actual improvement in the performance of civil servants. All the civil servants will be provided with training to equip them with the competencies for their current or future jobs, and such training will be imparted

1. At the time of their entry into service
2. At appropriate intervals in the course of their careers.

Such training will be made available for all civil servants from the lowest level functionaries to the highest levels. The opportunities for training will not be restricted only at mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e-learning. Priority will be given to the training of front-line staff, including training on soft skills, so as to improve customer orientation as well as quality of service delivery to the citizens.

2.5 State Training Policy

The State Training Policy is a step towards up-gradation of knowledge, improvement of skills, enhancement of efficiency and effectiveness in delivery of services. The main objective is to empower the employees for better participation and make them duty conscious

at every level of governance, through training and capacity building enabling the governance mechanism to become an agent of change.

The training policy envisages continuous improvement in skill development at all levels. It is necessary and desirable for government employees to be trained periodically so that they can improve in performance of official duties. Training will systematically move from supply based to need based training and learning. It will build competencies and skills at each level of Government, at the induction stage as well as through in-service training at suitable intervals. The expected outcome would be an improved Public Services System for State, with improved quality in governance.

State training policy mainly works on the principles laid down by the government in the national training policy; the framework is similar with the procedure as required, varying from state to state. The guidelines that would circumscribe the State Training policy would be on the lines that the council headed by the Chief Secretary of the state (Karnataka), including the administrative heads of major departments and other major organizations of the Government, major training institutions and organizations in and outside the Government, as well as reputed training experts.

The guidelines for the state training policy also emphasizes on the following

- Training for all to develop capacities of government employees.
- Enhance professional requirements of individuals and organizations through appropriate training.
- Promote better understanding of the professional, socio-economic and political environment in which work is done and bring about the right attitudinal orientation.
- To strengthen training institutions & their infrastructure, and faculty development.
- To Lead and Manage Change.

2.6 Indian Society for Training and Development (ISTD)

The ISTD was established in April 1970, it is a national level professional & non-profit society registered under the Societies Registration Act, 1860. It has a large membership of individuals and institutions involved in the area of training and development of Human Resource from Government, Public and Private Sector Organizations & Enterprises; Educational and Training Institutions and other Professional Bodies. This is a national level institute in India that conducts research in development of training for different stakeholders, on an economy wide basis. ISTD seeks to bring together individuals from government, industry, education and such other institutions to evolve and develop improved and effective HRD/Training practices tools and technologies.

2.7 Sardar Patel Institute of Public Administration

This institute was established by the government of Gujarat in the year 1962. The head office is located in Ahmedabad Gujarat, with other branches in six different parts of the state. Its training programmes are divided into the following categories:

2.7.1 Foundation course

These courses are arranged for direct recruit officers to orient them for their new duties. The underlying aim is to educate them in government laws, rules and regulations, policies and functioning, also encourage greater co-operation and co-ordination among various categories of officers by building an environment of togetherness and team spirit.

2.7.2 Executive development programmes

This course offers 'soft skills' courses to help government officials better their personality and cope with their duties in a more positive way. The aim is to develop an efficient and vibrant public administration system by instilling its executives with skills of professionalism, the ability to cope with change and efficient workplace management.

2.7.3 Government of India sponsored programmes:

Sponsored by various departments of the Government of India, such as the Department of Personnel & Training, Department of Administrative Reforms & Public Grievances, Ministry of Panchayati Raj, Ministry of Rural Development and the Ministry of Urban Development, these programmes are in the nature of in-service training and cater to multiple needs of central government employees. Personality development, stress management, management of change etc. are some of the important topics addressed under these courses.

All of these are then followed by C++ training and other software skills training, followed by departmental exams, all of this is schedule based.

2.8 The Administrative Training Institute, Mysuru, Karnataka⁵

The Administrative Training Institute (ATI), Mysuru is an apex Training Institute in the State. There are several training institutes primarily responsible for training the officers and officials of their departments. The ATI acts as coordinating agency for training all the departmental officers and conducts foundation and mid-career training for them. It also conducts training in

- a) Human Resources Development, including Inter alia, ethics in administration, building accountability in Government.
- b) Social and rural sectors, including poverty alleviation, child labour, gender and orientation on disabilities.

⁵ <http://www.atiMysuru.gov.in/>

- c) Financial Management, which includes roles and responsibilities of drawing and disbursing officers.
- d) Law, which includes human rights, court procedure, right to information and
- e) Information Technology.

The ATI also acts as a networking agency by organizing seminars, workshops, conferences to share and promote good practices. The ATI assists the departments in analyzing training needs, designing training modules and preparing departmental manuals. While it monitors and coordinates the training programmes of other Departments, it also conducts Training of Trainers (ToT) courses like Training Needs Analysis, Direct Training Skills, Design of Training and Evaluation of Training to all trainers working in different training institutions in the state.

3. An Overview of Training Institutes

3.1 District Training Institute

The District Training Institute (DTI) is the nodal agency that provides training to all government departments and corporations within the District. DTIs are currently providing training to only Group ‘C’ and ‘D’ staff from different departments. The staff members who come under Group C are:

- FDA
- SDA
- Superintendent
- Shirasthedar
- Typist
- Stenographer.
- Caseworker.
- Accountants and others in similar grades.

DTIs prepare the annual training plan during the period of December to January basis the instructions from the Administration Training Institution (ATI), participants’ feedback from previous trainings and requests from the departments.

The Induction or Fundamental Training Course is conducted for fresh/newly recruited Group ‘C’ staff. The duration of the course is 35 to 45 days. The course includes the following subjects -

1. KCSR rules.
2. Karnataka Financial Code (finance management).
3. Karnataka Treasury Code.
4. Karnataka Transparency in Public Procurement Act (KTPP).
5. Classification Control Appeal (CCA) Rules.
6. Conduct Rules (don’ts).
7. Stress management.
8. Personality development.
9. Communication skills.
10. Public relationship and Leadership quality and other trainings.

Apart from the induction training, institutes conduct subjective training to departments and Municipal Corporations upon their request. The trainings are conducted through power point presentation, sometimes in the form of lectures but also include group discussions, group presentations, quiz and exposure visits/ study tours (induction training participants). All sessions include practical experience – starting from drafting letters to file management. DTIs conduct doorstep training for different departments as well. DTI staff members visit the

department and conduct training in their regular offices, these trainings are upon departmental request only.

3.1.1 Feedback from the DTIs staff

The PAC study team visited five District Training Institutes in Mysuru, Bengaluru Rural, Bengaluru Urban, Mangaluru and Raichuru to understand the functions, roles and responsibilities of the DTIs. In all the five institutes, the team interacted with the Principal and other staff members. Four institutes had a Principal on a permanent basis, but one DTI had a Principal in-charge from another department. The following feedback and suggestions were given by the DTI staff related to different aspects of training delivery.

3.1.2 Organizing the training

All DTIs develop an Annual Training Plan as per the instruction and guidance from the Administration Training Institute. This Training Plan (TP) has information on the number of Training Programmes (TP) to be conducted in the coming year for Group C and D staff, the topics to be covered and the training model to be followed. The DTI takes the responsibility of organizing trainings in its respective district jurisdiction. It conducts the Management Committee Meeting every year under the chairmanship of the District Deputy Commissioner and sends out letters to all the departments for collecting details such as expected number of participants and training requirements.

The topics for training and the evaluation format are then developed by the DTI under the supervision of the Administrative Training Institute based on departmental requirements and feedback from participants of previous TPs. DTIs incorporate all the feedback and suggestions from the participants to enrich the training sessions. The final Annual Training Plan is then presented to the District Deputy Commissioner for approval. Once the plan is approved, the Institute sends out letters with training information to concerned departments and request for staff details for upcoming TPs. Departments send a tentative participant list with their contact numbers. Collecting lists of participants is a big challenge for the DTIs; previous experiences have shown inaccurate lists and many absentees during TPs. To prevent absenteeism, Institutes follow up with listed staff members to confirm their participation for the training. Most of the time expected staff do not attend the training due to work pressure and staff in their department. If minimum quorum is not fulfilled, the TP gets cancelled.

DTIs conduct two types of trainings:

- a) Sponsored Programme
- b) Regular Programme.

The sponsored programmes are conducted for SIRD and SIUD or Government Corporations upon their request. These institutes or departments provide funds, resource persons to DTIs for conducting trainings. Regular programmes are scheduled programmes.

3.1.3 Developing training materials

The training schedule is developed by the Administrative Training Institute after taking inputs from the DTIs. But the syllabuses are developed by the DTIs based on the government order, reference materials from the department and information from resource persons. Training sessions are conducted through power point presentations and lecturing methods. There is no common pattern followed for distribution of training materials to the participants; soft copies if available are sent across by email, hard copies if available are distributed or at the end of a session, all materials are given in a CD to the participants.

3.1.4 Resource Persons

The staff members of the DTIs also conduct the TPs since there is a shortage of trainers. Sometimes guest lecturers, domain experts or consultants are hired by paying honorarium. Retired government officials are also hired for conducting the TPs. These guest faculty members are not trained teachers but they come with lot of experience. All staff members recommended quality instructors to be taken in on permanent basis.

3.1.5 DTIs recommend training for Group D staff members

The DTI senior officials have strongly recommended training for the Group D staff. The DTIs do have a separate training programme for Group D staff members but the same is not happening regularly. The training course deals with work distribution, cleanliness, behavioural and communication skills, attending phone calls, stress management, duties and responsibilities, operating electronic devices, taking Photostat copies, scanning, and fire accident management, and others. In addition to these, they would also be trained on service rules, pension and other facilities provided to them. These topics are covered in three days; the class has practical sessions and role play exercises as well.

3.1.6 Training requirements for the DTI staff

The Principals and staff members in the DTIs visited expressed their own felt need for training on the current issues as well as refresher training. Departmental staff members sometimes come to DTIs on transfers as faculty members based on their work experience, but are not trained on facilitation skills or subject matters before they start regular classes. DTI staff members felt that there should be Training of Trainers (TOT) for new faculty members of DTIs. Master trainers should also get regular refresher training every quarter to update themselves on current department programmes, amended Acts, schemes and procedure to train the others.

3.1.7 Infrastructure and other facilities

During the visit to the DTIs, it was observed that there are gaps in basic facilities and resources. DTIs have boarding and lodging facility for the trainees but they are not in good condition, including beds, blankets which have not been kept clean neither ever replaced.

District training institutes are not providing free food and refreshment for the participants. But some departments/ corporations release funds to provide food and refreshment to the participants, otherwise participants have to make their own arrangements; these come through only in the form of reimbursements/Daily Allowance after participants spend their own money to get food.

3.1.8 Problems faced by DTIs and suggestions for improvement

- Staff shortage is a major problem in all the DTIs as sanctioned posts have not been filled.
- There is a budget provision for DTIs for expenses, but they do not have the power to spend the funds. DTIs have to take financial approval from the ATI for each expense and this does not happen on time at times. Funds and powers should be decentralized.
- Infrastructure at the DTIs need to upgraded and replaced.
- The DTI in Mysuru has not conducted computer classes for the last one and half years as computers are under repair. The institute has no Internet facility either.
- DTIs hire guest faculty from outside, but as the honorarium provided to them is very less, they face problems attracting quality faculty members. Also, since SIRD/SIUD pay more, after being hired by them; the faculty members refuse to work for lesser amounts.
- DTI staff needs to be trained once in six months by a Master trainer.

3.1.9 Other suggestions from the DTI Principals and Staff

- a) Government should provide grants to all DTI to provide free food for TP participants.
- b) Incentives should be provided to DTI Principals and faculty to motivate them.
- c) Honorarium of guest lecturers needs to be increased along with provision of TA. Presently Rs. 300 per hour is given to them; it has to be increased upto Rs. 1000.
- d) All DTI staff should be trained once in three months on various new government schemes and policies of the government.
- e) A separate amount should be provided to DTIs for repair works and maintenance that can be spent by the DTI principal for Aqua guards, electrical works, cleanliness of cleanliness of water source, purchase of stationeries and other expenditure at DTI.

3.2 The Abdul Nazeer Sab State Institute for Rural Development (ANSSIRD)

The Abdul Nazeer Sab State Institute for Rural Development & Panchayat Raj (ANSSIRD & PR) established in 1989 has been conducting training for elected representatives of Panchayat Raj Institutions as well as officers of these Institutions. It was declared autonomous in 2016. SIRD provides training generally to the staff of RDPR department and also to other Department officials on request. Food is provided free to the trainees. The Mode of training in classrooms includes face to face sessions, field visits and classes through SATCOM. SIRD has tied up with ISRO to provide 24 hrs SATCOM service. There are 176 receivers at

the block level accessing through video (one-way) and audio (two-way). However, telephones and mobiles make the sessions interactive.

Before preparing the training calendar for the year, a request is sent to all the departmental heads and the ZPs seeking their training requirements. Most of their training programmes are on government schemes, their provisions and implementation methods, IT related training for implementation of schemes as well as management of the GP, role of third tier functionaries in terms of following rules and regulations as well as their duties, use of SATCOM for providing skill development training for educated and uneducated youth in the GPs.

PAC team interacted with the senior-most officials of the SIRD. The following suggestions were given by them to improve the training and capacity building of the staff, which more or less echo those given by officials and Group C employees in the district and taluka offices. The important ones include –

1. Training to be carried out either in-house or at the nearest venue.
2. Every department should come out with their own training manual that echoes the ethos of that department.
3. Selection of faculty should follow the Faculty Development Programme.
4. Training should be designed based on Systematic Approach Training pedagogy.
5. Computer skills training both basic and advanced need to be given on a regular basis.
6. Government should create a separate budget provision within every department for carrying out TPs.
7. Maintenance grant should be given to ensure smooth running of DTIs.

3.3 Administrative Training Institute (ATI): An Overview

The PAC Study team had a comprehensive interaction with the Joint Director, whose observations were as follows –

ATI is the State nodal agency to conduct training programme for Group B and above. ATI has a 35-acre campus with both SIRD and SIUD located here. Currently, there are 13 faculty members from different subject backgrounds. ATI gets funds from state government, central government, ATIs from other states (for requisition programme), Universities, and for conducting autonomous-sponsored programme and preparation of models for government. ATI develops training models for different programmes. ATI supervises 29 DTIs – they prepare the Annual Training Plan that should have 1 or 2 Common Foundation Courses (mandatory) and other trainings. ATI has the authority to carry out capacity building of DTIs, upgradation of DTI infrastructure, and monitoring. All DTIs prepare their Annual Training Plan that has to be sent to the ATI.

The ATI also prepares their Annual Training Plan along with a training budget. The Annual training plan includes the number of regular trainings to be conducted for the year, sponsorship programmes, requisition trainings and other training details and budget. In the

month of March, a consolidated ATI and DTIs training plan needs is submitted to the Department of Personal Administrative Reforms (DPAR) for approval from the Member Committee. In the meantime, they have to prepare the training modules for each training and the same has to be approved by the Member Committee as well. Budget is not a constraint in ATI.

3.3.1 Suggestions from Joint Director to improve trainings and upgradation of DTIs

Physical infrastructure (facilities and training)

- Presently institutes are following the old training modules; new training modules have to be developed for the ATI and DTIs with innovative ideas. Presently the ATI is working on these aspects.
- Internal and External Audit needs to be conducted every year in all DTIs and the ATI for greater accountability and transparency.
- A centralised training design should be there to evaluate the TPs carried out by DTIs, the models they are developing, the resource persons they hire, and their infrastructure, funds, allotments, etc.
- All sanctioned posts need to be filled in DTIs and the ATI.
- Technology based training needs to be given all faculty members of DTIs.
- All staff should get trainings at regular intervals. Annually at least 3 trainings need to be given to the staff. All the staff they should undergo for three compulsory trainings in their carrier.
 - 1) Induction training.
 - 2) Before moving into the next promotion.
 - 3) Refresher trainings related to current schemes and programmes for their department.

Apart from these trainings, staff needs to be trained on accountability, transparency, financial literacy, and E- governance. The ATI staff should be trained on tender rules, KTPP Acts.

- Training place should be close to their work place; free food and refreshment needs to be given in all DTIs.
- Basic infrastructure should be provided to the all departments.

Human infrastructure

- Experienced Research Officer/Research Assistant need to be recruited in all DTIs and the ATI. These officers should conduct extensive research on what the training requirements are, identify infrastructure gaps in the ATI and DTIs. Accordingly, they should develop a new training model for the faculty. DTI staff members need to be trained annually.
- DTIs and the ATI should have experienced and trained faculty members. Most of the time institutes are hiring the faculty members; they may not be very good.
- The ATI should have regular meetings with all DTIs to monitor and evaluate their work. The ATI officials should visit DTIs to monitor and review their work.

Financial infrastructure

- Annual maintenance cost needs to be given to DTIs to maintain their infrastructure.
- DTI related fund and tender requirements need to be processed on a priority basis.
- Delegation of monetary power should be given to the DTI Principal by sealing upper limit. Presently DTIs can spend Rs.750 without taking counter signature from ATIs.

4. Findings from the Needs Assessment of Group C and D staff

4.1 Background

Government employees of the Group C category play a major role in delivering public services to the community as they are the direct interface with citizens in general and users in particular. The successful implementation of various schemes, policies and programmes depends on the level of understanding and involvement of these staff at the ground level. Most policies come with commitments on on-time service delivery that the government intends to keep. However, implementation of the intent of such policies is always a major challenge to the government. Effective implementation of a policy is at the heart of any service, as the programme arising out of the policy would be deemed successful if it reaches the last mile beneficiary. Working up the implementation value chain, it is then logical that only comprehensive and regular training of the programme implementing staff can help the programmes to be efficiently implemented.

Training and capacity building programmes make a big difference in improving the skills, efficiency and productivity of personnel. The State Training Policy envisages compulsory training at the induction level. It also recommends that every officer/ official must undergo a minimum of three training programmes in his/her career.

- 1) Induction training for the freshers or newly recruited staff.
- 2) Before moving into next promotion.
- 3) Refreshing trainings related current schemes and programmes for their department.

Training of the cutting-edge staff leads to effective service implementation processes. Staff should be provided with advanced training on functional, professional and behaviour skills. Departments like social welfare, health, education, revenue, urban and rural development, agriculture, police, women and child development have more cutting-edge staff (group C) and support staff that comprise of Group D.

During the ground-level assessment, it was widely observed that Group D staff members are not able to perceive or express their training needs. Most of them had not attended any training programmes (TP); among the 4 districts that the study team visited and numerous interactions with Group D staff members, only 4 Group D employees had attended 2-day TP at the District Training Institute (DTI). On a positive note, most of them are willing to attend trainings; however, they don't know what their training needs are.

4.2 Perspectives from senior officials on training and capacity building of Group C and D staff

As part of the needs assessment on training and capacity building for Group C and D employees, the PAC study team met senior officials (Group A & B) at the district offices of Mysuru, Bangalore Rural, Raichuru and Udupi districts and one taluk office each in these

districts namely Nanjanagudu, Doddaballapur, Manvi and Karkala respectively and supplemented by a special case study of Ramanagara District.

All senior officials felt that training is essential for Group C and D staff and should be made mandatory during their service - it has to be on a regular basis and specific to their roles. Below are a few suggestions and feedback by senior officials on improving the productivity of the Group C and D staff:

Training-related

- a) A comprehensive training manual should be developed for each department related to their department specific work and processes.
- b) Staff should go through the Office Training Manual (a process manual) and refer to it frequently whenever they need clarification.
- c) All employees should undergo induction training; it should be comprehensive and compulsory.
- d) Few staff members are recruited on compassionate ground without evaluation of their fitness for the role; there should be an entry level exam for them before their recruitment. Then during their probationary period, they should be trained to be able to clear the departmental exam.
- e) In-house training would be preferred which will help all staff in effective learning at the same time.
- f) Every staff member due for promotion or change of cadre should attend the relevant TP and clear the basic exam.
- g) Advanced TP on e-governance and the use of new technology should be given to the staff at regular intervals, so they can be utilized effectively.
- h) The government comes up with new programmes frequently; staff members should attend a minimum of two TPs every year, one on functional skills and other on technical skills.
- i) Now that the government has taken initiatives towards paperless / e-governance, getting computer training and an understanding of basic concepts of e-governance is mandatory.
- j) District Training Institutes and NIC do provide short-term computer TPs but they are not enough for effective implementation.
- k) Staff should be trained not only with regard to functional aspects but also implementation of concepts of public relationship, accountability and responsibility.

Facility-related

- a) Since, there is no training institute in Udupi district, the staff members have to go to Mangalore for training. Every district should have one training institute.
- b) Infrastructure needs to be upgraded; offices should have basic facilities like drinking water, separate toilet for public and staffmembers, seating arrangements for visitors.
- c) Basic facilities such as quality food, refreshment and good accommodation should be available in the District Training Institutes free of cost for trainees.

Staffing-related

- a) Staffing pattern and plans need to be revised as staffing patterns planned in 1983 are still being followed. Sufficient and efficient staffing are prerequisites for delivering good services, which requires filling up sanctioned but currently vacant posts.
- b) Work and performance targets need to be given to the staff and annual performance assessment needs to be done for all categories of staff.

4.3 Perspectives from Group C employees

During the assessment, it was observed that most of the Group C staff members are not attending the TPs due to habitual practice, work pressure and insufficient staffing. They expressed that they are willing to attend more trainings if the aforementioned issues are addressed.

4.3.1 Internal training needs assessment

All staff members expressed their training interests in different aspects. However, due to work pressure and shortage of staff in their offices, many of them are unable to avail the opportunity to undergo training on time. There are no internal training needs assessment conducted in the department. If DTI sends requests to send employees for training, some staff members are deputed. Most of the time staff members are not trained on new schemes and their benefits. Whenever any new schemes and programmes are launched by the government, the staff implements them based on the inputs from Government Orders and guidance from senior officials. This approach may attract the risk of wrong interpretation of the provisions of the programmes/ schemes. Respondents suggested that they should get training before implementing the programmes and schemes.

Staff members are sent to TP as per instructions from senior officials but not on needs basis. However, a few newly recruited staff members have undergone induction training before joining the service. The induction training covers following aspects.

- a) Government Rules and Acts.
- b) Human Resource Management System (HRMS).
- c) Kajane-2
- d) Right to Information Act(RTI)
- e) Pay fixation
- f) Life skills
- g) Computer training (one week to two months)
- h) Other aspects designed by DTIs.

Staff expressed their training interest in other areas of:

- a) Functional skill development.
- b) Soft skills development.
- c) Basic computer training.
- d) Advanced computer training.
- e) Human resource management.

- f) Behavioural and communication skills.
- g) E-Governance.
- h) Time management.
- i) Stress management.
- j) GST
- k) Subjective trainings related to each department.

To increase work efficiency, staff members asked for separate TPs for programmes and schemes within the department before implementing them. The training can be given in their offices. Each department should conduct needs assessments of its staff and department should work out the functional skills requirements within the department. Accordingly training plans should be prepared and implemented.

4.3.2 New initiatives

The Udupi District Deputy Commissioner's office has taken up internal capacity building initiatives by training their staff at regular intervals. These training programmes are related to new scheme and programme related activities. Such initiatives should be more structured and adopted by other districts.

4.3.3 Training Database

It was observed that there is no centralised training-related database in the department. But Human Resource Management System has space to enter training information in the staff service register. This information is available on individual basis, but there is no data on the number of staff members who have undergone training on a yearly basis.

All departments and offices should maintain a central database on trainings. A Nodal/Training Officer should be responsible for this task so that any duplication or inaccuracy of data can be avoided. The Nodal Officer can also feed the data into a state level centralized database that is accessible to senior officials in the state government and to DTI and ATI.

4.3.4 Training Place

Most of the staff felt that they need training at their own office. Due to work pressure, many times staff members are not sent for training. Few respondents suggested that every staff member will get an opportunity to attend trainings if organised at home offices; however, some respondents felt that if the training happens in the same office, staff may not participate fully due to work pressure or alternatively take avail leave of absence. .

The place for training should be decided based on the duration and type of training. Induction or fundamental trainings and long duration trainings that require peripherals like computers and also need proper boarding and lodging facilities, should be conducted in the District Training Institutes.

A decentralised training system should be followed. It was suggested that the training centre should be close to the office, e.g., trainings of shorter duration which do not require technical

resources can be conducted at Taluka level offices. Comprehensive trainings that require long duration and technical and other training resources should be organised as in-house programmes at District Training Institutes. In-house training, away from regular offices, are important for staff as they can be free of their regular routine work leading to more participatory learning.

4.3.5 Training methodology and information materials

Most of the staff suggested that they want training at regular intervals in a classroom session through PowerPoint presentation, more interaction such as group discussions and practical experience. During the training course some participants were given information materials in some DTIs but not in all. All the staff members felt that after the training sessions, information materials should be given to all participants. Newly recruited and young staff members wanted the information in soft copy, but those who are not very familiar with computer applications, should be given hard copies.

Most of the respondents expressed their discomfort with the SATCOM training, they felt that it is not interactive hence they lose interest. It is conducted through a one-way video and two-way audio basis. After the sessions, staff members get an opportunity to clarify their queries, but most of the staff expressed their lack of interest to call and clarify their doubts. All staff members felt that training should be interactive with group discussions and presentations.

To reach a larger number of staff members at one go and especially for new schemes, SATCOM training would be ideal as it is cost and time effective. After the SATCOM session, senior officials could facilitate discussions with the staff, and provide more clarity.

4.3.6 Need for Computer Training

It was observed that the newly recruited staff members are somewhat tech savvy and have reasonable computer skills. But the older staff members face problems in working with computers. While the government is moving to a paperless office system as part of its e-governance campaign, lack of proper training in computer operating skills has withheld rapid progress. Adding to this, staff members above 50 years of age have been given relaxation to learn computer work. Some of the middle-aged staff members have received formal training from DTI (which have not been effective) and some of them are learning on their own, but a few have not attended either of these. This has led to increased dependence on outsourced staff. Respondents suggested that a minimum of one to two months of computer training needs to be given with hands-on experience. The department can tie up with local computer agencies to provide comprehensive training to the staff.

4.3.7 Training duration

Duration of various TP is an important aspect of training. The staff was happy about the duration of the foundation course - 45 working days covering all the procedures, rules, Acts, behaviour skills, time management, stress management, functional skills. But there are major variations in computer application related TP ranging from 3 days to one month. Staff felt that the duration of the computer training should be one month. Except induction and computer trainings other TP should not exceed more than 7 days.

4.3.8 Staff strength

All staff mentioned about the staff shortage in their department. Every year departments are coming up with new schemes, programmes and new talukas have also been delineated, but new staff members have not been recruited according to the workload or to the proportion of population growth. The existing staff members are sent to establish new departments and programmes following the old staffing pattern. As a result, staff members are overburdened; this could be one of the reasons for staff not being sent to TPs.

4.3.9 Roles and Responsibilities

All staff should be issued roles and responsibility charters from the department. It will be easy to deliver services to the citizens effectively if employees are fully aware of their duties.

4.3.10 Orientation

There is no formal orientation system followed within the department when new staff members join work or older staff is promoted leading to informal in-situ support being extended by some senior officials. A proper orientation on department vision, mission/objective, their present job roles and responsibility.

4.3.11 Citizen's Charter

It was noticed that most of the staff do not know what a Citizen's Charter is and where it can be accessed. Some staff did mention that they have the Citizen's Charter in their office - it has information on the RTI Act and details on Sakala. Staff should be oriented on the Citizen's Charter specific to their department to help understand the rights of citizens and the obligations of the staff in implementing the provisions of the Charter.

4.4 Perspectives from Group D employees

Group D staff members may not deliver services directly to the public, but as support staff and being accessible to people within offices (especially people with low literacy and backward classes) they are approached for basic information and assistance. The nature of job for Group D staff is not very similar across all departments. They need specialized skills to deliver specific services in health, education, social welfare, agricultural and other services. In such cases, they should be trained separately in their home department on these specific requirements in addition to general trainings. Increasing the frequency of trainings is

very important in reinforcing job knowledge, their role and work culture. It was observed that most of the group D staff are not wore uniform while performing their duties.

Group D staff should also be trained in many aspects like

- a. Public relations and communication
- b. Telephone operation, receiving complaints
- c. Housekeeping, office cleanliness and personal hygiene
- d. Confidentiality of departmental information
- e. Record room maintenance
- f. Personality development, stress management
- g. General information like fire services information
- h. Handling the electronic facilities, maintaining office assets and garden work,
- i. Basic understanding of service rules, pension, leave and other facilities.

4.5 Ramanagara: A case study

To understand the training requirements of Group C and D staff members in various departments, the PAC Study Team visited Ramanagara district Deputy Commissioner office, Zilla Panchayat office, and the Taluk Office (Mini Vidhana soudha) where they visited the Agriculture, Revenue and Social Welfare departments.

The team met the district Deputy Commissioner, Additional district deputy Commissioner, Zilla Panchayat deputy secretary and joint director of Agricultural department, Assistant Agriculture Officer, Superintendents, Grade 2 Tashildar, Deputy Tashildar, FDA, SDA, Shirasthedar, Revenue Inspector, Village Accountant, Typists, Stenographer and group D staff members. Observations by the respondents are as follows:

A. Revenue Department

In the revenue department the team interacted with the district Deputy Commissioner, Additional deputy Commissioner, Assistant to Commissioner and group C staff like Superintendent, Deputy Tashildar, FDA, SDA, Shirasthedar, Revenue Inspector, Village Accountant, Typists, Stenographer and Drivers, as well as the Dhaphedhar and Daftarband (Group D).

4.5.1 Feedback/Suggestions from higher officials on training requirements of group C and D staff

The Revenue Department is called as the ‘mother department’ as it provides several services for the citizens. Group C staff members play a major role in delivering these services. All the senior officials felt that Group C staff members need regular trainings at regular intervals. Due to staff shortage and work burden, staff members are not able to attend the trainings; so, cadre strength needs to be increased based on the size of the population, and number of schemes and programmes that come under the department. To strengthen staff capacity, the district deputy commissioner organised a TP for the staff on morale building, stress management, team building, and disaster management in the office.

The following suggestions were given to improve the capacity of the staff:

- a) Hierarchy-wise training for all group C staff.
- b) Training on core functional skills related to their routine work for Group C staff.
- c) Maintenance of records and computer training.
- d) Improvement in quality of faculty in the District Training Institutes; these institutes should have a research wing to identify training gaps.
- e) Training on transparency and accountability needs to be provided.
- f) The training should have practical sessions.
- g) To improve their skills and ability, sabbatical opportunities need to be given for higher education.
- h) To conduct internal trainings within the department, government should make a budget provision.
- i) To increase the competency of the staff they should be trained annually for 15 days.
- j) Group D staff should be trained on behaviour skills, cleanliness, communication skills and their roles and responsibility.

4.5.2 Feedback on training

Category-wise group interaction was carried with group C staff to assess their training needs. Most of the staff members have not attended trainings due to work pressure. Some of them received trainings on HRMS, bill preparation, public relations, and survey training. All the staff felt that they need an orientation session before the launch of any programmes or schemes. This department works closely on land related issues and related schemes and benefits, that requires information sharing on related acts and policies. Bi-annual training for 7 to 10 days was voiced. The detailed list of training requests is as follows:

a. Training requirements of Sherasthedars

- Implementation processes of new Schemes
- Relevant Acts and Rules
- New software related schemes
- Office procedures.

b. Training requirements of First Division Assistants

- Computer uses
- Relevant Acts and Rules.
- Office procedures
- Stress management
- RTI and public communication.

c. Training requirements of Second Division Assistants

- Relevant Acts, Rules and relevant sections.
- Induction training for new recruits.

- Comprehensive computer training
- New schemes and programmes.
- Stress management.
- Provision of stationery, printers and internet facilities for effective work.
- Bi-annual training of three days each.
- Better staff strength.
- Training on new software.

d. Training requirements of Village Accountants

- Computer training
- Public Communication Skills
- Report writing
- Collection of supporting documents for newly recruited staff.
- Subjective training.
- Relevant Acts and Rules

e. Training requirements of Group –D

- Record room maintenance.
- Behavioural skills
- Communication with staff and public.
- Specific roles and responsibilities.

f. General feedback from all category staff of C

- Department-wise training by the DTI in classroom mode.
- Cadre specific training in classroom mode
- Training needs assessment should be conducted before any TP.
- Compulsory training to newly recruited employees.

In general, all staff members felt that there should be an intensive TP on the following Acts, Rules and its sections:

1. Karnataka Land Revenue Act 1964.
2. Karnataka Land Revenue Rules 1966.
3. Karnataka Land Grant Rules 1969.
4. Karnataka Land Reforms Act 1961.
5. Land Acquisition Act 1891.
6. Village Offices Inam abolition Act 1961 and Rules
7. Mysore (R&C) Inam abolition Act 1955.
8. Mysore (P&M) Inam abolition Act 1954.
9. Survey Manual.
10. Karnataka Civil Service Rules.
11. Karnataka Civil Service (CCA) Rules 1957.
12. Karnataka Civil Service (Conduct) Rules 1966.
13. Karnataka Financial Code.

14. Karnataka Treasury Code.
15. IPC
16. CrPC
17. CPC
18. Karnataka cinemas Act
19. Petrolia Act
20. Explosives Act
21. Right to Information Act.
22. Sakala Act 2011.
23. Bonded Labour Act.
24. Forest Right Act.
25. Police Act.
26. Stamp and Registration Act.
27. Child Labour Act.
28. Hindu Religious and Charitable Act.
29. Karnataka Municipals Act.
30. Senior Citizen Act.
31. SARFAACI Act 2002.
32. Arms Act

4.6 Agricultural Department

Agricultural department has two types of group C staff:

- 1) **Technical staff:** Assistant Agricultural Officer (AAO), Agricultural Officer (AO).
- 2) **Ministerial staff:** Office Superintendent, FDA, SDA, Typist, Stenographer.

Since the technical staff interacts directly with the farmers, they are trained separately by Agricultural universities and department of Agricultural Training Centres. For the ministerial staff, DTIs, the ATI and SIRD conduct TPs.

4.6.1 Feedback/Suggestions from higher officials on training requirements of group C and D staff

- Staff needs to be trained separately on sector-specific aspects.
- For administration and establishment issues staff should be trained on office procedure, related Acts and rules, computers, as well as stress management, communication skills.
- Technical staff should be trained on new technology related to agricultural schemes, Apps, Communication skills, new circulars and guidelines.
- For each staff, training needs should be assessed – e.g., non-technical staff can be trained in the ATI or DTI.
- Agricultural department has a separate training centre for the technical staff; Agricultural universities can also give training to this staff.

- More than 30 schemes and services are provided by the agricultural department, staff should be trained on them. Cadre-wise separate training should be given.
- Staff strength needs to be increased. Owing to insufficient staff members not everyone can be sent for training.
- Compulsory training on administration and maintenance of accounts should be provided.

4.6.2 Feedback on training

Some staff members received training on Induction training, computer, maintenance of pension records, CCA rules, KFC, KCSR and mobile apps etc. But most of the staff members have not received regular training. Staff felt that they need category-wise training separately -

a. Superintendent (Non-technical staff)

- CCA Rules
- KFC
- KCSR
- Computer training
- Pension related rules

b. Second Division Assistant :(Non technical staff)

- Office procedure
- RTI training
- KCSR Rules
- Maintenance of pension records
- HRMS
- Recruitment procedure for staff taken on compassionate grounds
- New pension schemes.
- Service Register Maintenance.
- Leave Rules
- General Provident Funds Rules
- CCA Rules
- Pay fixation
- DC Bill process

c. Assistant Agriculture Officer: (Technical staff)

- Before commencement of the Kharif season, staff members need to be trained on various new schemes, technology introduced by the government. There should be detailed training on adoption and implementation of technology.
- Mobile App downloading and operating.
- Crop survey
- GPS records
- Crop insurance
- Crop cutting experiments

d. Group D

- Work related training needed.

4.6.3 Recommendation

- One-week training on an annual basis should be given to all staff members.
- In this department two types of group C staff are working. The training programme needs to be developed based on their work.
- All staff should undergo training on Common Foundation Course, department mandates, Acts and Rules.
- Technical staff members need to be trained separately. Though they are working in the field they need to be trained on technology, new Apps and scheme introduced by governments.
- Training on natural resource management and disaster management is required.

4.7 Social Welfare Department

Social Welfare department is one of the important departments in Karnataka. This department executes various welfare schemes for SC, ST and other weaker sections of the population. In this department the team interacted with Deputy Director, FDA and Superintendent of the Girls and Boys hostels. In the hostel except the Superintendent all other staff members are outsourced staff (Group D - watch women, cook, helpers). Hostel superintendents are B.Ed., and have received training. The department has taken some initiatives to improve work efficiency and to exchange information with public. Among the staff they created 'SC and ST citizen telegram group' to share new schemes and programmes related information details; staff members also exchange queries here.

4.7.1 Higher officials' feedback/suggestions

- 1 Staff needs to be trained on Public Relations.
- 2 Administration and Establishment related work
- 3 Job specific training for all staff members.

1.1.1 Group C officials' feedback and suggestions

First Division Assistants

- Accountability and Responsibility related training.
- Induction training for all the staff.
- Schemes and programme related trainings before implementation.
- One-month computer training.
- Public relationship and communication training.

1.1.2 Superintendents in the Backward Caste hostels for Girls and Boys

All superintendents are recruited based on their educational qualification - they should hold a degree on B.Ed. Training for them includes - how to behave with students, communication with them along with induction training, HRMS and short duration computer training, hostel management and office management. For effective work, staff should be trained once in two years for three days on a refresher basis. Except Hostel superintendent all others are contract-based staff.

Training requirements of Superintendents in the Backward Caste hostels for Girls and Boys

- 1) Computer training
- 2) Trainings on new schemes.

1.1.3 Recommendations

1. Staff strength needs to be increased and yearly training should be provided.
2. Especially in the Government hostels, permanent group C and D staff should be recruited and proper training provided to them. There is no accountability among the contract staff.
3. For safety and security of the hostel children, superintendent or permanent staff should stay in the hostel.
4. All staff needs to be trained on their department schemes, services, and most critically on better communication and behaviour.

5. Current strength of Group C and D Staff: An Analysis

5.1 Background

To get a better understanding of the number and composition of the Group C and D staff working in various departments of the Government of Karnataka, the PAC Study team collected a list from GoK, the analysis of which is given below.

Table 2: Overall staff details
Group Wise abstract 2017-18

Sl.No	Group	Sanctioned	Vacant	Working Strength
1	Group A	26179	9928	16251
2	Group B	39758	7489	32269
3	Group C	586104	166104	420000
4	Group D	105733	62908	42825
5	Others	15680	6196	9484
	Total	773454	252625	520829

The Table above gives an overall picture of the staff strength in the state government. The analysis was done based on the working strength of the staff. The following diagram shows that majority of the staff strength comes under group C (81%), followed by group D (8%), group B (6%) and group A (3%).

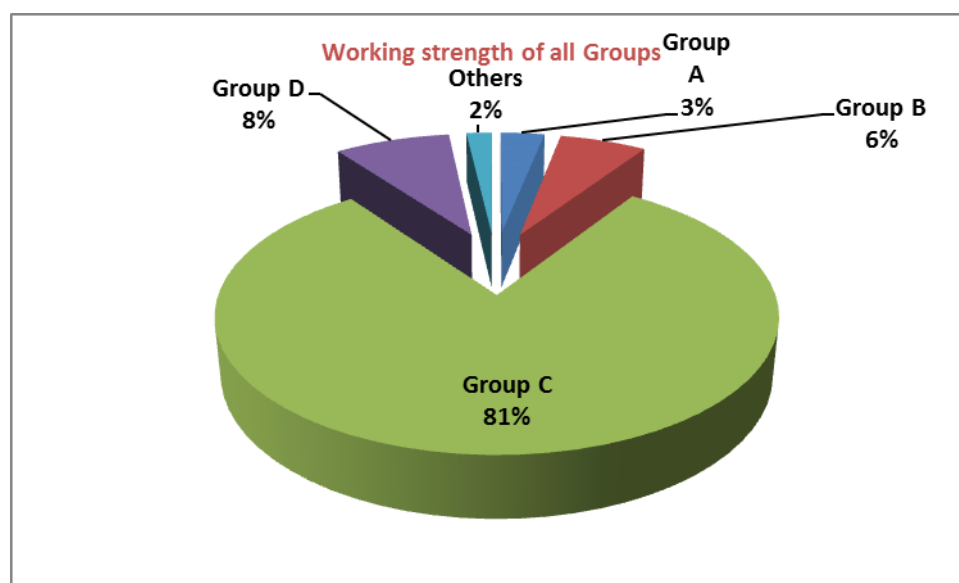


Figure 1: Percentage of different group

Table 3: Percentage of staff working strength in different groups

Group	Sanctioned	Working Strength	% of working strength
Group A	26179	16251	62
Group B	39758	32269	81
Group C	586104	420000	72
Group D	105733	42825	41
Others	15680	9484	60
Total	773454	520829	67

Following Tables provide the number of staff strength in each department and percentage of group C staff against total strength.

Table 4: Group C staff strength

Sl.No	Name of the department	No. of Group C staff	%
1	Ecology & Environment	1	0.0
2	Information Technology and Bio-Technology	7	0.0
3	Handloom & Textiles	25	0.0
4	Tourism	47	0.0
5	Youth Services	70	0.0
6	Energy	78	0.0
7	Medical Education	90	0.0
8	Major & Medium Industries	102	0.0
9	Kannada & Culture	164	0.0
10	Information	210	0.1
11	Mining	235	0.1
12	Urban Development	240	0.1
13	Fisheries	267	0.1
14	Minority Welfare	343	0.1
15	ST Welfare	346	0.1
16	Horticulture	452	0.1
17	Major Irrigation	454	0.1
18	Parliamentary Affairs	476	0.1
19	Planning, Statistics, Science & Technology	661	0.2
20	Minor Irrigation	1022	0.2
21	Food & Civil Supplies	1037	0.2

Sl.No	Name of the department	No. of Group C staff	%
22	Small Scale Industries	1080	0.3
23	Transport	1110	0.3
24	Sericulture	1237	0.3
25	Labour	1262	0.3
26	Skill Development	1988	0.5
27	Cooperation	2213	0.5
28	BC Welfare	2429	0.6
29	Agriculture	2672	0.6
30	SC Welfare	2853	0.7
31	Higher Education	2867	0.7
32	Women & Child Development	3236	0.8
33	Public Works	3906	0.9
34	Department of Personnel & Administrative Reforms	4671	1.1
35	Animal Husbandry	5301	1.3
36	Forest	5406	1.3
37	Finance	7998	1.9
38	Law	8872	2.1
39	Rural Development & Panchayati Raj	13598	3.2
40	Revenue	17959	4.3
41	Health	25415	6.1
42	Home	81510	19.4
43	Primary & Secondary Education	215893	51.4
	Total	419803	100.0

Above tables shows that the Group C staff members are not equally distributed among all the departments. Majority of (51%) the staff are in the department of Primary & Secondary Education followed by Home (19.4%), Health (6.1%), Revenue (4.3%), Rural development and Panchayati Raj (3.2%), Law (2.1%), Finance (1.9%), Animal Husbandry and Forest (1.3%) department of personnel administration (1.1%); remaining departments have 8% working strength of group C staff.

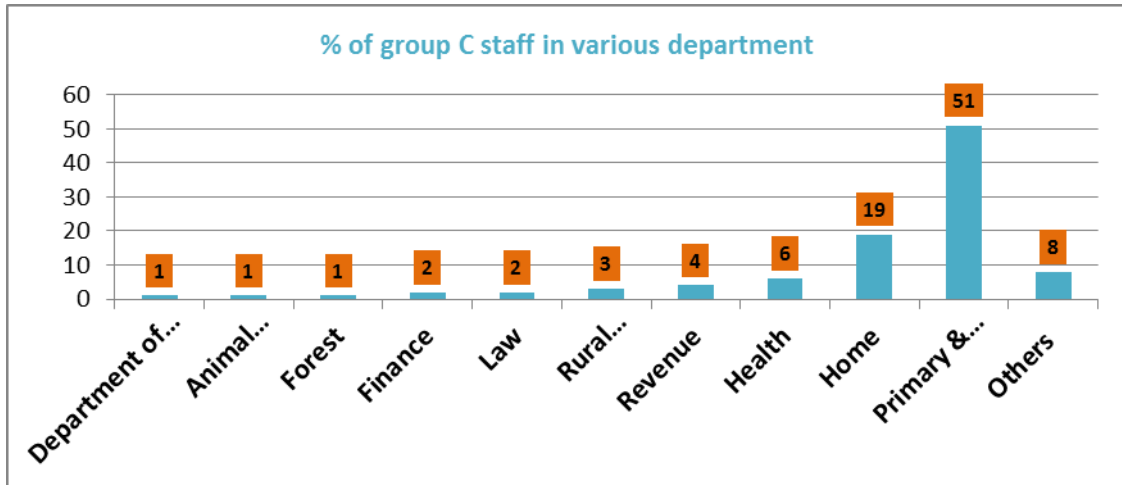


Figure 2: Percent of group c staff in various departments

5.2 Proposed training plan for group C staff

The number of Group C staff members is high in each department. Some group C staff roles and responsibilities are not very similar across all departments. Based on the staff strength they have to be trained yearly once. Considering the staff strength and their work, the department should have a yearly action plan. The following Table provides self explanatory information on how many staff members need to be sent for the training.

Table 5: Training plan for group C staff

Sl.No	Name of the department	Total No. of Group C staff	1st quarter- 30%	2nd quarter- 30%	3rd quarter- 20%	4th quarter- 20%
1	Ecology & Environment	1	1	0	0	0
2	Information Technology and Bio-Technology	7	2	2	2	1
3	Handloom & Textiles	25	8	8	5	5
4	Tourism	47	14	14	9	9
5	Youth Services	70	21	21	14	14
6	Energy	78	23	23	16	16
7	Medical Education	90	27	27	18	18
8	Major & Medium Industries	102	31	31	20	20
9	Kannada & Culture	164	49	49	33	33
10	Information	210	63	63	42	42
11	Mining	235	71	71	47	47
12	Urban Development	240	72	72	48	48
13	Fisheries	267	80	80	53	53

Sl.No	Name of the department	Total No. of Group C staff	1st quarter-30%	2nd quarter-30%	3rd quarter-20%	4th quarter-20%
14	Minority Welfare	343	103	103	69	69
15	ST Welfare	346	104	104	69	69
16	Horticulture	452	136	136	90	90
17	Major Irrigation	454	136	136	91	91
18	Parliamentary Affairs	476	143	143	95	95
19	Planning, Statistics, Science & Technology	661	198	198	132	132
20	Minor Irrigation	1022	307	307	204	204
21	Food & Civil Supplies	1037	311	311	207	207
22	Small Scale Industries	1080	324	324	216	216
23	Transport	1110	333	333	222	222
24	Sericulture	1237	371	371	247	247
25	Labour	1262	379	379	252	252
26	Skill Development	1988	596	596	398	398
27	Cooperation	2213	664	664	443	443
28	BC Welfare	2429	729	729	486	486
29	Agriculture	2672	802	802	534	534
30	SC Welfare	2853	856	856	571	571
31	Higher Education	2867	860	860	573	573
32	Women & Child Development	3236	971	971	647	647
33	Public Works	3906	1172	1172	781	781
34	Department of Personnel & Administrative Reforms	4671	1401	1401	934	934
35	Animal Husbandry	5301	1590	1590	1060	1060
36	Forest	5406	1622	1622	1081	1081
37	Finance	7998	2399	2399	1600	1600
38	Law	8872	2662	2662	1774	1774
39	Rural Development & Panchayati Raj	13598	4079	4079	2720	2720
40	Revenue	17959	5388	5388	3592	3592
41	Health	25415	7624.5	7624.5	5083.0	5083.0
42	Home	81510	24453	24453	16302	16302
43	Primary & Secondary Education	215893	64768	64768	43179	43179
	Total	419803	125941	125941	83961	83961

Table 6: No. of group D staff in various departments

% of D category staff in various departments			
Sl.No	Department	D staff	% of Staff
1	Information Technology and Bio-Technology	2	0.0
2	Handloom & Textiles	7	0.0
3	Energy	15	0.0
4	Tourism	15	0.0
5	Medical Education	30	0.1
6	Major & Medium Industries	31	0.1
7	Minority Welfare	43	0.1
8	Youth Services	45	0.1
9	Urban Development	55	0.1
10	Mining	58	0.1
11	Planning, Statistics, Science & Technology	72	0.2
12	Information	76	0.2
13	Kannada & Culture	124	0.3
14	Transport	212	0.5
15	Fisheries	214	0.5
16	Food & Civil Supplies	224	0.5
17	Skill Development	258	0.6
18	Small Scale Industries	258	0.6
19	ST Welfare	266	0.6
20	Major Irrigation	267	0.6
21	Parliamentary Affairs	305	0.7
22	Sericulture	329	0.8
23	Women & Child Development	387	0.9
24	Labour	426	1.0
25	Minor Irrigation	486	1.1
26	Cooperation	505	1.2
27	Rural Development & Panchayati Raj	833	1.9
28	Agriculture	903	2.1
29	Horticulture	910	2.1

30	Finance	965	2.3
31	Higher Education	1028	2.4
32	Department of Personnel & Administrative Reforms	1282	3.0
33	Home	1679	3.9
34	Forest	1937	4.5
35	BC Welfare	2022	4.7
36	Public Works	2261	5.3
37	SC Welfare	2317	5.4
38	Revenue	2771	6.5
39	Animal Husbandry	3006	7.0
40	Law	3547	8.3
41	Primary & Secondary Education	5009	11.7
42	Health	7643	17.8
		42823	100.0

Below mention graph shows that Health department has the highest proportion of Group D staff (18%) followed by Primary and Secondary Education (12%) and Law (8%). In critical departments such as health, education, SC Welfare, BC Welfare, the roles and responsibilities of group D staff is different. These department staff members need to be trained separately.

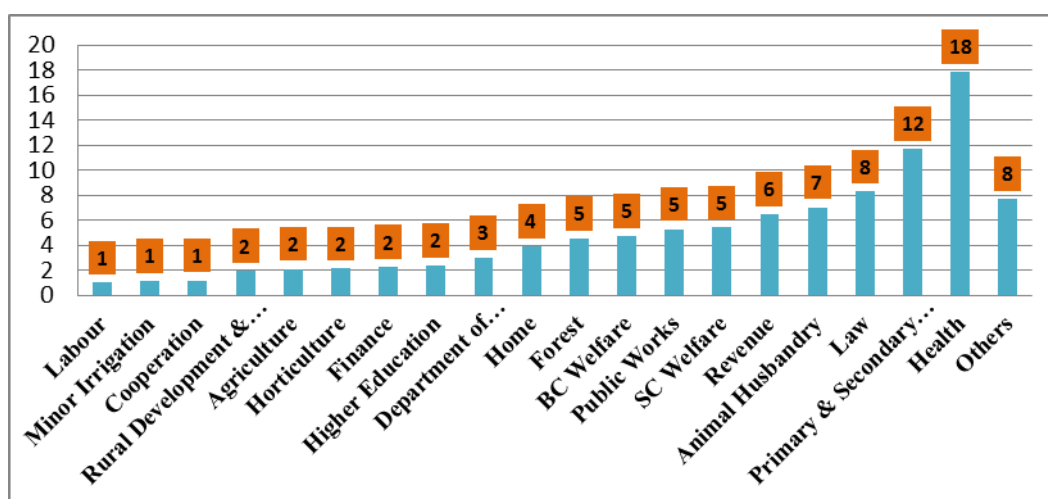


Figure 3 Percentage of group C staff in various departments

Table 7: Percentage of group D staff training plan in a year

% group D staff training plan in a year							
Sl.No	Department	D staff	1st quarter-30%	2nd quarter-30%	3rd quarter-20%	4th quarter-20%	Total %
1	Information Technology and Bio-Technology	2	1	1	0	0	2
2	Handloom & Textiles	7	2	2	1	1	7
3	Energy	15	5	5	3	3	15
4	Tourism	15	5	5	3	3	15
5	Medical Education	30	9	9	6	6	30
6	Major & Medium Industries	31	9	9	6	6	31
7	Minority Welfare	43	13	13	9	9	43
8	Youth Services	45	14	14	9	9	45
9	Urban Development	55	17	17	11	11	55
10	Mining	58	17	17	12	12	58
11	Planning, Statistics, Science & Technology	72	22	22	14	14	72
12	Information	76	23	23	15	15	76
13	Kannada & Culture	124	37	37	25	25	124
14	Transport	212	64	64	42	42	212
15	Fisheries	214	64	64	43	43	214
16	Food & Civil Supplies	224	67	67	45	45	224
17	Skill Development	258	77	77	52	52	258
18	Small Scale Industries	258	77	77	52	52	258
19	ST Welfare	266	80	80	53	53	266
20	Major Irrigation	267	80	80	53	53	267
21	Parliamentary Affairs	305	92	92	61	61	305
22	Sericulture	329	99	99	66	66	329
23	Women & Child Development	387	116	116	77	77	387
24	Labour	426	128	128	85	85	426
25	Minor Irrigation	486	146	146	97	97	486
26	Cooperation	505	152	152	101	101	505
27	Rural Development & Panchayati Raj	833	250	250	167	167	833
28	Agriculture	903	271	271	181	181	903
29	Horticulture	910	273	273	182	182	910
30	Finance	965	290	290	193	193	965
31	Higher Education	1028	308	308	206	206	1028
32	Department of Personnel & Administrative Reforms	1282	385	385	256	256	1282
33	Home	1679	504	504	336	336	1679
34	Forest	1937	581	581	387	387	1937

35	BC Welfare	2022	607	607	404	404	2022
36	Public Works	2261	678	678	452	452	2261
37	SC Welfare	2317	695	695	463	463	2317
38	Revenue	2771	831	831	554	554	2771
39	Animal Husbandry	3006	902	902	601	601	3006
40	Law	3547	1064	1064	709	709	3547
41	Primary & Secondary Education	5009	1503	1503	1002	1002	5009
42	Health	7643	2293	2293	1529	1529	7643
	Total	42823	12847	12847	8565	8565	42823

6. Training implementation model

Delivering services on time is a big challenge for any government. Improving capacity and skills of ground level staff through regular trainings will bring about incredible changes in service delivery. A citizen friendly environment can be created at district and taluka level offices as trained staff comes with increased productivity and efficiency. Government needs to provide special attention to ground-level staff such as Group C & D employees.

Based on the feedback received from all the stakeholders in this value chain, a Training Implementation Model has been developed taking into account the most critical parameters which include

6.1 Training needs assessment and Operation and maintenance) of a database

To ensure effective and efficient service in the government sector, staff members need to be trained periodically. To know the training requirements, needs assessment exercises should be carried out within the department. Such assessments need to be conducted every year.

Departments should maintain a training database to monitor training requirements. One nodal officer should be designated at the district level for maintaining the database on all trainings conducted, participant details and training topics covered. He/she can also help in taking up simple surveys to assess the training needs in the departments. The survey format should have the previous training details and present training requirement of each staff member. This format should be shared with all the staff and requirements need to be filled accordingly. The nodal officer should compile the training needs and requirements from each section and create the training requirement plan for the year that should be submitted to the person in-charge for final approval, and further actions should be initiated.

6.2 Following a Four-Tier Training approach⁶

The Karnataka State Training policy recommends that every official must undergo a minimum of 3 trainings during his/her service. The study team strongly recommends that, State training policy's four tier training approach be followed for the group C staff.

- a) **Induction Training:** Upon joining service, job-oriented induction training to be given, to familiarize the employee with the functioning of government, rules, acts and procedures (6 to 8 weeks). Subjects like office procedure, communication skills, office and record management may be included at this level of training.
- b) **Functional:** Between 9 to 16 years of service (3-week training including a 1-week field visit). Subjects like administrative law, project management, new policies and schemes of government may be included at this level of training.

⁶ Karnataka state training policy

- c) **Managerial:** Between 16 to 25 years of service (3-week training including a 1-week field visit). Subjects like problems solving and decision-making skills, public private partnership, monitoring and evaluation may be included at this level of training.
- d) **Job oriented:** Need based training connected with the current assignment should be given.
- e) At all levels of training, computer proficiency programmes should be inbuilt.

6.3 Developing relevant training material

Developing a training module for each department is quite a big challenge. DTI has standard training templates for the Common Foundational Course and government rules and regulations. Apart from these trainings, every department has specific training requirements. Each department should create a training plan and submit the same to its DTI with all relevant supportive information related to programme implementation policy, its norms, rules and regulations. Based on this information, the DTI should come up with training materials by minimising the content without affecting the main purpose. The training itself should be conducted in a detailed manner, but the study materials or supporting information documents should be very crisp and self-explanatory. After the training, institutes should share the information materials with all the participants. The materials can be shared through e-mail or CD/pendrive. The same materials should be uploaded in the departmental website as well.

6.4 Providing adequate training infrastructure, both physical and human

Good training facilities also attract participants to attend the TPs and effectively participate in the learning process. Trainings should be conducted in their workplace or it has to be decentralized to the Taluk or District levels depending on the nature and duration of training. But most of the time, training depends on the funding source, space, resource persons, basic infrastructure and venue. The Training institutes needs to be upgraded by providing all facilities like good infrastructure, boarding and lodging facility, clean environment, friendly and experienced teaching staff and upgraded library. Government should provide sufficient funds for conducting trainings. Training Institutes should provide free and good quality food and refreshment to all trainees. Furniture in the training rooms needs to be of good quality, and at least once in five years, institutes should replace beds and blankets.

6.5 Allocating appropriate training duration for each type of TP

Training duration plays a major role in the overall effectiveness of trainings. The foundation and basic computer courses are conducted once in the service lifetime of a staff. The duration of the foundation course or induction training course is 35 to 45 working days. This training is very important in understanding the service rules, various Acts, guidelines and procedures, etc. Apart from this, other trainings need a proper timetable based on the content and nature and impact of the various programmes and schemes.

6.6 Training Methodology

The training methodology depends on the duration of the course, number of participants and cost. Subjects that require more discussion and lot of hands-on exercise need face to face training in the Institutes rather than distant training. These can be long or short-term trainings, depending on the scope to understand the issues more deeply. To reach large number of staff at one go, and especially for new schemes, the SATCOM training model would be ideal as it is cost and time effective. If the government is implementing new schemes or programmes, this method would good to reach larger number of staff.

6.6.1 E-learning as a training delivery methodology

E-learning methodology is widely implemented now-a-days and is very cost effective and convenient, but staff members should have the basic computer skills to navigate through the modules. This would be an easy methodology for the younger staff members however the older ones may need handholding. DTIs and the ATI should explore using e-learning methodology in a stage-wise manner. Public-Private partnership option can be implemented for developing e-learning platforms.

Training champions (or Digi buddies) should be identified in each department who can assist other staff in accessing and taking sessions through e-learning platforms. Every training provided through e-learning method should conclude with staff taking exams in real-time basis.

6.7 Create excitement among staff about trainings

Training sessions are considered to be an obligation rather than a key resource of personal development and increase in efficiency. Departments should create excitement around these training programmes by using various methods, e.g., trainings should be inaugurated by senior officers like DCs, Directors of the departments. There should be rewards (prizes) and recognition programmes for good performers during the training and every training session should have a certification. Best performers should be recognised in their respective departments as well, they can put up photographs of such staff including display in departmental website.

6.8 Documentation

Each participant of a training session comes from a different department with a different experience. Hence the discussions happening during these sessions and the experiences shared by participants can provide a rich resource of learning for future batches. Each training session should be documented properly and the learnings can be shared with new participants and used in revisiting training content.

6.9 Monitoring and Evaluation training

Monitoring and Evaluation is an effective and powerful tool to measure quality and efficacy of the trainings. Participants' evaluation is the main event in the overall training programme to assess its effectiveness. Details of test scores and performance of the participants in overall training should be shared with their supervisors for further feedback and monitoring.

Training institutes should also implement a trainer's evaluation mechanism by providing a participant feedback form at the end of each training programme. The format can be filled without providing identity of trainees so that such feedback can be real and useful for overall development of the training faculty. These feedback forms should also include parameters on quality of training resources provided like training hall, food, accommodation facility etc. It will help to increase overall productivity of the teaching staff and other facilities related to training.

6.10 Funds for training

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

The group C and D work force in government represents a large and diverse group working in a wide range of sectors discharging varied responsibilities. The functional skills necessary will therefore vary considerably. The training implementation must therefore be context specific keeping in mind local needs and resources, including infrastructure and human resources. Our first recommendation, therefore, is that the training effort should be decentralized keeping the district as the basic unit for training policy and programmes. To ensure standard procedures are adopted to provide for uniformity of approach, the functional skills training should be based on some foundational principles for successful employee learning experiences. The goal should be to instil a sense of pride in the work they do and must include the following:

- The objective of the employee training must be clear – to improve work related functional skills.
- The employees must be involved in determining the knowledge, skills and abilities to be learned.
- The training methods must ensure employee participation in the learning process.
- The work experience and knowledge that employees bring must serve as a resource
- A practical and problem-solving approach based on real examples is used
- The employees are given an opportunity to reinforce what they learn by practical training
- The learning environment is informal, supportive, and promotes self-esteem

The employee learning process for functional skills happens all the time whether or not the employee is fully aware of it. Typically, in government, this is described as on the job training, the employee learning by observing his peers. This type of learning is called incidental learning; you have learned without really thinking about it or meaning to. On the other hand, intentional learning happens when training is undertaken as a planned and structured activity targeting specific outcomes based on a needs assessment.

Employee training is the responsibility of the department. Development of the capacities of the Group C and D employees and helping them improve productivity and the quality of their interface with the citizens should be the targeted outcome across sectors and job types. Such focused employee development must be the shared responsibility of the management and the individual employee. The responsibility of the district administration should be to provide the right resources and a planned and structured programme that supports the growth and development needs of the individual employee.

For employee training and development to be successful, the following steps must be undertaken at the district level:

- a) Provide a well-defined job description – this is the foundation upon which employee training for specific functional skills is built. This must be done by the district officer.
- b) Identify basic competencies required by the employees for the job. This must be done by the immediate supervisor, and approved by the unit head.
- c) Set out in practical terms the knowledge, skills and abilities that the organization will need to impart the training successfully. This should be the responsibility of the district officer of the department concerned and overseen by the Deputy Commissioner of the district.
- d) Explain the employee development process and encourage staff to develop individual development plans

For the employee development process to be sustainable and successful, the employees also need to be encouraged to take responsibility and prepare individual development plans. These must be set down as an employee training card that will document:

- a) Goals and activities for development for each year
- b) An individual development plan (IDP) for the medium term, say three to five years.

An individual development plan must be prepared by each employee in partnership with his or her supervisor. The plan must be based on the needs of the employee, her/his position in the organization. A good individual development plan should be need based, achievable, practical and realistic. It should be implemented under the supervision and with the approval of the employee's immediate supervisor, who will take primary responsibility for its implementation.

For a quick understanding of the steps that need to be taken to carry out training, a diagrammatic representation of a training implementation model is provided:

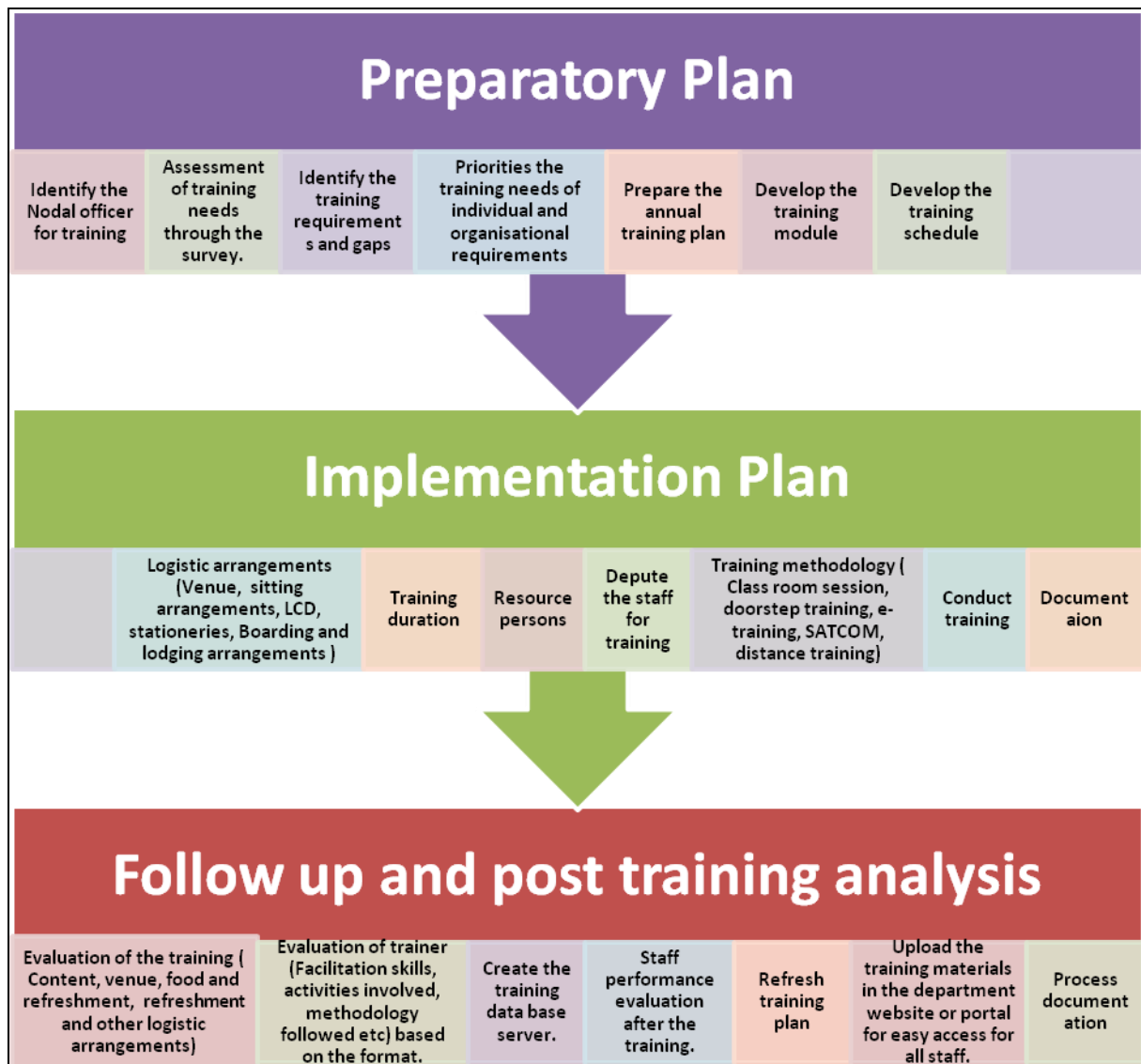


Figure 4: Training implementation model

The implementation plan must be carried out in **four seamless, sequential steps**:

Step 1 - Self-assessment

The employee identifies his or her skills, abilities, values, strengths and weaknesses. The supervisor has an important role in helping the employee complete the process by providing guidance. The self-assessment should be based on (a) the competencies, functional skills, and abilities identified in the job description (b) performance assessments or reviews conducted in the past (c) citizen or client feedback on service delivery or the supervisor feedback on performance.

Step 2 - Assess the current position and work environment

The employee does an assessment of the requirement of his or her position at the present time and the skill shortages or constraints she/he experiences in improving performance. How new developments or the introduction of new schemes are impacting their performance or productivity because of the changing demands on her/his skills.

To conduct a position assessment it will be necessary and perhaps advisable to identify the job requirements and performance expectations of the different groups of job profiles that group C and D employees currently are positioned in, department wise, at the district level. Based on the job descriptions, the district officer should identify the knowledge, skills and abilities that will enhance their specific abilities to perform better in their current job. This must be documented and should constitute the basis for designing the training programme.

Based on Steps 1 and 2, the Individual Development Plans should be developed for each C and D employee addressing the following questions:

1. What functional skills and abilities can help you progress in your work and career?
2. Which career development goals are mutually beneficial to you and your organization?
3. Select two or three goals to work on at a time. Set a time frame for accomplishing your goals.

A **broad template for an IDP** is given below for purposes of illustration: The template format is attached in Annexure 2.

Individual Development Plan

Instructions

Once you have completed your Self-assessment (Step 1) and an Assessment of Your Position and Your Work Environment (Step 2) as outlined in the Individual Development Planning Process, you are ready to fill in the IDP form.

Individual development plan purpose

- a) Set learning priorities for enhancing job performance – identify specific needs
- b) Identify job goals that are mutually beneficial to you and your employer
- c) Select the best available activities and the resources needed to help you achieve your goals
- d) Set a timeline for achieving your goals

Individual development plan sections

Training goals for the coming year

- a) What specific functional skills do you want to learn?
- b) How will the organization benefit from your training goal?
- c) What knowledge and abilities will you learn?
- d) What are the best training activities for the goals identified?

Resources

What resources are required for you to engage in the development activities – trainers/mentors, time, funds, help from supervisor/ others, and so forth?

Date for completion

IDPs are usually written for a one - year period, but some employees prefer to set short-term (1 year), medium-term (2 years), and long-term (3 years) goals. The longer time frame may be necessary to sustain the learning process among group C and D employees who have so far not received training and capacity building policy attention.

Step 3 - Identify the training and development activities

The district officers in consultation with the immediate supervisors of the C and D employees concerned (grouped as per job types), should then draw up an action plan for imparting training and development activities that should be decentralized in a manner that the plan can be implemented at the local office level by the head of the office.

The preparation of the plan must focus on:

- Identifying the best ways (in the local context and resource endowment) to achieve the training goals.
- What training methods will best suit the needs of the C and D employees concerned and should be used?
- What resources will be required to make the training sustainable and successful?

Step 4 – Implement the training plan

The district officer of the department concerned must formally assume the role of the Head of Training with the district as the basic unit for training. His responsibilities will include preparation of the district training plan and implementing it. The Deputy Commissioner of the district must serve as the District Training Mentor, to oversee the department wise implementation and to provide advice and enable problem solving interventions, as and when

necessary. It is important that cost-effective methods for employee training and development be adopted. Each department or district must respond to the employee training and development needs to suit the specific office context, job descriptions, employment contracts and the resources available locally. What is important is to ensure that every C and D employee in every department in the district is trained at least once every year. Similarly, at the state level, the head of the field formation concerned, usually the head of the department should serve as the mentor and the Heads of offices should serve as the heads of training.

When selecting employee training and development methods, it is important to remember the learning process. There are many ways to provide employees with learning opportunities, including:

- **On-the-job training (in-situ)**, where they are mentored on the right way of discharging their duties with standard operating practices and existing manuals serving as benchmarks.
- **Critical incident notes**, day-to-day activities are always a source of learning opportunities. Select the best of these opportunities and write up critical incident notes for staff to learn from. For example if a citizen complaint was handled effectively, then a brief summary of the incident could be written and the employee's action to resolve the complaint could be identified. Alternatively, if the situation was not handled well, again a brief description of the situation could be written identifying areas for improvement.
- **Field trips**, If the organization has staff at more than one site (hostels for instance), provide employees with an opportunity to visit the other sites. This helps employees gain a better understanding of the full range of programmes and citizens that your organization serves.
- **Job aids and tools** would best serve C and D group employees to improve their knowledge and skills.

These tools must include:

- ✓ Simplified check lists.
- ✓ Standardised forms.
- ✓ Easy to understand and implement Standard procedure guidelines.

Job aids are useful for new employees, employees taking on new responsibilities and for activities that happen infrequently.

- Learning alerts** - newspaper articles, government announcements and reports can be used as learning alerts. Prepare a brief (with covering page), which could include a short summary and one or two key questions for the employees to consider. Then circulate the item and include the item on the agenda of the next staff meeting for a brief discussion.
- Classroom training** through courses, seminars, workshops - these are formal training opportunities that can be offered to employees either internally or externally. A trainer, facilitator and/or subject matter expert can be brought in to provide the training session or an employee can be sent to one of these learning opportunities during work time.

- c) **Guided Study groups** (also called learning circles or reading circles), should be encouraged. A group of staff meets to discuss work related challenges, exchanges experiences and shares books or articles relevant to the workplace/organization. Meetings usually take place outside normal working hours, such as noon hour or right after work. These should be mentored by the head of the office and/or senior staff, targeting specific outcomes.

It is however recommended that structured or classroom type trainings are made mandatory either in the DTI or the office for all Group C and D employees. It must also be made mandatory to collect feedback from all participants for every training programme attended; a template of a feedback form has been attached in the Annexure.

Finally, a Theory of Change/Impact has been worked out to highlight that a systematic approach to plan and implement training and capacity building programmes for Group C and Group D employees can bring about systemic change within government departments and offices making more effective, efficient and productive.

Theory of Change/Impact

Sl. No	Specific Objective	Inputs	Activities	Output(s)	Outcome(s)/ Impact
1.	Create training programmes related to current job-specific functions of Group C and Group D employees	Selection of Training Manager/Officer in every District/Taluka office and departments having most citizen interface Training of Training Manager/Officer to handle roles and responsibilities Selection of dates and arrangements for assessment exercise for Group C and Group D employees Data analysis and interpretation Conduct of workshop to review and finalise TM	Create a profile mapping repository of all Group C and Group D employees that includes their education levels, job tenure, tenure in the particular department, TPs attended - type, duration, venue. Carry out training needs assessment for - Group C – use a two-page semi-structured questionnaire covering current job description; induction, functional, job and programmematic skill requirements; and Individual and Career Development Plans as a two-hour exercise in the office - Group D – conduct Focus Group Discussions using a checklist to cover current job description, assess functional, job and programmematic skill requirements within the office Draft a Training Manual (TM) for Group C and D employees with Department Vision, Mission, and Services, followed by targeted training modules and plan, for functional, job and programmematic skill enhancement incorporating training needs feedback.	Employee Training Database maintained in-house and sharable at the State and ATI/DTI level Assessment Report with findings Training Manual for Group C and Group D employees for every	Aware employees in departments and offices

Theory of Change/Impact

Sl. No	Specific Objective	Inputs	Activities	Output(s)	Outcome(s)/ Impact
		(Training Manual	Internal peer-review of TM through half-day workshop, or exchange of TMs between departments/offices for review Finalisation of TM to be shared with all Group C and Group D employees	department / office	
2.	Enhance overall skills of Group C and Group D employees	Continuous updation of training data base Travel arrangements for out-of-office training programmes Conduct of in-situ training programmes on time Arrangement of equipment, Resource Persons, training materials and food	Identify and sign MoUs with Resource Persons with relevant experience in training and capacity building of Group C and D employees Select Group C and Group D employees for different training programmes and inform them in advance on dates, type of training, venue and preparations, if required Send advance notices to employees and their senior officials before training programmes Assign all employees to different type of TPs – induction (for newcomers); and functional, job and programmematic TPs as per their job tenure and previous participation Collect feedback on various indicators / parameters – infrastructure, quality of training and trainers, applicability of learning on job immediately upon return to office.	MoUs with Resource Persons Updated training and feedback data base	Responsible and responsive employees across departments and offices
3.	Enhance quality of service delivery and employee productivity	Budget to upgrade facilities in DTIs and for payment of Resource Persons Provision of equipment, boarding and lodging facility, training material, access to internet, food arrangements across DTIs	Impact Assessment of training – experience-sharing on application of learning from TPs in current job Feedback from senior officials regarding impact of training on employee productivity and efficiency within 6 months after every TP Continuous improvements in DTIs, offices to provide higher-quality TPs		High quality training institutions and TPs within offices

7. Recommendations...

One of the objectives of the study was to assist 6th State Pay Commission to use the information and knowledge generated through the study so that actionable policies and remedies could be formulated. The State training policy needs to be effectively implemented in all departments. Based on the study findings, the PAC study team made a presentation to the Chairman and his team and recommends the following.

7.1 Training mandate for promotion and increment

This study strongly recommends that each officer/ official must undergo a minimum of three training programmes in his/her career.



Figure 5: Presentation by the PAC team to the Chairman and his team

1. Induction training for the new staff.
2. Before moving into next promotion.
3. Refresher training related to current schemes and programmes for their department.

Government should make training provision compulsory in the cadre and recruitment rules. There needs to be a provision to ensure that training clearance is made mandatory for promotions and increments. All categories of staff should clear the trainings before entering into the next position. There should be a clause in their service register that if the concerned staff member has not attended the relevant training, promotion and increments should be

withheld until cleared. Participation in relevant TPs and clearing a basic examination should be a necessary precondition for promotions.

The State Audit and Accounts Department and Treasury Department have made training provision in the Cadre and Recruitment rules mandatory for staff promotion and increments. Hence, following the above-mentioned institutions, other departments should also make training provision in their C and R rules mandatory. Similarly, Karnataka government's general recruitment rules may also be amended and make provisions for training.

7.2 Developing Training Modules

All departments should form an Expert Committee that will design the training modules for the department staff based on departmental requirements. These training modules should be updated and reviewed by the committee periodically. All the information should be put up in their departmental website for reference and usage purposes.

The State Audit and Accounts department has come out with 9 training modules. Similarly, a comprehensive training manual should be developed for each department related to their department specific Acts, rules and regulation and Acts.

7.3 Developing the Office Training Manual:

A comprehensive office training manual should be developed for each department addressing its specific structure and processes. All departments should come with simplified Office Training Manual for their day-to-day work. This document should have information on procedures to be followed in the office, guidelines on how to implement programmes, files management, public relations, public grievance information, working timings, roles and responsibility of each category of staff etc. Staff should go through the Office Training Manual (a process manual) and refer to it frequently whenever they need clarification. For easy access, it should be made available on their website.

7.4 Setup a training need assessment wing

Every department should have a training need assessment wing, which should be headed by senior officials with the help of a Training Officer. Once in a year, every department of the Government of Karnataka should conduct training needs assessment for its staff, by adopting the following steps:

- a) Every department should have one Training Officer as a nodal person to ensure proper selection of trainees and their participation in relevant Training Programmes (TP).
- b) Carry out / oversee the annual needs assessment exercise
- c) Work out the functional skills requirements within the department as per its Mission
- d) Suggest training plans to the local training institute accordingly or
- e) Create and update an MIS of the training history of every employee in the department.

7.5 Maintenance of a centralised database system

A state-level Master server needs to be set up. Some departments have separate training institutes. For administrative and monitoring purpose each department should have one central database system. The department should have one nodal person who should be incharge of training and capacity building. S/he should be given the responsibility with adequate support to maintain and update the database (name of participants who attended the training programme/s, name of the training programme, location, duration, feedback and suggestions to improve the training) accurately. The nodal person can also feed the data into a state-level centralised database for ease of access to state-level administrators, ATIs, DTIs and other training institutes for monitoring and evaluation of TPs implemented, and work towards improving them.

7.6 Strengthening the training institutes

The state and district training institutes are conducting the trainings as per their schedule. But the quality of training needs to be assessed. All staff members at the District Training Institute need to be trained periodically on various new schemes and policies and software programmes of the government. All Training Institutes should be provided quality faculty members, free boarding and lodging facility, well-equipped library, good infrasture, drinking water, cleanliness in the institution, good ventilation and provision of reference materials. For effective training, government should provide grants to all training institutes for providing free food, refreshments, development of training materials.

7.7 Monitoring and evalution of the training institutes

To measure the accountability and responsibility of the training institutes, internal and external audit should be conducted. This audit can be done in two ways;

a. Social Audit

The training institute's quality needs to be assessed by doing a social audit or quality evaluation. The staff members who received training from these institutions need to be interviewed and feedback should be collected, this assessment should be conducted by an external agency. They should prepare the report and share with the training institutes. The evaluation can be based on aspects of quality of training, maintenance of infrastructure, course design, training materials used, quality of the content and faculty etc. Apart from this external social audit, institutes should have a quarterly monitoring and evaluation mechanism.

b. Financial Audit

Internal and external financial audit should be conducted for better financial management. It gives a clear picture of usage of funds, tendering/allotments, expenditure.

7.8 Institutionalise the training system

The departments can also adopt an ‘in-house training’ option to increase productivity of the staff. To find out service gaps and skills gaps in the department, senior officials should have monthly meetings with all staff members to discuss issues and solutions for the same. Senior officials can conduct monthly or quarterly half-day training for their staff members in their office. Special emphasis needs to be given to enhancing computer skills to institutionalise e-governance within each department.

7.9 Training for Group D staff

Group D are the supporting staff in all the departments. They should be trained periodically. Departments like Social welfare, health, education, revenue, urban and rural development, agriculture, police, women and child development have more supportive staff of group D. Based on their roles and responsibilities, separate sensitisation training needs to be given. A yearly refresher training along with a comprehensive training once in three years is needed. They should undergo basic training on professional skills, politeness, dress code, language, cleanliness, behaviour and communication. The training institutes should innovate continuously to make training more attractive for Group D.

7.10 Technology Based Training System should be adopted in training

a. SATCOM

To reach large number of staff members at the same time and to share information on new schemes, SATCOM training would be ideal as it is cost and time effective. After the SATCOM session, senior officials should facilitate discussions with the implementing staff to provide more clarity.

b. E-learning

E-learning method is widely implemented and is cost effective and convenient, but staff should have the basic computer skills to navigate through the e-course; therefore, this method can be employed for newly recruited personnel. DTIs and ATI should explore using e-learning methods in a stage-wise manner. Public-Private partnership option can be tried out for developing e-learning platforms. Each training provided through e-learning method should also be concluded with staff taking exams in real-time.

c. Digi buddies

Training champions (or ‘Digi buddies’) should be identified in each department who can assist colleagues in accessing and taking sessions through e-learning platforms.

7.11 Other suggestions

1. Internal and External Audit needs to be conducted every year in all DTIs and ATI for more visibility and transparency.
2. Training institutes should have experienced and trained faculty members.
3. Government should provide grants to all training institutes to serve good quality food, refreshment and good accommodation for all the participants free of cost.
4. For staff members who are recruited on compassionate grounds without evaluation of their fitness for the role; there should be an entry level exam for them before their recruitment. Then during their probationary period, they should be trained to be able to clear the departmental exam.

Annexure

Annexure: 1

Highlights of Ramanagara case study

A. Revenue Department

Sl. No	Department	Higher officials feedback/Suggestion	Group C officials' suggestions	Recommendation
1	Revenue department	2. Hierarchy wise training needs to be given separately for all group C staff. 3. All C category staff members need to be trained on core functional skills related to their routine work. 4. Maintenance of record and computer training needs to be given on priority basis. 5. District Training Institutes faculty quality needs to be improved. 6. These institutes should have a research wing to identify training gaps. 7. Transparency and accountability needs to be trained. 8. Cadre strength needs to be increased based on the size of the population, no. of schemes and programmes that come under the department. 9. The training should have practical sessions.	Group C- staff category: Superintendent, Deputy Tashildar, FDA, SDA, Shirasthedar, Revenue Inspector, Village Accountant, Typists, Stenographer, Drivers FDA: - Computer training - Acts and Rules. - Office procedure - Stress management - RTI and public communication. - Bi-annual training for 7 to 10 days. SDA: - All SDAs felt they need detailed trainings on Acts, relevant sections and Rules. - Induction training for new recruitments. - Comprehensive computer training should be given. - New schemes and programmes. - Stress management training. - Provision of stationery, printers and internet facilities for effective work. - Bi-annual training for three days training. - Staff strength needs to be increased. - Training on new software. Village Accountant: - Computer training - Public Communication Skills - Report writing - Collection of supportive documents for newly recruited staff. - Subjective training needs to be	• Compulsory training to newly recruited employees. • Revenue department related Acts and Rules needs to be imparted properly. • Every year staff should undergo training for 10 days on new Acts and its amendments. • Department should make a crisp and concise document for each Act. • DTI faculty needs to be strengthened in terms of quality teaching. • Cadre wise staff strength needs to be increased. • All group D staff should be trained once in two years. Office cleanliness, maintenance, communication skills with public and staff, maintenance of record rooms, their other roles and responsibilities related to their job.

A. Revenue Department

Sl. No	Department	Higher officials feedback/Suggestion	Group C officials' suggestions	Recommendation
		10. Sabbatical opportunity needs to be given to them for higher education. It will help them to improve their skill and ability. 11. To strengthen the staff capacity, District deputy commissioner organised a TP for the staff on morale building, stress management, team building, disaster management in the office. 12. To conduct internal trainings within the department, government should make budget provision. 13. To increase the competency of the staff they should be trained once in a year for 15days. 14. The training should have practical sessions and it should be out of office. 15. Group –D staff (Group D, Dhaphedhar, Dhathar Bandh). Group D staff should be trained on Behaviour skills, cleanliness,	given. - Acts and Rules - For revenue department a comprehensive training module should be developed and periodical staff should be trained. Group –D - Record room maintenance. - Behavioural skills - Communication with staff and public. - Their roles and responsibilities. General feedback from all category staff of C i) Departmental wise training needs to be given in the DTI. ii) The training should be cadre specific. iii) Before the training, training needs assessment should be conducted. iv) Compulsory Training to newly recruited employees. v) Classroom sessions are more effective than the other training modes. vi) Training should be conducted outside of the office. Preferably at District Training Institutes. vii) DTIs in the District has to be strengthened. (NOTE: In Revenue department all staff members are working under the same Acts, Rules and regulations. They felt that all staff needs to be trained on the following Acts, Rules and its sections: 33. Karnataka Land Revenue Act 1964.	

A. Revenue Department

Sl. No	Department	Higher officials feedback/Suggestion	Group C officials' suggestions	Recommendation
		communication skills and their roles and responsibility.	34. Karnataka Land Revenue Rules 1966. 35. Karnataka Land Grant Rules 1969. 36. Karnataka Land Reforms Act 1961. 37. Land Acquisition Act 1891. 38. Village Offices Inam abolition Act 1961 and Rules 39. Mysore (R&C) Inam abolition Act 1955. 40. Mysore (P&M) Inam abolition Act 1954. 41. Survey Manual. 42. Karnataka Civil Service Rules. 43. Karnataka Civil Service (CCA) Rules 1957. 44. Karnataka Civil Service (Conduct) Rules 1966. 45. Karnataka Financial Code. 46. Karnataka Treasury Code. 47. IPC 48. CrPC 49. CPC 50. Karnataka cinemas Act 51. Petroleum Act 52. Explosives Act 53. Right to Information Act. 54. Sakala Act 2011. 55. Bonded Labour Act. 56. Forest Right Act. 57. Police Act. 58. Stamp and Registration Act. 59. Child Labour Act. 60. Hindu Religious and Charitable Act. 61. Karnataka Municipals Act. 62. Senior Citizen Act. 63. SARFAACI Act 2002. 64. Arms Act	

B. Agricultural department:				
Sl.No	Department	Higher officials feedback/Suggestion	Group C officials' suggestions	Recommendation
1	Agricultural Department	Agricultural department has two types of group C staff: 1. Technical staff (Assistant Agricultural Officer(AAO) Agricultural Officer (AO). 2. Ministerial staff: Office Superintendent, FDA, SDA, Typist, Stenographer. 2. In this department the staff needs to be trained separately. 3. For administration and establishment issues staff should be trained on office procedure, related Acts and rules, computers. Apart from these, staff should be trained on stress management, communication skills. This training should be given to both Groups. 4. Technical staff should be trained on new technology related to agricultural schemes, Apps, Communication skills, new circulars and guidelines. 5. For each staff, training needs should be assessed, based on the assessment non technical staff can be trained in ATI or DTI. 6. Agricultural department has a separate training centre for the technical staff; Agricultural university also give the training for this staff. 7. More than 30 schemes and services are there in the agricultural department, staff should be trained on this. Cadre	Training needs for following category staff: 1. Superintendent: (Non-technical staff) - CCA Rules - KFC - CKSR - Computer trainings - Pension related rules - Yearly once training is need - Training facility in the DTIs needs to be improved. 2. Assistant Agriculture Officer: - Before commencement of the Kharif season, staff needs to be trained on various new schemes, technology introduced by the government. There should be detailed training on adoption and implementation of the technology. - Mobile App downloading and operating. - Corp survey - GPS record - Crop insurance - Crop cutting experiments - Yearly once in a week training is required and it should be a classroom session than having SATCOM. - For effective service delivery staff should be provided two wheeler vehicles. 3. Second Division Assistant: -Office procedure - RTI training - KCSR Rules -Maintenance of pension records -HRMS -Recruitment procedure for Compassionate Ground staff. -New pension schemes. -Service Register Maintenance. -Leave Rules	• In this department two types of group staff are working. The training programme needs to be developed based on their work. • All staff should undergo for Common Foundation Course training, department mandates, Acts and Rules. • Technical staff needs to be trained separately. Though they are working in the field they need to be trained on technology, new Apps and scheme introduced by governments. • Once in a year all staff members should be trained.

		wise separate training should be given. 8. Staff strength needs to be increased. Due to insufficient staff all staff is not sent for training. 9. Administration and maintenance of accounts should be trained compulsory. 10. Staff should undergo for induction and follow-up training.	-General Provident Funds Rules -CCA Rules -Pay fixation -DC Bill process Group D: In this department group D staff got training on - Bank works - Treasury work - Job Charts - Behavioural skills training. Their work related training needed.	
--	--	---	---	--

C. Social Welfare Department:				
Sl. No	Department	Higher officials feedback/Suggestion	Group C officials' suggestions	Recommendation
1		- Staff needs to be trained on Public Relationship. - Administration and Establishment related work - Job specific training needs to be given all the staff.	First Division Assistant: - Accountability and Responsibility related training. - Induction training - Schemes and programme related trainings. - Computer training (one month). - Public relationship and communication training. - To improve work efficiency and to exchange information with public as well as within staff they created 'SC and ST citizen telegram group', to share new schemes and programme information details; staff also exchange queries. Superintendents in the Backward caste hostels for Girls and Boys: All superintendents are recruited based on their educational qualification, they should hold a degree on BEd, this course gives full training on how to behave with student, communication with them. Here they received Induction training, HRMS and short duration computer training. -Computer training -New schemes related trainings. -Hostel maintenance	- Staff strength needs to be increased. - All staff needs trained yearly once. - Especially in the Government hostels permanent group C and D staff should be recruited and proper training provided to them. There is no accountability in the contract staff. - All staff needs to be trained on their department schemes and services. - Communication and behavioural skill is very essential to this department.

			-Office maintenance -Every two years once they need 3 days training. -In the hostel except Superintendent all other staff are outsourced staff (Group D- Watch women, cook, cleaner)	
--	--	--	--	--

Annexure: 2

Template for Individual Development Plan		
Sl.No	Details	Instructions to fill the Individual Development Plan
A. Template for staff		
1	Self Assessment	The self-assessment should be based on following: 1. Competencies, functional skills, and abilities identified in the job description. 2. Performance assessments or reviews conducted in the past. 3. Citizen or client feedback on service delivery or the supervisor feedback on performance.
	A. Staff Skills	
	B. Abilities	
	C. Values	
	D. Strengths	
	E. Weakness	
2	Assess the current position and work environment	The employee does an assessment of the requirement of his or her position at the present time and the skill shortages or constraints she/he experiences in improving performance. How new developments or the introduction of new schemes are impacting their performance or productivity because of the changing demands on her/his skills.
	A. What functional skills and abilities can help you progress in your work and career?	
	B. Which career development goals are mutually beneficial to you and your organization?	
	C. Select two or three goals to work on at a time.	
	D. Set a time frame for accomplishing your goals.	
3	Action plan to achieve training goals for the coming year	

	A. What specific functional skills do you want to learn?	
	B. How will the organization benefit from your training goal?	
	C. What knowledge and abilities will you learn?	
	D. What are the best training activities for the goals identified?	
B. Template for Higher officials		
4	Identify the training and development activities for the staff	The district officers in consultation with the immediate supervisors of the C and D employees concerned (grouped as per job types), should then draw up an action plan for imparting training and development activities that should be decentralized in a manner that the plan can be implemented at the local office level by the head of the office.
	A. Identify the best ways (in the local context and resource endowment) to achieve the training goals.	
	B. What training methods will best suit the needs of the C and D employees concerned and should be used?	
	C. What resources will be required to make the training sustainable and successful?	
5	Implement the training plan	What resources are required for you to engage in the development activities (trainers/mentors, time, funds and others)

Annexure: 3

Training Evaluation Format

Template of Feedback Form post-training programme

Instructions to fill the format

1. Fill up every field and justify the rating by giving supporting remarks.
2. Do not assess the trainer too early and allow them to settle in before making a quick judgment.
3. Please fill in subjective feedback both positive and areas for improvement mandatorily.
4. Please mark a cross or tick mark only on the respective column, you are rating. On a scale of 1-5; 5 being the highest, please rate the trainer on the following-

Sl No.	Particulars	1 (Dissatisfied)	2 (Partly dissatisfied)	3 (Satisfied)	4 (Very satisfied)	5 (Completely satisfied)	Remarks
Planning and Preparation							
1	How was the training venue and other logistic arrangements?						
	a. Distance of the training venue from your place						
	b. Cleanliness of training hall						
	c. Sitting arrangements						
	d. Drinking water availability						
	e. Ventilation						
	f. Food and refreshment						
	g. Lodging facility (Cot, Bed, cleanliness, toilet)						
2	How well was the trainer prepared for the training?						
	a. Knowledgeable						
	b. Well prepared						
	c. Usefulness of Course content						
	d. Usefulness of Course materials						
	e. Presentation style (PPT, Printouts and other materials)						
Training Delivery							
	Do you think that there was enough engagement with participants?						
	a. Facilitating group discussions						

Sl No.	Particulars	1 (Dissatisfied)	2 (Partly dissatisfied)	3 (Satisfied)	4 (Very satisfied)	5 (Completely satisfied)	Remarks
3	b. Engaging participants						
	c. Activities involved (role play, sharing case studies, giving appropriate question)						
	d. Listening to questions from participants						
	e. Responding appropriately to the questions						
	f. Complimenting participants for interacting						
4	How do you rate the facilitation skills of the Trainer?						
	a. Voice clarity						
	b. Clarity of words						
	c. Clarity of thoughts						
	d. Good eye contact and handling of the class						
	e. Body language						
	f. Class control						
Training Content							
5	Was the Trainer able to make you understand the concepts clearly?						
	Giving sufficient examples to explain concepts and ideas						
	Using training aids (whiteboard, PPT, handouts, videos etc) to communicate more effectively with the participants						
	Trainer's ability to focus on the topic and not deviate						
Post training usefulness							
6	Did this class meet with your expectation?						
	Appropriateness of information						
	Appropriateness of the length of the session						
	Usefulness of the information presented						
	Applicability of the learnings from the training in my job						

S. No.	Positive aspects	Suggestions for improvement
1		
2		
3		

Annexure: 4

Highlights of the recommendations:

Sl.No	RECOMMENDATIONS
	Group –C
1.	A comprehensive training manual should be developed for each department related to their department specific work and processes.
2	Staff should go through the Office Training Manual (a process manual) and refer to it frequently whenever they need clarification.
3	All employees should undergo induction training; it should be comprehensive and compulsory.
4	- Once in a year, every department of the GoK should conduct training needs assessment for its staff. - Every department should have one Training Officer as a nodal person to - ensure proper selection of trainees and their participation in relevant TPs - carry out / oversee the annual needs assessment exercise - work out the functional skills requirements within the department as per its Mission - suggest training plans to the local training institute accordingly or - create and update an MIS of the training history of every employee in the department. - A comprehensive training manual should be developed for each department addressing its specific structure and processes. - Special emphasis needs to be given to enhancing computer skills to institutionalise e-governance within each department.
5	- All departments and offices should maintain a central database on all aspects of training. - The Training Officer as mentioned above should be given the responsibility with adequate support to maintain and update the database (name of participants, name of TP, location, duration, feedback) accurately. - The Training Officer can also feed the data into a state-level centralised data base for ease of access to state-level administrators, ATIs, DTIs for monitoring and evaluation of TPs implemented, and work towards improving them.
6	- A decentralized training curriculum should be followed. ‘Doorstep’ training should be provided for TPs with shorter duration which do not require technical resources. - Comprehensive TPs that require long duration and technical resources should be organized as in-house programmes at District Training Institutes.
7	- To reach larger number of staff members at one go and to share information on new schemes, SATCOM training would be ideal as it is cost and time effective. - After the SATCOM session, senior officials should facilitate discussions with the implementing staff to provide more clarity. - E-learning method is widely implemented and is cost effective and convenient, but staff should have the basic computer skills to navigate through the e-course; there for can be used for newly recruited personnel. - DTIs and ATI should explore using e-learning method in a stage-wise manner. Public-Private partnership option can be tried out for developing e-learning platforms. - Training champions (or ‘Digi buddies’) should be identified in each department who can assist colleagues in accessing and taking sessions through e-learning platforms. - Each training provided through e-learning method should also be concluded with staff taking exams on real-time basis.
8	Participation in relevant TPs and clearing a basic examination should be a necessary precondition for promotions.
9	- A comprehensive training manual should be developed for each department related to their departmental specific structure and processes. - It should also include an annual training plan, budget allocation, creation and maintaining of a data base, monitoring and evaluation of the trainings.
10	- State Training Policy needs to be implemented effectively. - All DTI staff should be trained periodically on various new schemes and policies, and software

	programmes of the government. • All Training Institutes should be provided quality faculty members, good infrastructure and well-equipped library. • Government should provide grants to all training institutes to provide free food, refreshments, training materials for participants. • All training institutes should undergo an internal and external audit to monitor the institutes. It can be done in two ways – Social Audit (Quality of training, maintenance infrastructure, course design etc.) and Financial Audit (Usage of funds, tendering/allotments, expenditure). • Monitoring and Evaluation has to be conducted in all training institutes once in three months. • The departments can also adopt the ‘in-house training’ option to increase productivity. To find out service gaps and skills gaps in the department, senior officials should have monthly meetings with all staff members to discuss issues, and solutions for the same. This should also be uploaded in their websites.
11	• Staff needs to be oriented on Citizen’s Charters. • The training offices should have basic facilities like: seating arrangements for public and staff, drinking water, cleanliness, clean toilet, good ventilation, help desk, information on services and rights of citizens. • The training institutes should innovate new ideas to make training more attractive.
	Group –D
12	• Group D staff should be trained periodically. They need yearly refresher trainings along with a comprehensive training once in three years. • They should undergo basic professional skills, politeness, dress code, language, cleanliness, behavioral and communication. • Departments like Social welfare, health, education, revenue, urban and rural development, agriculture, police, women and child development has more supportive staff of group D. Based on their roles and responsibilities, a separate sensitization training needs to be given.

Annexure 5

1. Questions and their responses pertaining to training programme of all the departments

14	A	<i>What special training programmes do you suggest for capacity building of officers and staff in your Department: Operational staff</i>
	B	<i>What special training programmes do you suggest for capacity building of officers and staff in your Department: Supporting staff</i>
	C	<i>What special training programmes do you suggest for capacity building of officers and staff in your Department: Officers</i>
15		<i>Do you feel that productivity of the employees of your Department can be improved by providing training specific to the functions of the Department? Please furnish category wise number of employees who have been trained. The amount ear marked and spent in the last three years for training.</i>
16		<i>Do you feel that there is a need to have separate training facility regarding your Department's functions? What specific skills should be included in such training programmes?</i>

2. Responses received from the department for the above questions

1. Agriculture Marketing

14	A	Arbitration and disputes settlement , e-procurement, capacity building workshop, for implementing RIDF projects, cost estimates and quantity surveying techniques, construction management.
	B	Officer procedure, CCA Rules, RTI, IFMS, sakala, skill capacity building,
	C	Management of MIS, trading in agriculture commodities, stress management, disaster management, linking farmers to market.
15		Group A & B – 172, Group C – 230 and Group D – 2 (<i>Amount allocated and expenditure not furnished</i>)
16		Training is being in NIAEM Hyderabad, Fiscal Policy Institution Directorate of Marketing Inspection, Nagpur.

2. Agriculture Department

14	A	Compulsory training for a period of three days in a year on technical and administration matters for executive staff and supporting staff.			
	B	Training on Information Technology, Khajane-2 and crop related matters			
	C	Training extended to field staff			
15		Rs. in lakhs			
		Year	Field staff Number	Amount allotted	Expr.
		2014-15	3310	236.68	2356.8
		2015-16	2900	201.84	201.84
		2016-17	2855	228.52	217.51
16		Training required to the field staff on Information Technology, Khajane-2, crop related matters and rain harvesting/water management.			

3.

ಪಶುಪಾಲನಾ ಮತ್ತು ಪಶುವೈದ್ಯಕೀಯ ಸೇವಾ ಇಲಾಖೆ.

14	A	ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ ಹಾಗೂ ಇ-ಗವರ್ನೆನ್ಸ್ ತರಬೇತಿ ನೀಡಬಹುದು.															
	B	ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ ಹಾಗೂ HRMS.															
	C	ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ, ಇ-ಗವರ್ನೆನ್ಸ್ ತರಬೇತಿ, HRMS, PFMS, IT filling, DSS ಕಾರ್ಯಕ್ರಮದಡಿ ವೃತ್ತಿಗೆ ಸಂಬಂಧಿಸಿದ ಪುನಶ್ಚೇತನ ತರಬೇತಿ ನೀಡಬಹುದು.															
15		ಅಳವಡಿಸಲಾಗಿದೆ . <table><tr><th>ಕ್ರ. ಸಂ.</th><th>ತರಬೇತಿ ಪಡೆದ ಸಿಬ್ಬಂದಿ ವಿವರ</th><th>2014-15</th><th>2015-16</th><th>2016-17</th></tr><tr><td>1</td><td>ಅರೆ ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿ</td><td>805</td><td>982</td><td>1320</td></tr><tr><td>2</td><td>ಅಧಿಕಾರಿ ಮತ್ತು ಸಿಬ್ಬಂದಿ</td><td>490</td><td>618</td><td>2673</td></tr></table> 2016-17ನೇ ಸಾಲಿನಲ್ಲಿ ಅರೆ ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿಯವರಿಗೆ ತರಬೇತಿ ನೀಡಲು ಎನ್.ಎಲ್.ಎಂ. ಕಾರ್ಯಕ್ರಮದಡಿ ರೂ.17.00 ಲಕ್ಷ ವೆಚ್ಚ ಮಾಡಲಾಗಿದೆ	ಕ್ರ. ಸಂ.	ತರಬೇತಿ ಪಡೆದ ಸಿಬ್ಬಂದಿ ವಿವರ	2014-15	2015-16	2016-17	1	ಅರೆ ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿ	805	982	1320	2	ಅಧಿಕಾರಿ ಮತ್ತು ಸಿಬ್ಬಂದಿ	490	618	2673
ಕ್ರ. ಸಂ.	ತರಬೇತಿ ಪಡೆದ ಸಿಬ್ಬಂದಿ ವಿವರ	2014-15	2015-16	2016-17													
1	ಅರೆ ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿ	805	982	1320													
2	ಅಧಿಕಾರಿ ಮತ್ತು ಸಿಬ್ಬಂದಿ	490	618	2673													
16		ತಾಂತ್ರಿಕ/ಅರೆ ತಾಂತ್ರಿಕ ಹಾಗೂ ಪಶುವೈದ್ಯಾಧಿಕಾರಿಗಳ ಮೇಲ್ವಿಚಾರಣೆ ಹುದ್ದೆಗಳಲ್ಲಿನ ಅಧಿಕಾರಿಗಳಿಗೆ ವಿವಿಧ ತಾಂತ್ರಿಕ ವಿಷಯಗಳಲ್ಲಿ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಅಗತ್ಯವಿರುತ್ತದೆ.															

4. ಆಯುಷ್ ಇಲಾಖೆ.

14	A	ATI & DTI ಗಳಿಗೆ ತರಬೇತಿಗಾಗಿ ಅಧಿಕಾರಿ ನೌಕರರನ್ನು ನೇಮಿಸಲಾಗುವುದು.
	B	
	C	
15		ಆಯುಷ್ ತರಬೇತಿ ಕೇಂದ್ರವನ್ನು ಸ್ಥಾಪಿಸಲಾಗಿದೆ. ವೆಚ್ಚ ಬಗ್ಗೆ ಮಾಹಿತಿ ಇರುವುದಿಲ್ಲ.
16		ಪ್ರತ್ಯೇಕ ಆಯುಷ್ ತರಬೇತಿ ಕೇಂದ್ರವನ್ನು ಸ್ಥಾಪಿಸಲಾಗಿದೆ

5. ಹಿಂದುಳಿದ ವರ್ಗಗಳ ಕಲ್ಯಾಣ ಇಲಾಖೆ

14	A	ಕಾಲಕಾಲಕ್ಕೆ ಹಮ್ಮಿಕೊಳ್ಳಲಾಗುವ ವಿವಿಧ ವಿಷಯಗಳ ಕುರಿತು ನಡೆಸುವ ತರಬೇತಿ ಕಾರ್ಯಾಗಾರಗಳಿಗೆ ನಿಯೋಜಿಸಬಹುದಾಗಿದೆ.
	B	
	C	
15		ತರಬೇತಿಗೆ ವೆಚ್ಚ ಮಾಡಿರುವುದಿಲ್ಲ.
16		ಹೌದು. ನಿಲಯ ಮೇಲ್ವಿಚಾರಕರ ವೃಂದಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯಗಳ ನಿರ್ವಹಣೆ ಬಗ್ಗೆ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ಹಾಗೂ ಅಡುಗೆಯವರು ಹಾಗೂ ಅಡುಗೆ ಸಹಾಯಕರ ವೃಂದಕ್ಕೆ ಸ್ವಚ್ಛತೆ ಹಾಗೂ ನೈರ್ಮಲತೆ ಮತ್ತು ಅಡುಗೆ ತಯಾರಿಕೆಯ ಬಗ್ಗೆ ತರಬೇತಿಯ ಅಗತ್ಯವಿರುತ್ತದೆ.
30		ಒದಗಿಸಿರುತ್ತಾರೆ.
31		ದಿನಾಂಕ:01.04.2006ಕ್ಕಿಂತ ಹಿಂದೆ ಇದ್ದಂತಹ ಪಿಂಚಣಿ ಯೋಜನೆಯನ್ನು ಜಾರಿಗೊಳಿಸುವುದು.

6. ವಾಸ್ತುಶಿಲ್ಪ ಇಲಾಖೆ.

14	A	-
	B	ಇತ್ತೀಚಿನ ಬೆಳವಣಿಗೆಗಳ ಜ್ಞಾನಾರ್ಜನೆಗಾಗಿ ರಿಫ್ರೆಷರ್ ಕೋರ್ಸ್ ಗಳಿಗೆ ನಿಯೋಜಿಸಬಹುದಾಗಿದೆ.

	C	ವರ್ಕ್ ಶಾಪ್/ಸೆಮಿನಾರ್ ಗಳಿಗೆ ನಿಯೋಜಿಸಬಹುದಾಗಿದೆ.
15		2014-15 - ರೂ.1,09,927/- 2015-16 - ರೂ.75,265/-
16		ಇಂಧನ ಮಿತವ್ಯಯ ಸಾಧಿಸುವ ಸಲುವಾಗಿ ಸಂಹಿತೆ ಜಾರಿಯಲ್ಲಿದ್ದು, ಅದನ್ನು Energy Conservation Building Code 2014 ವಿನ್ಯಾಸಗಳಲ್ಲಿ ಅಳವಡಿಸುವ ಬಗ್ಗೆ Green Building Concept ಬಗ್ಗೆ ತರಬೇತಿಗಳನ್ನು ಒದಗಿಸುವುದು ಅವಶ್ಯವಿರುತ್ತದೆ.

7. ವಿದ್ಯುತ್ ಪರಿವೀಕ್ಷಣೆ ಇಲಾಖೆ.

14	A	ಆಡಳಿತ, ತಾಂತ್ರಿಕ ಮತ್ತು ತೆರಿಗೆ ವಿಷಯಗಳಲ್ಲಿ ತರಬೇತಿ ಅವಶ್ಯವಿರುತ್ತದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿದೆ ಆದರೆ ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಒದಗಿಸಿರುವುದಿಲ್ಲ
16		ತಾಂತ್ರಿಕ ಅಧಿಕಾರಿಗಳಿಗೆ ತಾಂತ್ರಿಕತೆಯ ಬಗ್ಗೆ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಅವಶ್ಯವಿರುತ್ತದೆ.

8. ವಾಣಿಜ್ಯ ತೆರಿಗೆ ಇಲಾಖೆ

14	A	ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆ (ನಗರ ಮತ್ತು ಗ್ರಾಮಾಂತರ) ರವರು ಪ್ರತಿ ಮಾಹೆಯಲ್ಲೂ ವಿವಿಧ ವಿಷಯಗಳಲ್ಲಿ ತರಬೇತಿ ನಡೆಸುತ್ತಿದ್ದು, ಸದರಿ ತರಬೇತಿಗಳಿಗೆ ಸಿಬ್ಬಂದಿಗಳನ್ನು ನಿಯೋಜಿಸಲಾಗುತ್ತಿದೆ.																																																						
	B																																																							
	C																																																							
15		ಹೌದು <table><tr><th rowspan="2">ಕ್ರ.ಸಂ</th><th rowspan="2">ಪ್ರವರ್ಗ</th><th colspan="2">2014-15</th><th colspan="2">2015-16</th><th colspan="2">2016-17</th></tr><tr><th>ಸಂಖ್ಯೆ</th><th>ಮೊತ್ತ</th><th>ಸಂಖ್ಯೆ</th><th>ಮೊತ್ತ</th><th>ಸಂಖ್ಯೆ</th><th>ಮೊತ್ತ</th></tr><tr><td>1</td><td>ಎ</td><td>158</td><td>100385</td><td>525</td><td>412459</td><td>745</td><td>1969313</td></tr><tr><td>2</td><td>ಬಿ</td><td>54</td><td>129748</td><td>218</td><td>344631</td><td>401</td><td>693752</td></tr><tr><td>3</td><td>ಸಿ</td><td>410</td><td>295867</td><td>667</td><td>1270050</td><td>3060</td><td>1801954</td></tr><tr><td>4</td><td>ಡಿ</td><td>10</td><td>0</td><td>20</td><td>0</td><td>20</td><td>0</td></tr><tr><td></td><td>ಒಟ್ಟು</td><td>632</td><td>526000</td><td>1430</td><td>2027140</td><td>4226</td><td>4465019</td></tr></table>	ಕ್ರ.ಸಂ	ಪ್ರವರ್ಗ	2014-15		2015-16		2016-17		ಸಂಖ್ಯೆ	ಮೊತ್ತ	ಸಂಖ್ಯೆ	ಮೊತ್ತ	ಸಂಖ್ಯೆ	ಮೊತ್ತ	1	ಎ	158	100385	525	412459	745	1969313	2	ಬಿ	54	129748	218	344631	401	693752	3	ಸಿ	410	295867	667	1270050	3060	1801954	4	ಡಿ	10	0	20	0	20	0		ಒಟ್ಟು	632	526000	1430	2027140	4226	4465019
ಕ್ರ.ಸಂ	ಪ್ರವರ್ಗ	2014-15			2015-16		2016-17																																																	
		ಸಂಖ್ಯೆ	ಮೊತ್ತ	ಸಂಖ್ಯೆ	ಮೊತ್ತ	ಸಂಖ್ಯೆ	ಮೊತ್ತ																																																	
1	ಎ	158	100385	525	412459	745	1969313																																																	
2	ಬಿ	54	129748	218	344631	401	693752																																																	
3	ಸಿ	410	295867	667	1270050	3060	1801954																																																	
4	ಡಿ	10	0	20	0	20	0																																																	
	ಒಟ್ಟು	632	526000	1430	2027140	4226	4465019																																																	
16		‘ವಿತ್ತೀಯ ಕಾರ್ಯನೀತಿ ಸಂಸ್ಥೆ, ಸಂಸ್ಥೆಯಲ್ಲಿ ಇಲಾಖೆ ಅಧಿಕಾರಿಗಳಿಗೆ ತರಬೇತಿಯನ್ನು ನೀಡಲಾಗುತ್ತಿದೆ.																																																						

9. ಸಹಕಾರ ಇಲಾಖೆ.

14	A	ಅವಶ್ಯಕತೆಯಿರುವುದಿಲ್ಲ.												
	B													
	C													
15		ಅಳವಡಿಸಲಾಗಿದೆ. <table border="1"> <thead> <tr> <th>ವರ್ಷ</th><th>ನೌಕರರ ಸಂಖ್ಯೆ</th><th>ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ.ಗಳಲ್ಲಿ)</th></tr> </thead> <tbody> <tr> <td>2014-15</td><td>500</td><td>1046000</td></tr> <tr> <td>2015-16</td><td>394</td><td>485685</td></tr> <tr> <td>2016-17</td><td>332</td><td>999806</td></tr> </tbody> </table>	ವರ್ಷ	ನೌಕರರ ಸಂಖ್ಯೆ	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ.ಗಳಲ್ಲಿ)	2014-15	500	1046000	2015-16	394	485685	2016-17	332	999806
ವರ್ಷ	ನೌಕರರ ಸಂಖ್ಯೆ	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ.ಗಳಲ್ಲಿ)												
2014-15	500	1046000												
2015-16	394	485685												
2016-17	332	999806												
16		ಅವಶ್ಯಕತೆಯಿರುವುದಿಲ್ಲ.												

10. ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

14	A	ನಿಯಮಗಳ ಪರಿಪಾಲನೆ ಕುರಿತು ತರಬೇತಿ/ಕಾರ್ಯಾಗಾರ ನಡೆಸುವುದು.
	B	
	C	

15		ಅಳವಡಿಸಲಾಗಿದೆ. ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಇರುವುದಿಲ್ಲ.
16		ಹೌದು. ರಾಜ್ಯ ಶಿಕ್ಷಣ ತರಬೇತಿ ಮತ್ತು ಸಂಶೋಧನ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು ಮತ್ತು ಸಿಸಿಪಿ, ಧಾರವಾಡ ಈ ಸಂಸ್ಥೆಗಳಿಂದ ಬೋಧಕ ವೃಂದಕ್ಕೆ ನೀಡುವಂತೆ ಬೋಧಕೇತರ ವೃಂದಕ್ಕೂ ಸಹಾ ಆಡಳಿತಾತ್ಮಕ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ತರಬೇತಿಯನ್ನು ನೀಡುವುದು ಸೂಕ್ತವಾಗಿರುತ್ತದೆ.

11. ಪ್ರಾಚ್ಯ ವಸ್ತು ಸಂಗ್ರಹಾಲಯಗಳು ಮತ್ತು ಪರಂಪರೆ ಇಲಾಖೆ

14	A	ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ
	B	ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ
	C	ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ
15		ಅಳವಡಿಸಲಾಗಿದೆ. 2014-15ನೇ ಸಾಲಿನಲ್ಲಿ ಗ್ರೂಪ್ “ಸಿ” ವೃಂದದ 54 ಸಿಬ್ಬಂದಿಗಳು ಹಾಗೂ 2016-17ನೇ ಸಾಲಿನಲ್ಲಿ ಗ್ರೂಪ್ “ಎ” & “ಬಿ” 11 ಗ್ರೂಪ್ “ಸಿ” ವೃಂದದ 24 ಸಿಬ್ಬಂದಿಗಳು ತರಬೇತಿ ಪಡೆದುಕೊಂಡಿರುತ್ತಾರೆ. ವೆಚ್ಚ ಮಾಡಿರುವುದಿಲ್ಲ.
16		ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿಗಳಿಗೆ ಅಗತ್ಯ ಇದೆ.

12. ಅಭಿಯೋಗ ಮತ್ತು ಸರ್ಕಾರಿ ವ್ಯಾಜ್ಯಗಳ ಇಲಾಖೆ.

14	A	ಕಾನೂನು ಹಾಗೂ ಗಣಕೀಕರಣ ಬಗ್ಗೆ ವಿಶೇಷ ತರಬೇತಿಗಳನ್ನು ನೀಡುವುದು ಹಾಗೂ ಹೆಚ್.ಆರ್.ಎಂ.ಎಸ್. ಮತ್ತು ಕೆ-2 ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ದೀರ್ಘಾವಧಿಯ ತರಬೇತಿ ಅವಶ್ಯವಿರುತ್ತದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿದೆ ಆದರೆ ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಒದಗಿಸಿರುವುದಿಲ್ಲ.
16		ಕಾನೂನು ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ತರಬೇತಿ ಹಾಗೂ ಅಭಿಯೋಜನಾ ಇಲಾಖೆಯ ತರಬೇತಿ ಸಂಸ್ಥೆ ಸ್ಥಾಪಿಸುವುದು ಅವಶ್ಯಕವಾಗಿದೆ.

13. ಔಷಧ ನಿಯಂತ್ರಣ ಇಲಾಖೆ.

(Drug Control Department)

14	A	ವಿಶ್ವ ಆರೋಗ್ಯ ಸಂಸ್ಥೆ ಹೊರಡಿಸುವ Technical Report Seriesಗಳ ಕುರಿತು ಸಿದ್ಧಾಂತ ಮತ್ತು ಪ್ರಾಯೋಗಿಕ ತರಬೇತಿಯನ್ನು ಹಾಗೂ ಬೋಧಕ ಸಿಬ್ಬಂದಿ ವರ್ಗದವರಿಗೆ AICTE ಮತ್ತು UGC ರವರು ನಿಗದಿಪಡಿಸಿದ ವಿಶೇಷ ತರಬೇತಿಗಳನ್ನು ನೀಡುವುದು.
	B	ಆಡಳಿತಾತ್ಮಕ ತರಬೇತಿ ನೀಡುವುದು.
	C	ಆಡಳಿತಾತ್ಮಕ ತರಬೇತಿ ನೀಡುವುದು.
15		ಅಳವಡಿಸಲಾಗಿದೆ.
16		ಅಮಲ್ ಜಾರಿ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಂತರರಾಷ್ಟ್ರೀಯ/ಸಾಗರೋತ್ತರ ಔಷಧ ನಿಯಂತ್ರಕ ವ್ಯವಹಾರ/ಕಾನೂನುಗಳ ಕುರಿತು ತರಬೇತಿ ನೀಡುವುದು.

14. ಆರ್ಥಿಕ ಮತ್ತು ಸಾಂಖ್ಯಿಕ ಇಲಾಖೆ

14	A	ತರಬೇತಿ ನೀತಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಿದ್ದು, ಅದರಂತೆ ಕ್ರಮ ವಹಿಸುವುದು.
	B	
	C	
15		2014-15 – 110 – ರೂ.26318/- 2015-16 – 300 – ರೂ.138698/- 2016-17 – 280 – ರೂ.128428/-

16		ತಾಂತ್ರಿಕ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ತರಬೇತಿ ಅವಶ್ಯಕವಿದೆ.
----	--	--

15. ಉದ್ಯೋಗ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ

14	ಅ	ಕಿರಿಯ ತರಬೇತಿ ಅಧಿಕಾರಿ ಮತ್ತು ತರಬೇತಿ ಅಧಿಕಾರಿಗಳಿಗೆ ವಾರ್ಷಿಕ ಕನಿಷ್ಠ 2 ವಾರಗಳ ಕೌಶಲ್ಯ ತರಬೇತಿಗಳನ್ನು ಸಂಬಂಧಿಸಿದ ವೃತ್ತಿಯಲ್ಲಿ ಹಾಗೂ ಲಿಪಿಕ ಸಿಬ್ಬಂದಿಗೆ ಸಾಮಾನ್ಯ ಆಡಳಿತ ಮತ್ತು ಹಣಕಾಸು ನಿರ್ವಹಣೆ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡಬಹುದು.																		
	ಆ	ಇಲಾಖಾ ಕಾರ್ಯಚಟುವಟಿಕೆ ಬಗ್ಗೆ ತರಬೇತಿ																		
	ಕ	ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಆಡಳಿತ ಮತ್ತು ಹಣಕಾಸು ನಿರ್ವಹಣೆ ಬಗ್ಗೆ ರಿಫ್ರಶರ್ ತರಬೇತಿ ಮತ್ತು ಐಟಿಓಟಿ ದಾವಣಗೆರೆ, ಸ್ವಾರ್ಕ್, ಮಳವಳ್ಳಿ, ಮೋಕ್ಷಗುಂಡಂ, ವಿಶ್ವೇಶ್ವರಯ್ಯ ಮಾಸ್ಕರ್ ಟ್ರೈನಿಂಗ್ ಸೆಂಟರ್, ಮುದ್ದೇನ ಹಳ್ಳಿ ಮತ್ತು ದೇಶದ ಇತರ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ತರಬೇತಿ ನೀಡುವ ಮೂಲಕ ಕಾರ್ಯಕ್ಷಮತೆ ಹೆಚ್ಚಿಸಬಹುದು.																		
15		(ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ) <table> <tr> <th>ವರ್ಷ</th> <th>ಎ & ಬಿ</th> <th>ಸಿ (ತಾಂತ್ರಿಕ)</th> <th>ಸಿ & ಡಿ</th> <th>ಹಂಚಿಕೆ ಮಾಡಿದ ಮೊತ್ತ</th> </tr> <tr> <td>2014-15</td> <td>128</td> <td>907</td> <td>51</td> <td rowspan="3">ಹಂಚಿಕೆ ಮಾಡಿರುವುದಿಲ್ಲ.</td> </tr> <tr> <td>2015-16</td> <td>168</td> <td>489</td> <td>40</td> </tr> <tr> <td>2016-17</td> <td>23</td> <td>292</td> <td>36</td> </tr> </table>	ವರ್ಷ	ಎ & ಬಿ	ಸಿ (ತಾಂತ್ರಿಕ)	ಸಿ & ಡಿ	ಹಂಚಿಕೆ ಮಾಡಿದ ಮೊತ್ತ	2014-15	128	907	51	ಹಂಚಿಕೆ ಮಾಡಿರುವುದಿಲ್ಲ.	2015-16	168	489	40	2016-17	23	292	36
ವರ್ಷ	ಎ & ಬಿ	ಸಿ (ತಾಂತ್ರಿಕ)	ಸಿ & ಡಿ	ಹಂಚಿಕೆ ಮಾಡಿದ ಮೊತ್ತ																
2014-15	128	907	51	ಹಂಚಿಕೆ ಮಾಡಿರುವುದಿಲ್ಲ.																
2015-16	168	489	40																	
2016-17	23	292	36																	
16		ಅಗತ್ಯವಿದೆ. ಮಳವಳ್ಳಿ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಐ.ಟಿ.ಓ.ಟಿ ದಾವಣಗೆರೆ, ಇಲ್ಲಿರುವ ತರಬೇತಿ ಸಂಸ್ಥೆಯನ್ನು ಉನ್ನತೀಕರಿಸಿ ತಾಂತ್ರಿಕ ಮತ್ತು ತಾಂತ್ರಿಕೇತರ ಸಿಬ್ಬಂದಿಯವರಿಗೆ ಅಲ್ಪಾವಧಿ ಮತ್ತು ಧೀರ್ಘಾವಧಿ ತರಬೇತಿ ಅವಕಾಶವನ್ನು ಕಲ್ಪಿಸಬಹುದಾಗಿದೆ.																		

16. ಅಬಕಾರಿ ಇಲಾಖೆ

14	ಅ	ಗಣಕಯಂತ್ರ, ಪುನರ್ ಮನನ ಮತ್ತು ಎನ್.ಡಿ.ಪಿ.ಎಸ್. ತರಬೇತಿ ನೀಡುವುದು.
	ಆ	
	ಕ	
15		ಇಲಾಖಾ ವತಿಯಿಂದ ಯಾವುದೇ ತರಬೇತಿ ಯೋಜನೆ ಇರುವುದಿಲ್ಲ. ಬದಲಾಗಿ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಿಂದ ಆಗಿಂದ್ದಾಗಿ ನೀಡಲಾಗಿರುವ ತರಬೇತಿಗಳಿಗೆ ಅಧಿಕಾರಿಗಳನ್ನು ನಿಯೋಜಿಸಲಾಗುತ್ತಿದೆ. ಇದಕ್ಕೆ ತಗಲುವ ವೆಚ್ಚವನ್ನು ಸರ್ಕಾರಿಂದ ಭರಿಸಲಾಗುತ್ತಿದೆ.
16		ಎನ್.ಡಿ.ಪಿ.ಎಸ್. ಎಂ.ಎನ್.ಟಿ.ಪಿ., ಕೆ.ಸಿ.ಎಸ್.ಆರ್.ಡಿಸ್ಟಿಲರಿ ವಿಷಯಗಳ ಬಗ್ಗೆ ಮತ್ತು ಸಿಸಿಎ ನಿಯಮಗಳ ತರಬೇತಿ ನೀಡುವುದು.

17. ಕಾರ್ಖಾನೆಗಳು, ಬಾಯ್ಲರುಗಳು, ಕೈಗಾರಿಕಾ ಸುರಕ್ಷತೆ ಮತ್ತು ಸ್ವಾಸ್ಥ್ಯ ಇಲಾಖೆ

14	A	ಅಧಿಕಾರಿಗಳ ಕಾರ್ಯಕ್ರಮತೆ ಹೆಚ್ಚಿಸಲು ಐ.ಎಲ್.ಒ ಮತ್ತು ಹೊರದೇಶದಲ್ಲಿ ಮುಖ್ಯ ಸಂಸ್ಥೆಗಳಿಂದ ವಿಶೇಷ ತರಬೇತಿ ಕೊಡಿಸುವುದು ಮತ್ತು ಸಿಬ್ಬಂದಿಗಳಿಗೆ ವಿಶೇಷ ತರಬೇತಿ ನೀಡುವ ಸಂಸ್ಥೆ ಸ್ಥಾಪಿಸುವುದು ಸೂಕ್ತವೆನಿಸುತ್ತದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿರುವುದಿಲ್ಲ. ಕುಶಲತೆಯನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲು ವಿವಿಧ ವೃಂದಗಳಿಗೆ ಇಲಾಖೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಷಯಗಳಲ್ಲಿ ತಂಡತಂಡವಾಗಿ ಹೊರದೇಶದಲ್ಲಿ ತರಬೇತಿ ನೀಡಬಹುದೆಂದು ಪ್ರಸ್ತಾಪಿಸಿರುತ್ತಾರೆ. ಕಳೆದ ಮೂರು ವರ್ಷಗಳಲ್ಲಿ ಗ್ರೂಪ್ ಸಿ ವೃಂದದ 59 ಸಿಬ್ಬಂದಿಗಳು DTIನಲ್ಲಿ ತರಬೇತಿ ಪಡೆದಿರುತ್ತಾರೆ. ಖರ್ಚು ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಇರುವುದಿಲ್ಲ.
16		ಹೌದು. ಕಂಪ್ಯೂಟರ್, ಆಡಳಿತ, ನಡತೆ ಮೌಲ್ಯಗಳು, ಕಾರ್ಯ ಒತ್ತಡ ಇತ್ಯಾದಿ ವಿಷಯಗಳ ತರಬೇತಿ ಅವಶ್ಯಕತೆಯಿರುತ್ತದೆ.

18. ಅಗ್ನಿಶಾಮಕ ಸೇವೆಗಳ ಇಲಾಖೆ

14	A	ಜಿಲ್ಲಾ ತರಬೇತಿ ಕೇಂದ್ರ ಹಾಗೂ ಇಲಾಖಾ ತರಬೇತಿ ಕೇಂದ್ರಗಳಲ್ಲಿ ವಿವಿಧ ರೀತಿಯ ತರಬೇತಿ ನೀಡಲಾಗುತ್ತಿದೆ.			
	B				
	C				
15		ವರ್ಷ	ಸಂಖ್ಯೆ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಗಳಲ್ಲಿ)
		2014-15	854	58,00,000	15,25,829
		2015-16		61,00,000	8,68,139
		2016-17		58,00,000	9,03,192
				1,77, 00,000	32,97,160
16		ಅವಶ್ಯಕತೆಯಿರುವುದಿಲ್ಲ.			

19. ಮೀನುಗಾರಿಕೆ ಇಲಾಖೆ, ನಿರ್ದೇಶಕರು.

14	A	ಕಚೇರಿ ನಿರ್ಮಾಣ ಮಾರ್ಗಸೂಚಿ, ಸಕಾಲ, ಅಭಿಲೇಖಾಲಯ, ಒತ್ತಡ ಹಾಗೂ ಸಮಯ ನಿರ್ವಹಣೆ																				
	B	ಒತ್ತಡ ಹಾಗೂ ಸಮಯ ನಿರ್ವಹಣೆ																				
	C	ಒತ್ತಡ ಹಾಗೂ ಸಮಯ ನಿರ್ವಹಣೆ, ಸಕಾಲ, ಸಂವಹನ ಕ್ಷಮತೆ, ತಂಡ ಬೆಳವಣಿಗೆ, ಆರ್ಥಿಕ ನಿರ್ವಹಣೆ, ಕೆಸಿಎಸ್ಆರ್, ಕೆಟಿಪಿಪಿ ಕಾಯ್ದೆ ತರಬೇತಿ ನೀಡುವುದು.																				
15		ಹುದ್ದೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಕುಶಲತೆಗಳನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲು ತರಬೇತಿ ನೀಡುವ ಪ್ರತ್ಯೇಕ ಯೋಜನೆಯನ್ನು ರೂಪಿಸಿರುವುದಿಲ್ಲ. ಆದರೆ ಇಲಾಖಾ ಅಧಿಕಾರಿಗಳಿಗೆ ಎಟಿಬಿ, ಸಂಶೋಧನಾ ಕೇಂದ್ರಗಳು ಮೀನುಗಾರಿಕೆ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ನಡೆಸುವ ಕಾರ್ಯಾಗಾರ ತರಬೇತಿಗೆ ನಿಯೋಜನೆ ಗೊಳಿಸಲಾಗುತ್ತಿದೆ. ತರಬೇತಿ ಪಡೆದಿರುವ ಸಿಬ್ಬಂದಿ ಸಂಖ್ಯೆ: <table><tr><td>ವರ್ಷ</td><td>ಎ</td><td>ಬಿ</td><td>ಸಿ</td><td>ಡಿ</td></tr><tr><td>2015-16</td><td>37</td><td>104</td><td>32</td><td>0</td></tr><tr><td>2016-17</td><td>09</td><td>65</td><td>38</td><td>02</td></tr><tr><td>2017-18</td><td>0</td><td>25</td><td>18</td><td>0</td></tr></table> ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ನೀಡಿಲ್ಲ	ವರ್ಷ	ಎ	ಬಿ	ಸಿ	ಡಿ	2015-16	37	104	32	0	2016-17	09	65	38	02	2017-18	0	25	18	0
ವರ್ಷ	ಎ	ಬಿ	ಸಿ	ಡಿ																		
2015-16	37	104	32	0																		
2016-17	09	65	38	02																		
2017-18	0	25	18	0																		
16		ಅಧಿಕಾರಿಗಳಿಗೆ ಎಟಿಬಿ ಹಾಗೂ ಸಿಬ್ಬಂದಿಗಳಿಗೆ ಡಿಟಿಬಿ ಗೆ ತರಬೇತಿಗೆ ಕಳುಹಿಸುವುದು.																				

20. ಆಹಾರ, ನಾಗರಿಕ ಸರಬರಾಜು ಮತ್ತು ಗ್ರಾಹಕರ ವ್ಯವಹಾರಗಳ ಇಲಾಖೆ,

14	A	DTI ನಲ್ಲಿ ಆಡಳಿತ ತರಬೇತಿ
	B	-
	C	ATI ನಲ್ಲಿ ಆಡಳಿತ ತರಬೇತಿ
15		ಯಾವುದು ಇರುವುದಿಲ್ಲ.
16		ತರಬೇತಿ ಅವಶ್ಯಕತೆಯಿರುತ್ತದೆ.

21. ಅರಣ್ಯ ಇಲಾಖೆ

14	A	Operational Staff:- Fire control, usage of weapons, wildlife rescue, disaster Management GIS and remote sensing, crime investigation, intelligence gathering and mob control etc. ,
	B	Supporting Staff:- Fire control, usage of weapons, wildlife rescue, disaster

		Management e-governance etc. ,
	C	Officer :- Protection of Natural Resources, staff management.
15		Training given during 2016-17 for ministerial, forest guard, DRFO, RFO, ACF in the State. Total No. 1902, <i>Expenditure not mentioned.</i>
16		Training centres are upgraded to impart training.

22. ಆರೋಗ್ಯ ಮತ್ತು ಕುಟುಂಬ ಕಲ್ಯಾಣ ಇಲಾಖೆ

14	A	ತಾಂತ್ರಿಕ ಕೌಶಲ್ಯ ತರಬೇತಿ/ ಒತ್ತಡ ನಿರ್ವಹಣೆ/ ಹಾಗೂ ಆಡಳಿತ ಕಾರ್ಯಗಳ ಬಗ್ಗೆ																																	
	B	ತರಬೇತಿ ಅಗತ್ಯವಿರುತ್ತದೆ ಹಾಗೂ 3 ತಿಂಗಳಿಗೆ ಒಂದು ಬಾರಿ ವಿಶೇಷ ತರಬೇತಿ																																	
	C	ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಹಮ್ಮಿಗೊಳ್ಳಬೇಕಾಗುತ್ತದೆ.																																	
15		<table> <tr> <th rowspan="2">ವರ್ಷ</th> <th colspan="3">ಸಂಖ್ಯೆ</th> <th rowspan="2">ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> <th rowspan="2">ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> <th rowspan="2"></th> </tr> <tr> <th>ಎ</th> <th>ಬಿ</th> <th>ಸಿ</th> </tr> <tr> <td>2014-15</td> <td>3161</td> <td>-</td> <td>24264</td> <td>1812.00</td> <td></td> <td>1747.66</td> </tr> <tr> <td>2015-16</td> <td>2027</td> <td>364</td> <td>15938</td> <td>1396.84</td> <td></td> <td>1310.08</td> </tr> <tr> <td>2016-17</td> <td>1685</td> <td>7</td> <td>19621</td> <td>3196.31</td> <td></td> <td>2471.90</td> </tr> </table>			ವರ್ಷ	ಸಂಖ್ಯೆ			ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)		ಎ	ಬಿ	ಸಿ	2014-15	3161	-	24264	1812.00		1747.66	2015-16	2027	364	15938	1396.84		1310.08	2016-17	1685	7	19621	3196.31		2471.90
ವರ್ಷ	ಸಂಖ್ಯೆ			ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)		ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)																													
	ಎ	ಬಿ	ಸಿ																																
2014-15	3161	-	24264	1812.00		1747.66																													
2015-16	2027	364	15938	1396.84		1310.08																													
2016-17	1685	7	19621	3196.31		2471.90																													
16		ಆಡಳಿತಾತ್ಮಕ ಮತ್ತು ತಾಂತ್ರಿಕ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಪ್ರತ್ಯೇಕ ತರಬೇತಿಯನ್ನು ಆಯೋಜಿಸುವುದು.																																	

23. Home Guards & Civil Defence

14	A	DTI/ATI Training
	B	
	C	
15		No
16		The department has already have a Home Guards Civil Defence Academy in Bangalore

24. Horticulture Department

14	A	Operational staff – maintenance of gardens, drip irrigation system, old storage pruning etc., Assistants – KCSR, HRMS, Office procedure, finance management Officers:- research activities and latest technology besides foundation course for probationers																						
15		Officers and staff are deputed for training to improve their skill/knowledge Rs. in lakhs <table><tr><th rowspan="2">Year</th><th colspan="2">Group</th><th rowspan="2">Allotment amount</th><th rowspan="2">Exp.</th></tr><tr><th>A</th><th>B</th></tr><tr><td>2014-15</td><td>23</td><td>141</td><td>-</td><td>-</td></tr><tr><td>2015-16</td><td>56</td><td>51</td><td>-</td><td>-</td></tr><tr><td>2016-17</td><td>24</td><td>342</td><td>159.141</td><td>112.66</td></tr></table>	Year	Group		Allotment amount	Exp.	A	B	2014-15	23	141	-	-	2015-16	56	51	-	-	2016-17	24	342	159.141	112.66
Year	Group			Allotment amount	Exp.																			
	A	B																						
2014-15	23	141	-	-																				
2015-16	56	51	-	-																				
2016-17	24	342	159.141	112.66																				
16		Short term Workshops, conferences in association with NHRM Agriculture/Horticulture Universities, GKV to aware the latest developments in field.																						

25. ಕೈಗಾರಿಕೆ ಮತ್ತು ವಾಣಿಜ್ಯ ಇಲಾಖೆ

14	A	ಸಾರ್ವಜನಿಕ ಆಡಳಿತ .			
	B	ಸಾರ್ವಜನಿಕ ಆಡಳಿತ .			
	C	ಖಜಾನೆ-2 ಮತ್ತು ಸಾರ್ವಜನಿಕ ಆಡಳಿತ .			
15		ವರ್ಷ	ಸಂಖ್ಯೆ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)
		2014-15		30.00	24.55
		2015-16		50.00	27.55
		2016-17		33.00	33.00
16		ಕೈಗಾರಿಕೆ ನೀತಿ ತರಬೇತಿಯನ್ನು ಅಳವಡಿಸಲು ಸೂಕ್ತವಾಗಿರುತ್ತದೆ.			

26. ವಾರ್ತಾ ಮತ್ತು ಸಾರ್ವಜನಿಕ ಸಂಪರ್ಕ ಇಲಾಖೆ

14	A	ಆಧುನಿಕತೆಗೆ ಅನುಗುಣವಾಗಿ ತರಬೇತಿ ನೀಡುವುದು ಸೂಕ್ತ .			
	B				
	C				
15		ಹೌದು.			
16		ಮಾಧ್ಯಮ ನಿರ್ವಹಣೆ ಹಾಗೂ ಕ್ಷೇತ್ರ ಪ್ರಚಾರ ಕಾರ್ಯಗಳ ಕುರಿತು ತರಬೇತಿ ಅವಶ್ಯಕತೆಯಿದೆ.			

27. ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ

14	A	ಇಲಾಖೆಯ ಅಧಿಕಾರಿ/ ನೌಕರರು ಕವಿ/ ಸಾಹಿತಿಗಳೊಂದಿಗೆ ಹಾಗೂ ಸಂಸ್ಕೃತಿ ಸಂಬಂಧಿತ ವಿಷಯಗಳೊಂದಿಗೆ ವ್ಯವಹರಿಸಬೇಕಾಗಿರುವುದರಿಂದ ರಾಜ್ಯದ ಕಲೆ ಸಂಸ್ಕೃತಿ ಪರಿಚಯಿಸುವ ಕಮ್ಮಟ ವಿಚಾರ ಸಂಕೀರ್ಣಗಳ ಆಯೋಜನೆ ಮೂಲಕ ಹಾಗೂ ಅಗತ್ಯ ವೃತ್ತಿ ತರಬೇತಿ ಮೂಲಕ ನೌಕರರ ಕಾರ್ಯಕ್ಷಮತೆಯನ್ನು ಹೆಚ್ಚಿಸಬಹುದಾಗಿದೆ.			
	B				
	C				
15		ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆ, ವಿತ್ತೀಯ ಕಾರ್ಯನೀತಿ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಆಯೋಜಿಸುವ ತರಬೇತಿಗಳಿಗೆ ನಿಯೋಜಿಸಿ, ಇಲಾಖಾ ವತಿಯಿಂದ ಇ-ಕಚೇರಿ(E-Office) ತಂತ್ರಾಂಶದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸಲು ತರಬೇತಿ ನೀಡಲಾಗಿದೆ.			
16		ಅಧಿಕಾರಿ/ ನೌಕರರು ಕವಿ/ ಸಾಹಿತಿಗಳೊಂದಿಗೆ ಹಾಗೂ ಸಂಸ್ಕೃತಿ ಸಂಬಂಧಿತ ವಿಷಯಗಳೊಂದಿಗೆ ವ್ಯವಹರಿಸಬೇಕಾಗಿರುವುದರಿಂದ ರಾಜ್ಯದ ಕಲೆ ಸಂಸ್ಕೃತಿ ಪರಿಚಯಿಸುವ ಕಮ್ಮಟ ವಿಚಾರ ಸಂಕೀರ್ಣಗಳ ಆಯೋಜನೆ ಮೂಲಕ ತರಬೇತಿ ನೀಡಲಾಗಿದೆ.			

28. ಕರ್ನಾಟಕ ಗೆಜೆಟಿಯರ್ (Karnataka Gazetteer)

14	A	ಸಂಪಾದಕ ವೃಂದದವರಿಗೆ ಮುದ್ರಣ ಮತ್ತು ಕಾಪಿರೈಟ್ ಬಗ್ಗೆ ತರಬೇತಿಯ ಅವಶ್ಯಕತೆ ಇದೆ.			
	B	ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ ಆಡಳಿತದ ಬಗ್ಗೆ ತರಬೇತಿ			
	C	ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ ಆಡಳಿತದ ಬಗ್ಗೆ ತರಬೇತಿ			
15		ಕಳೆದ ಮೂರು ವರ್ಷಗಳಲ್ಲಿ ತರಬೇತಿ ಸಲುವಾಗಿ ಯಾವುದೇ ಮೊತ್ತ ಹಂಚಿಕೆಯಾಗಿರುವುದಿಲ್ಲ.			
16		ಯಾವುದು ಇರುವುದಿಲ್ಲ.			

29. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಪತ್ರಾಗಾರ ಇಲಾಖೆ

14	A	ದಾಖಲೆಗಳ ಸಂರಕ್ಷಣೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ರಾಷ್ಟ್ರೀಯ ಪತ್ರಾಗಾರ ಹಾಗೂ ಬೇರೆ ಬೇರೆ ರಾಜ್ಯದ ಪತ್ರಾಗಾರಗಳಿಂದ ತರಬೇತಿಗೆ ಅವಕಾಶ ಕಲ್ಪಿಸುವುದು. ದಾಖಲೆಗಳ ಸಂಗ್ರಹ ಮತ್ತು ದಾಖಲೆಗಳ ಮೌಲ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪರಿಣಿತರಿಂದ ವಿಶೇಷ ತರಬೇತಿ ಕಾರ್ಯಾಗಾರಗಳ ಮೂಲಕ ಕಾರ್ಯಕ್ಷಮತೆಯನ್ನು ಹೆಚ್ಚಿಸುವುದು.			
	B				
	C				

15		ಅಳವಡಿಸಲಾಗಿದೆ. ಗ್ರೂಪ್ ಎ-3 ಮತ್ತು ಗ್ರೂಪ್ ಬಿ - 4. ವೆಚ್ಚ ಭರಿಸಿರುವುದಿಲ್ಲ.
16		ಅಗತ್ಯವಿರುವುದಿಲ್ಲ.

30. ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಕ್ಸ್ ಮಂಡಳಿ.

14	A	ತರಬೇತಿ ಕೇಂದ್ರವನ್ನು ಶೀಘ್ರವಾಗಿ ಆರಂಭಿಸಿ ವಕ್ಸ್ ಕಾಯ್ದೆಯ ಅನುಸಾರ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳಬಹುದು.
	B	
	C	
15		ಯಾವುದೇ ಯೋಜನೆಗಳು ಇರುವುದಿಲ್ಲ.
16		ಹೌದು. ವಕ್ಸ್ ಸಂಸ್ಥೆಗಳ ನಿರ್ವಹಣೆ, ಆಡಳಿತ, ಕನ್ನಡ ಭಾಷಾ ಕೌಶಲ್ಯಗಳನ್ನು ತರಬೇತಿಯಲ್ಲಿ ಅಳವಡಿಸಬಹುದು.

31. ಕರ್ನಾಟಕ ಆಡಳಿತ ನ್ಯಾಯ ಮಂಡಳಿ

14	A	ಜೇಷ್ಠತಾ ಪಟ್ಟಿ ತಯಾರಿಸುವ, ಆಯವ್ಯಯ ಸಿದ್ಧಪಡಿಸುವ, HRMS ನಿರ್ವಹಣೆ ಕುರಿತು ವಿಶೇಷ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಒದಗಿಸಬಹುದು.
	B	
	C	
15		ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಕಳೆದ ಮೂರು ವರ್ಷಗಳಿಂದ ಸಿಬ್ಬಂದಿಯನ್ನು ತರಬೇತಿ ನಿಯೋಜಿಸಿರುವುದಿಲ್ಲ.
16		ಇಲ್ಲ

32. ಕಾರ್ಮಿಕ ಇಲಾಖೆ.

14	A	ಇಗ್ನೋ - ನವದೆಹಲಿ, ಭಾರತೀಯ ವ್ಯವಸ್ಥಾಪನ ಸಂಸ್ಥೆ (ಐಐಎಂ), ಬೆಂಗಳೂರು ಸಂಸ್ಥೆಗಳಿಂದ ವಿಶೇಷ ಕೋರ್ಸ್‌ಗಳ ಅವಕಾಶ ನೀಡಬಹುದಾಗಿರುತ್ತದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿರುವುದಿಲ್ಲ. ಖರ್ಚು ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಇರುವುದಿಲ್ಲ.
16		ಅಧಿಕಾರಿ / ನೌಕರರ ತರಬೇತಿ ಅವಶ್ಯಗಳ ಅಧ್ಯಯನವನ್ನು ಸಂಶೋಧನಾ ಸಂಸ್ಥೆಯಿಂದ ವೈಜ್ಞಾನಿಕವಾಗಿ ಮಾಡಿಸುವ ಅವಶ್ಯಕತೆ ಇರುತ್ತದೆ.

33. ಕಾನೂನು ಮಾಪನಶಾಸ್ತ್ರ ಇಲಾಖೆ

14	ಅ	ಕಿರಿಯ ತರಬೇತಿ ಅಧಿಕಾರಿ ಮತ್ತು ತರಬೇತಿ ಅಧಿಕಾರಿಗಳಿಗೆ ವಾರ್ಷಿಕ ಕನಿಷ್ಠ 2 ವಾರಗಳ ಕೌಶಲ್ಯ ತರಬೇತಿಗಳನ್ನು ಸಂಬಂಧಿಸಿದ ವೃತ್ತಿಯಲ್ಲಿ ಹಾಗೂ ಲಿಪಿಕ ಸಿಬ್ಬಂದಿಗೆ ಸಾಮಾನ್ಯ ಆಡಳಿತ ಮತ್ತು ಹಣಕಾಸು ನಿರ್ವಹಣೆ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡಬಹುದು.				
	ಆ	ಇಲಾಖಾ ಕಾರ್ಯಚಟುವಟಿಕೆ ಬಗ್ಗೆ ತರಬೇತಿ				
	ಕ	ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಆಡಳಿತ ಮತ್ತು ಹಣಕಾಸು ನಿರ್ವಹಣೆ ಬಗ್ಗೆ ರಿಪ್ರೆಸೆಂಟೇಟಿವ್ ತರಬೇತಿ ಮತ್ತು ಐಟಿಓಟಿ ದಾವಣಗೆರೆ, ಸ್ಕಾರ್ಪ್, ಮಳವಳ್ಳಿ, ಮೋಕ್ಷಗುಂಡಂ, ವಿಶ್ವೇಶ್ವರಯ್ಯ ಮಾಸ್ಟರ್ ಟ್ರೈನಿಂಗ್ ಸೆಂಟರ್, ಮುದ್ದೇನ ಹಳ್ಳಿ ಮತ್ತು ದೇಶದ ಇತರ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ತರಬೇತಿ ನೀಡುವ ಮೂಲಕ ಕಾರ್ಯಕ್ಷಮತೆ ಹೆಚ್ಚಿಸಬಹುದು.				
15		(ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)				
		ವರ್ಷ	ಎ & ಬಿ	ಸಿ (ತಾಂತ್ರಿಕ)	ಸಿ & ಡಿ	ಹಂಚಿಕೆ ಮಾಡಿದ ಮೊತ್ತ
		2014-15	128	907	51	ಹಂಚಿಕೆ
		2015-16	168	489	40	ಮಾಡಿರುವುದಿಲ್ಲ.
		2016-17	23	292	36	

16		ಅಗತ್ಯವಿದೆ. ಮಳವಳ್ಳಿ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಐ.ಟಿ.ಓ.ಟಿ ದಾವಣಗೆರೆ, ಇಲ್ಲಿರುವ ತರಬೇತಿ ಸಂಸ್ಥೆಯನ್ನು ಉನ್ನತೀಕರಿಸಿ ತಾಂತ್ರಿಕ ಮತ್ತು ತಾಂತ್ರಿಕೇತರ ಸಿಬ್ಬಂದಿಯವರಿಗೆ ಅಲ್ಪಾವಧಿ ಮತ್ತು ಧೀರ್ಘಾವಧಿ ತರಬೇತಿ ಅವಕಾಶವನ್ನು ಕಲ್ಪಿಸಬಹುದಾಗಿದೆ.
----	--	---

34. ವೈದ್ಯಕೀಯ ಶಿಕ್ಷಣ ಇಲಾಖೆ.

14	A	ATI/ಜಿಲ್ಲಾ ತರಬೇತಿ ಕೇಂದ್ರಗಳಿಗೆ ನಿಯೋಜಿಸಲಾಗುತ್ತಿದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿದೆ . ಆದರೆ ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಒದಗಿಸಿರುವುದಿಲ್ಲ.
16		ಹೌದು. 2 ವರ್ಷಗಳಿಗೊಮ್ಮೆ ರಿಫ್ರೆಷರ್ ಕೋರ್ಸ್ ಮತ್ತು ಗಣಕೀಕರಣ ತರಬೇತಿಗಳನ್ನು ಹೆಚ್ಚಿಸಬಹುದು.

35. ಗಣಿ ಮತ್ತು ಭೂವಿಜ್ಞಾನ, ಇಲಾಖೆ

14	A	ಇಲಾಖೆಯ ಬಿ ಮತ್ತು ಸಿ ಗುಂಪಿನ ಅಧಿಕಾರಿಗಳಿಗೆ ಕಾಲಕಾಲಕ್ಕೆ ತಕ್ಕಂತೆ ತರಬೇತಿ ನೀಡಲಾಗುತ್ತದೆ.		
	B			
	C			
15		ವರ್ಷ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ಖರ್ಚಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)
		2014-15	5.00	4.85
		2015-16	5.00	4.84
		2016-17	5.00	4.23
16		ಹೆಚ್.ಆರ್.ಎಂ.ಎಸ್., ಇ-ಆಡಳಿತ, ಕೆ.ಟಿ.ಪಿ.ಪಿ. ಸೇವಾ ನಿಯಮಗಳು, ಗಣಕಯಂತ್ರಗಳ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡುವುದು.		

36. ಅಲ್ಪಸಂಖ್ಯಾತರ ಕಲ್ಯಾಣ ಇಲಾಖೆ

14	A	ವಸತಿ ಶಾಲೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿ ನಿಲಯಗಳ ನಿರ್ವಹಣೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ																		
	B	ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಅಗತ್ಯವಿದೆ.																		
	C	ಇಲ್ಲ																		
15		<table> <tr> <th rowspan="2">ವರ್ಷ</th> <th colspan="2">ಸಂಖ್ಯೆ</th> <th rowspan="2">ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> <th rowspan="2">ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> </tr> <tr> <th>ಬಿ</th> <th>ಸಿ</th> </tr> <tr> <td>2014-15</td> <td rowspan="3">51</td> <td rowspan="3">333</td> <td>-</td> <td>-</td> </tr> <tr> <td>2015-16</td> <td>-</td> <td>-</td> </tr> <tr> <td>2016-17</td> <td>20.50</td> <td>20.50</td> </tr> </table>	ವರ್ಷ	ಸಂಖ್ಯೆ		ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ಬಿ	ಸಿ	2014-15	51	333	-	-	2015-16	-	-	2016-17	20.50	20.50
ವರ್ಷ	ಸಂಖ್ಯೆ			ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)															
	ಬಿ	ಸಿ																		
2014-15	51	333	-	-																
2015-16			-	-																
2016-17			20.50	20.50																
16		ವಸತಿ ಶಾಲೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿ ನಿಲಯಗಳ ನಿರ್ವಹಣೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಅಗತ್ಯವಿದೆ.																		

37. Municipal Administration Department

14	A	Training for implementing KTPP PFMS, and other departmental software related matters.
	B	
	C	2 Refresher trainings are required every year to update themselves for effective implementation of the schemes and administrative matters.

15		Obviously.						
		Year	A		B		C	
			No.	Amount	No.	Amount	No.	Amount
		2014-15	666	3429438	689	2823088	510	2210480
		2015-16	885	2410645	1147	3396361	482	585852
		2016-17	333	2090558	740	3359389	1762	8537804
16		Not required.						

38. National Cadet Corps .

14	A	ಆಡಳಿತ ಸಂಸ್ಥೆಯಲ್ಲಿ ತರಬೇತಿ ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ ಹಾಗೂ HRMS.
	B	
	C	
15		ತರಬೇತಿ ನೀಡಲಾಗಿರುವುದಿಲ್ಲ.
16		ಗಣಕಯಂತ್ರದ ಬಳಕೆಯ ಬಗ್ಗೆ ಹೆಚ್ಚುವರಿ ಜ್ಞಾನ, ಲೆಕ್ಕ ಪತ್ರ ನಿರ್ವಹಣೆ ಮತ್ತು ಆಂಗ್ಲಭಾಷೆಯ ಮೇಲೆ ಹಿಡಿತ ಹೊಂದುವಂತಹ ತರಬೇತಿ ಅವಶ್ಯಕತೆ ಇದೆ.

39. Police Department

14	A	Apart from Basic training operational staff should be given training in Specialized Topics for atleast a week in a year.
	B	-
	C	Regular Refresher course should be given to all Officers. Staff and officers should be sent to other states to know the best practice and undergo training in same. To strengthen the police force, our staff should be sent to specialised training programmes on the lines of NIA, IB, CBI, for which the expenditure should be borne by the Government.
15		Yes. DySP : 38 PSI : 445 APC : 10226 Totally 1798 staff from ASI/CHC/CPC posts have been given refresher course training. Total expenditure – 1,80,41,679/-
16		Police Department already has separate Training facility. Crime scene simulation, cyber crime investigation related skills should be imparted through training.

40. ಬಂದರು ಮತ್ತು ಒಳನಾಡು ಜಲಸಾರಿಗೆ ಇಲಾಖೆ

14	A	ಹೊರರಾಜ್ಯಗಳಲ್ಲಿ ನಮ್ಮ ಇಲಾಖೆಯಂತಹ ಕೆಲಸ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ವಹಿಸುತ್ತಿರುವ ಇಲಾಖೆಗಳು ಕೈಗೊಳ್ಳುವ ವಿಶೇಷ ತರಬೇತಿಗಳನ್ನು ಅಳವಡಿಸುವುದು.																												
	B	ಹಿರಿಯ ಅಧಿಕಾರಿಗಳು ಇತರ ರಾಜ್ಯಗಳ ತರಬೇತಿಯನ್ನು ಪಡೆದು ಸಹಾಯಕ ಸಿಬ್ಬಂದಿಗಳ ತರಬೇತಿ ನೀಡುವುದು.																												
	C	ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಮೈಸೂರು ಹಾಗೂ ನೌಕಾಯಾನ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕೇಂದ್ರ ಸರ್ಕಾರದ ಹಡಗು ಮಂತ್ರಾಲಯ, ದೀಪಗೃಹ ಮತ್ತು ದೀಪಸ್ವಂಭಗಳ ಇಲಾಖೆ ಮತ್ತು ಹೊರ ರಾಜ್ಯಗಳಲ್ಲಿ ನಡೆಯುವ ತರಬೇತಿಯನ್ನು ನೀಡುವ ವ್ಯವಸ್ಥೆ ಮಾಡುವುದು.																												
15		<table> <tr> <th rowspan="2">ವರ್ಷ</th> <th colspan="4">ತರಬೇತಿ ಪಡೆದಿರುವ ಅಧಿಕಾರಿ/ಸಿಬ್ಬಂದಿಗಳ ಸಂಖ್ಯೆ.</th> <th rowspan="2">ಖರ್ಚು</th> </tr> <tr> <th>ಎ</th> <th>ಬಿ</th> <th>ಸಿ</th> <th>ಡಿ</th> </tr> <tr> <td>2014-15</td> <td>-</td> <td>5</td> <td>9</td> <td>8</td> <td>-</td> </tr> <tr> <td>2015-16</td> <td>-</td> <td>1</td> <td>10</td> <td>6</td> <td>-</td> </tr> <tr> <td>2016-17</td> <td>-</td> <td>-</td> <td>16</td> <td>17</td> <td>-</td> </tr> </table>	ವರ್ಷ	ತರಬೇತಿ ಪಡೆದಿರುವ ಅಧಿಕಾರಿ/ಸಿಬ್ಬಂದಿಗಳ ಸಂಖ್ಯೆ.				ಖರ್ಚು	ಎ	ಬಿ	ಸಿ	ಡಿ	2014-15	-	5	9	8	-	2015-16	-	1	10	6	-	2016-17	-	-	16	17	-
ವರ್ಷ	ತರಬೇತಿ ಪಡೆದಿರುವ ಅಧಿಕಾರಿ/ಸಿಬ್ಬಂದಿಗಳ ಸಂಖ್ಯೆ.				ಖರ್ಚು																									
	ಎ	ಬಿ	ಸಿ	ಡಿ																										
2014-15	-	5	9	8	-																									
2015-16	-	1	10	6	-																									
2016-17	-	-	16	17	-																									
16		ಅಗತ್ಯವಿದೆ. ನೌಕಾಯಾನ ಮತ್ತು ಸಮುದ್ರ ಕೊರತೆ ತಡೆಯುವ ಕಾಮಗಾರಿಯನ್ನು ನಡೆಸಲು ಪರಿಣಿತ ಸಂಸ್ಥೆಯವರಿಂದ ತರಬೇತಿಯನ್ನು ನೀಡಬಹುದು.																												

41. Primary and Secondary Education

14	A	Training regarding ethical issues. Preparation of time bound action plans. Skills in computer programming etc.
	B	Training in computer skill Training regarding LMS and FMS
	C	Pertaining to time, work and stress management Use of computers,, power print etc. Acquiring better administrative skills and leadership skills. Proper execution of plans and programmes of the department.
15		Yes 2014-15 – 218.35 lakhs, 2015-16 – 156.93 lakhs, 2016-17 – 702.00 lakhs
16		DIET's ATI and DTI are being used for training

42. ಮುದ್ರಣ, ಲೇಖನ ಸಾಮಗ್ರಿ ಮತ್ತು ಪ್ರಕಟಣೆಗಳ ಇಲಾಖೆ

14	A	ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿಯನ್ನು ಕಾರ್ಮಿಕ ಕಲ್ಯಾಣ ವಿಷಯಗಳು, ಕಾರ್ಖಾನೆಗಳಲ್ಲಿ ಮುಂದಾಳತ್ವ ನಿರ್ವಹಿಸುವ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡುವುದು.
	B	ಶಿಸ್ತು ನಿಯಮಗಳು ಯಂತ್ರೋಪಕರಣಗಳಲ್ಲಿ ಕೆಲಸ ನಿರ್ವಹಿಸುವಾಗ ಅನುಸರಿಸಬೇಕಾದ ರಕ್ಷಣಾ ಕ್ರಮಗಳ ಬಗ್ಗೆ ತರಬೇತಿ.
	C	ಕಾರ್ಖಾನೆ ನಿರ್ವಹಣಾ ವಿಷಯಗಳು ಕೈಗಾರಿಕಾ ಕಾನೂನುಗಳು ಮತ್ತು ಉತ್ಪಾದನಾ ಕಾರ್ಯಗಳ ಮೇಲ್ವಿಚಾರಣೆಗೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡುವುದು.
15		ಅಳವಡಿಸಲಾಗಿರುವುದಿಲ್ಲ. ಹೊಸ ಯಂತ್ರಗಳನ್ನು ಖರೀದಿಸಿ ಸ್ಥಾಪಿಸಿದಾಗ ಸದರಿ ಯಂತ್ರ ಸರಬರಾಜುದಾರರು ಸಿಬ್ಬಂದಿಗೆ ತರಬೇತಿ ನೀಡುತ್ತಾರೆ. ಆಳಿತಾತ್ಮಕ ಸಿಬ್ಬಂದಿಗಳಿಗೆ DTI ಮತ್ತು ATI ನಲ್ಲಿ ತರಬೇತಿ ನೀಡಲಾಗುತ್ತದೆ.

16		ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿಗೆ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಅಗತ್ಯವಿರುತ್ತದೆ. ಇಂತಹ ತರಬೇತಿಯಲ್ಲಿ ಕೈಗಾರಿಕಾ ಕಾನೂನುಗಳು, ತಾಂತ್ರಿಕ ವಿಷಯಗಳು ಹಾಗೂ ತೆರಿಗೆ ವಿಷಯಗಳು ಮುಂತಾದವುಗಳ ಬಗ್ಗೆ ಪರಿಜ್ಞಾನ ಹಾಗೂ ಕೌಶಲ್ಯಗಳನ್ನು ಹೊಂದುವಂತಹ ಅಂಶಗಳನ್ನು ಅಳವಡಿಸಬೇಕಾಗುತ್ತದೆ.
----	--	---

43. ಕಾರಾಗೃಹಗಳ ಇಲಾಖೆ.

14	A	1) ಗುಪ್ತಚರ ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ 2) ಪ್ರೇರಕ ತರಬೇತಿ/ವ್ಯಕ್ತಿತ್ವ ಅಭಿವೃದ್ಧಿ 3) ಗಣಕಯಂತ್ರ ಕೌಶಲ್ಯಗಳು 4) ಸಾಮಾಜಿಕ ಕಾರ್ಯ ಮತ್ತು ವರ್ತನೆಯ ತಂತ್ರಗಳ ಹೊಸ ವಿಧಾನಗಳು 5) ಕಾರಾಗೃಹ ಕೈಗಾರಿಕೆಗಳ ಸುಧಾರಣೆಗಾಗಿ ಕೈಗಾರಿಕೆಗಳ ತರಬೇತಿ 6) ಕೃಷಿ ಮತ್ತು ಇತರ ಸಂಬಂಧಿತ ಚಟುವಟಿಕೆಗಳ ಕುರಿತು ತರಬೇತಿ														
	B	1) ಲೆಕ್ಕಪತ್ರಗಳ ತರಬೇತಿ 2) ಗಣಕಯಂತ್ರ ಕೌಶಲ್ಯಗಳು 3) ದಾಖಲೆಗಳ ನಿರ್ವಹಣೆ ಕೌಶಲ್ಯಗಳು 4) ಕೈಪಿಡಿಗಳ ನಿಯಮ ಮತ್ತು ನಿಯಂತ್ರಣಗಳ ತರಬೇತಿ														
	C	1) ಒತ್ತಾಯಗಳು ಮತ್ತು ಬಿಕ್ಕಟ್ಟು ಪರಿಸ್ಥಿತಿ ನಿರ್ವಹಣೆ ತರಬೇತಿ 2) ಗುಂಪು ನಿರ್ವಹಣೆ ತರಬೇತಿ 3) ಪ್ರಪಂಚದಾದ್ಯಂತ ಉತ್ತಮ ಉಪಕ್ರಮ 4) ನಿರ್ದಿಷ್ಟ ಘಟನೆಗಳ ಕುರಿತು ಪ್ರಕರಣ ಅಧ್ಯಯನ 5) ಬಿಕ್ಕಟ್ಟು ಪರಿಸ್ಥಿತಿ ನಿರ್ವಹಣೆ ತರಬೇತಿ 6) ಲಂಬ ಪರಸ್ಪರ ತರಬೇತಿ 7) ಆಧುನಿಕ ನಿರ್ವಹಣೆ ತರಬೇತಿ 8) ವಿದೇಶಗಳಲ್ಲಿ ತರಬೇತಿ 9) ಸೈಬರ್ ಕ್ರೈಮ್ ತರಬೇತಿ 10) ಗುಪ್ತಚರ ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ 11) ನಕ್ಷಲರು ಮತ್ತು ಭಯೋತ್ಪಾದಕರ ನಿರ್ವಹಣೆ 12) ಕಾರಾಗೃಹ ಕೈಗಾರಿಕೆಗಳ ಸುಧಾರಣೆಗಾಗಿ ಕೈಗಾರಿಕೆಗಳ ತರಬೇತಿ 13) ಮಾನಸಿಕ ಒತ್ತಡ ನಿರ್ವಹಣಾ ತರಬೇತಿ 14) ಮನೋ ವೈಜ್ಞಾನಿಕಗಳಿಂದ ವಿಶೇಷ ತರಬೇತಿ 15) ಮ್ಯಾನ್ ಮ್ಯಾನೇಜ್ ಮೆಂಟ್ ತರಬೇತಿ														
15		<table> <tr> <th>ವರ್ಷ</th> <th>ಸಂಖ್ಯೆ</th> <th>ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> <th>ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> </tr> <tr> <td>2014-15</td> <td rowspan="3">82</td> <td>55.00</td> <td>55.00</td> </tr> <tr> <td>2015-16</td> <td>55.00</td> <td>55.00</td> </tr> <tr> <td>2016-17</td> <td>55.00</td> <td>55.00</td> </tr> </table>	ವರ್ಷ	ಸಂಖ್ಯೆ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	2014-15	82	55.00	55.00	2015-16	55.00	55.00	2016-17	55.00	55.00
ವರ್ಷ	ಸಂಖ್ಯೆ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)													
2014-15	82	55.00	55.00													
2015-16		55.00	55.00													
2016-17		55.00	55.00													

44. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯ ಇಲಾಖೆ.

14	ಅ	ಹೊಸ ಅತ್ಯಾಧುನಿಕ ತಂತ್ರಜ್ಞಾನಗಳ ತರಬೇತಿ
	ಆ	ಗಣಕ ಯಂತ್ರಗಳ ಉಪಯೋಗಗಳ ಬಗ್ಗೆ ತರಬೇತಿ
	ಕ	ಎಲ್ಲಾ ರೀತಿಯ ತರಬೇತಿ
15		ಅಧಿಕಾರಿ ಮತ್ತು ಸಿಬ್ಬಂದಿಗಳಿಗೆ ಕುಶಲತೆಯನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲು ತರಬೇತಿ ನೀಡುವ ಯೋಜನೆಯನ್ನು ಅಳವಡಿಸಿಕೊಂಡಿರುವುದಿಲ್ಲ.

16		ಇದೆ. ಗ್ರಂಥಾಲಯ ತರಬೇತಿ ಅಕಾಡೆಮಿ ಪ್ರಾರಂಭಿಸಬೇಕು.
----	--	--

45. ಬಂದರು ಮತ್ತು ಒಳನಾಡು ಜಲಸಾರಿಗೆ ಇಲಾಖೆ

14	A	ಹೊರ ರಾಜ್ಯದಲ್ಲಿ ನಡೆಯುತ್ತಿರುವ ವಿಶೇಷ ತರಬೇತಿಗಳನ್ನು ಆಯೋಜಿಸುವುದು.
	B	
	C	
15		ತರಬೇತಿ ನೀಡಲಾಗಿರುತ್ತದೆ. ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಇರುವುದಿಲ್ಲ.
16		ಈಗಾಗಲೇ ಇಲಾಖೆಗೆ ಸಂಬಂಧಿಸಿದ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ಕೇಂದ್ರ ಇದೆ.

46. ಲೋಕೋಪಯೋಗಿ ಇಲಾಖೆ ಸಂಪರ್ಕ ಮತ್ತು ಕಟ್ಟಡಗಳು (ದಕ್ಷಿಣ) ವಲಯ ಬೆಂಗಳೂರು.

14	A	ಈಗಾಗಲೇ ವಿಶೇಷ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ನೀಡಲಾಗುತ್ತಿದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿದೆ ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಇರುವುದಿಲ್ಲ.
16		ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ಅವಶ್ಯಕತೆಯಿರುವುದಿಲ್ಲ.

47. Public Works, Ports & Inland Water Transport Department.

14	A	Higher technical training required to acquire expertise in their respective fields
	B	Special training on paperless administration
	C	Training in HRMS
15		Orientation course for technical staff and HRMS/Computer programme/Administration methods or being implemented. No expenditure incurred.
16		Adequate.

48. ಧಾರ್ಮಿಕ ಧತ್ತಿ ಇಲಾಖೆ

14	A	ರಾಜ್ಯ ಮತ್ತು ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳ ಮೂಲಕ ಸರ್ಕಾರದ ಯೋಜನೆಗಳ ಅರಿವು ಮೂಡಿಸುವ ಬಗ್ಗೆ ವಿಶೇಷ ತರಬೇತಿ ನೀಡಬಹುದಾಗಿದೆ.
	B	
	C	
15		ಇಲಾಖೆಯಿಂದ ಪ್ರತ್ಯೇಕ ವೆಚ್ಚವನ್ನು ಭರಿಸಿರುವುದಿಲ್ಲ.
16		ಇಲಾಖೆಯ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ಹಾಗೂ ಕಾರ್ಯಗಳ ಅರಿವಿನ ಬಗ್ಗೆ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ನೀಡಲು ಅವಕಾಶ ಕಲ್ಪಿಸಬಹುದು.

49. Sainik Welfare and Resettlement Department.

1	A	Computer training made compulsory
4	B	
	C	
		Impart with man management, Financial & Computer aptitude tests.

15		Additional Computer Training can be given.
16		NO

50. ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆ

14	A	ಗ್ರೂಪ್ ಎ ಅಧಿಕಾರಿಗಳಿಗೆ ಪ್ರತಿಷ್ಠಿತ ರಾಷ್ಟ್ರೀಯ ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ/ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಹಾಗೂ ಗ್ರೂಪ್ ಬಿ & ಸಿ ವೃಂದದ ನೌಕರರಿಗೆ ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ/ಜಿಲ್ಲಾ ತರಬೇತಿ ಕೇಂದ್ರಗಳು ಹಮ್ಮಿಕೊಳ್ಳುವ ಕಾರ್ಯಗಾರಕ್ಕೆ ನಿಯೋಜಿಸಬಹುದಾಗಿದೆ.
	B	
	C	
15		ತರಬೇತಿ ಕುರಿತಂತೆ ಯಾವುದೇ ಯೋಜನೆ ಅಳವಡಿಸಲಾಗಿಲ್ಲ.
16		ಹೌದು. ವಾರ್ಡನ್ ವೃಂದಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿ ನಿಲಯಗಳ ನಿರ್ವಹಣೆ ಬಗ್ಗೆ ಹಾಗೂ ಅಡುಗೆಯವರು ಮತ್ತು ಅಡುಗೆ ಸಹಾಯಕರಿಗೆ ಸ್ವಚ್ಛತೆ, ನೈರ್ಮಲ್ಯತೆ ಹಾಗೂ ಅಡುಗೆ ತಯಾರಿಕೆಯ ಬಗ್ಗೆ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ಅಗತ್ಯವಿರುತ್ತದೆ.

51. Sericulture Department

14	A	For Operational staff and Officers: office procedure, computer training, training in China and Israel besides deputing to in Gujarat and AP training centres				
	B	Supporting staff: Officer procedure, computer training				
15		Rs. in lakhs				
		Year	Group A & B	Group C	Amount allocated	Expenditure
		2014-15	430	618	206.98	194.25
		2015-16	391	957	103.43	99.44
		2016-17	231	646	111.75	107.51
16		Not required				

52. ಪಿಂಚಣಿ ಸಣ್ಣ ಉಳಿತಾಯ ಮತ್ತು ಆಸ್ತಿ-ಋಣ ನಿರ್ವಹಣೆ ಇಲಾಖೆ. (Pension, Small Savings and Assets – Liability Monitoring Department)

14	A	ಗಣಕ ಯಂತ್ರದ ತರಬೇತಿ ನೀಡುವುದು.
	B	ಗಣಕ ಯಂತ್ರದ ತರಬೇತಿ ನೀಡುವುದು.
	C	ಸರ್ಕಾರಿ ಲೆಕ್ಕ ಪತ್ರ ನಿರ್ವಹಣೆ ಹಾಗೂ ಕೆ.ಟಿ.ಪಿ.ಪಿ ನಿಯಮ, ಕಚೇರಿ ನಿಯಮಗಳ, ಗಣಕ ಯಂತ್ರ, ಹೆಚ್‌ಆರ್‌ಎಂಎಸ್ ನಿರ್ವಹಣೆ ತರಬೇತಿ ಅವಶ್ಯವಾಗಿರುತ್ತದೆ.
15		ಗ್ರೂಪ್ ಸಿ ವೃಂದದ 114 ನೌಕರರಿಗೆ 2014ನೇ ಸಾಲಿನಲ್ಲಿ ಮುನ್ಸಿಪಲ್ ನೌಕರರ ಪಿಂಚಣಿ ಪ್ರಾಧಿಕರಣದ ಬಗ್ಗೆ ತರಬೇತಿ ನೀಡಲಾಗಿದ್ದು, ಸದರಿ ತರಬೇತಿಗೆ ರೂ.78100/-ಗಳು ವೆಚ್ಚವಾಗಿರುತ್ತದೆ.
16		ಸರ್ಕಾರಿ ಲೆಕ್ಕ ಪತ್ರ ನಿರ್ವಹಣೆ ಹಾಗೂ ಕೆ.ಟಿ.ಪಿ.ಪಿ ನಿಯಮ, ಕಚೇರಿ ನಿಯಮಗಳ, ಗಣಕ ಯಂತ್ರ, ಹೆಚ್‌ಆರ್‌ಎಂಎಸ್ ನಿರ್ವಹಣೆ ತರಬೇತಿ ಅವಶ್ಯವಾಗಿರುತ್ತದೆ.

53. Stamp & Registration Department

14	A	Computer literacy, procedural aspects of registration, levy of stamps duty, various Central and State Acts having bearing on registration, communication skills, rapport with public in providing -hassle free services, supervision and leadership development, decision making ability attitude
----	---	---

		towards work.
	B	Budget and fiscal matters, service matter, including recruitment seniority, pay and pension calculation computer literacy.
	C	Training in organization and methods, personnel management, communication skills, rapport with public in providing hassle free services, planning ability, motivation harnessing of latest developments in the field of information technology in achieving the goals of the department, through IIM and ATI.
15		In 2015-16 total 161 Employees got training. The expenditure is Rs. 4,36,800/-. In 2016-17 – 4 Employees got training.
16		Computer literacy, procedural aspects of registration, levy of stamp duty, various Central and State Acts having bearing on registration, communication skills, rapport with public in providing hassle free services, supervision and leadership development, decision making ability attitude towards work.

54. ಕರ್ನಾಟಕ ರಾಜ್ಯ ಲೆಕ್ಕಪರಿಶೋಧನೆ ಮತ್ತು ಲೆಕ್ಕಪತ್ರ ಇಲಾಖೆ

14	A	ಲೆಕ್ಕಪರಿಶೋಧನಾಧಿಕಾರಿ ಹಾಗೂ ಮೇಲ್ವಿಚಾರಿ ಹುದ್ದೆಗಳ ಅಧಿಕಾರಿಗಳಿಗೆ ಉನ್ನತ ತರಬೇತಿಗಾಗಿ National Institute of Financial Management Faridabad ಹಾಗೂ ಇತರೆ ರಾಷ್ಟ್ರೀಯ/ಅಂತರಾಷ್ಟ್ರೀಯ ತರಬೇತಿ ಸಂಸ್ಥೆಗಳಿಗೆ ನಿಯೋಜಿಸಬಹುದಾಗಿದೆ.																																		
	B																																			
	C																																			
15		<table> <tr> <th>ವರ್ಷ</th> <th>ಎ</th> <th>ಬಿ</th> <th>ಸಿ</th> <th>ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> <th>ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)</th> </tr> <tr> <td>2014-15</td> <td>219</td> <td>440</td> <td>1949</td> <td>150.00</td> <td>65.12</td> </tr> <tr> <td>2015-16</td> <td>236</td> <td>930</td> <td>675</td> <td>150.00</td> <td>97.25</td> </tr> <tr> <td>2016-17</td> <td>296</td> <td>1258</td> <td>69</td> <td>150.00</td> <td>7.65</td> </tr> <tr> <td></td> <td>751</td> <td>2628</td> <td>2693</td> <td>450.00</td> <td>170.02</td> </tr> </table>					ವರ್ಷ	ಎ	ಬಿ	ಸಿ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	2014-15	219	440	1949	150.00	65.12	2015-16	236	930	675	150.00	97.25	2016-17	296	1258	69	150.00	7.65		751	2628	2693	450.00	170.02
ವರ್ಷ	ಎ	ಬಿ	ಸಿ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)																															
2014-15	219	440	1949	150.00	65.12																															
2015-16	236	930	675	150.00	97.25																															
2016-17	296	1258	69	150.00	7.65																															
	751	2628	2693	450.00	170.02																															
16		ಅವಶ್ಯವಿರುವ ವಿಷಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ.																																		

55. ವಾಣಿಜ್ಯ ಮತ್ತು ಕೈಗಾರಿಕೆ ಇಲಾಖೆ.

14	A	ಆಡಳಿತ ಸುಧಾರಣೆ ಇಲಾಖೆಯವರು ನೀಡುವ ತರಬೇತಿ.				
	B					
	C	ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಮೈಸೂರು ಇಲ್ಲಿ ಕಾಲ ಕಾಲಕ್ಕೆ ತರಬೇತಿ ಮತ್ತು ವಿದೇಶಗಳಿಗೆ ಅಧ್ಯಯನ ಪ್ರವಾಸ				
15		ಹೌದು, ತರಬೇತಿಗೆ ಪ್ರತ್ಯೇಕ ಆಯವ್ಯಯ ಇರುವುದಿಲ್ಲ.				
16		ಹಾಲಿ ಅನುಸರಿಸುತ್ತಿರುವ ತರಬೇತಿ ವ್ಯವಸ್ಥೆಯು ತೃಪ್ತಿಕರವಾಗಿದೆ.				

56. ಭೂಮಾಪನ ಕಂದಾಯ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಭೂದಾಖಲೆಗಳ ಇಲಾಖೆ

14	A	ಈ ಇಲಾಖೆಯಲ್ಲಿ ಈಗಾಗಲೇ 2 ತರಬೇತಿ ಸಂಸ್ಥೆಗಳು ಅಸ್ತಿತ್ವದಲ್ಲಿ ಇರುವ ಕಾರಣ.				
	B	ಅವಶ್ಯಕತೆ ಇರುವುದಿಲ್ಲ.				

	C	
15		ಹೌದು
16		ಇಲ್ಲ

57. ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

14	A	ಸೇವಾ ನಿಯಮಗಳು, ಆರ್ಥಿಕ ನಿಯಮಗಳು, ಕಾನೂನು ಅರಿವು, ಗಣಕಯಂತ್ರ ಜ್ಞಾನ, ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದಂತಹ ವಿಶೇಷ ತರಬೇತಿ ನೀಡಿದಲ್ಲಿ ಸಿಬ್ಬಂದಿಗಳ ಕಾರ್ಯಕ್ಷಮತೆ ಹೆಚ್ಚಳವಾಗುತ್ತದೆ.
	B	
	C	
15		ಅಳವಡಿಸಲಾಗಿದೆ. ವೆಚ್ಚದ ಬಗ್ಗೆ ಮಾಹಿತಿ ಒದಗಿಸಿರುವುದಿಲ್ಲ.
16		ಬೋಧಕ ವರ್ಗದವರಿಗೆ ಎನ್.ಐ.ಟಿ.ಟಿ.ಆರ್ ಗಳು ನಡೆಸುವ ತರಬೇತಿ ಹಾಗೂ ಬೋಧಕೇತರ ಸಿಬ್ಬಂದಿಗಳಿಗೆ ಸೇವಾ ವಿಷಯಗಳು, ಕಾನೂನು ವಿಷಯಗಳು, ವೃತ್ತಿ ಬುನಾದಿ, ಕೌಶಲ್ಯಾಭಿವೃದ್ಧಿ, ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನ ಇತ್ಯಾದಿ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಮಾಡುವುದು ಅಗತ್ಯವಿದೆ.

58. Textile Department

14	A	Deputation for training in ATI, DTI, fiscal policy institutes, Entrepreneurship Development Institute Ahmadabad, ATIRA, BTRA, NIRD, Hyderabad etc.,
	B	
	C	
15		Yes Group A – 23, Group B – 30, Group C – 25 total expenditure Rs.3,81,275/-
16		Training may be provided in NIFT, NID, CSTRI, WSC, to gain knowledge on latest development in textile technology.

59. ಪ್ರವಾಸೋದ್ಯಮ ಇಲಾಖೆ

14	ಅ	ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆಯಲ್ಲಿ
	ಆ	ಜಿಲ್ಲಾ ತರಬೇತಿ ಕೇಂದ್ರಗಳಲ್ಲಿ
	ಕ	ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ
15		ಅಳವಡಿಸಲಾಗಿದೆ. ಆದರೆ, ತರಬೇತಿಗೆ ಹಂಚಿಕೆ ಮಾಡಿ ಖರ್ಚು ಮಾಡಿದ ಮೊತ್ತವಿರುವುದಿಲ್ಲ.
16		ಅಗತ್ಯವಿದೆ.ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಮಾಡುವ ಅಗತ್ಯತೆ ಇದೆ.

60. ನಗರ ಮತ್ತು ಗ್ರಾಮಾಂತರ ಯೋಜನಾ ಇಲಾಖೆ (Town Planning Department)

14	A	ಅಧಿಕಾರಿ ಮತ್ತು ಸಿಬ್ಬಂದಿಗಳಿಗೆ ಎಸ್.ಐ.ಯು.ಡಿ. ಮೈಸೂರು ಮತ್ತು ಜಿಲ್ಲಾ ತರಬೇತಿ			
	B	ಸಂಸ್ಥೆಗಳಲ್ಲಿ ವಿವಿಧ ವಿಷಯಗಳ ಬಗ್ಗೆ ತರಬೇತಿ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು			
	C	ನಿಯೋಜಿಸಲಾಗುತ್ತಿದೆ.			
15		ವರ್ಷ	ಸಂಖ್ಯೆ	ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)	ವೆಚ್ಚ ಮಾಡಿದ ಮೊತ್ತ (ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ)
		2014-15		50.00	11.52
		2015-16		100.00	32.92
		2016-17		100.00	10.27

16		ತಾಂತ್ರಿಕ ಸಿಬ್ಬಂದಿಗಳಿಗೆ ನಗರ ಯೋಜನಾ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ತರಬೇತಿ ಹಮ್ಮಿಕೊಳ್ಳಬೇಕಾಗುತ್ತದೆ
----	--	--

61. ಭಾಷಾಂತರ ನಿರ್ದೇಶನಾಲಯ ಇಲಾಖೆ

14	A	ಭಾಷಾಂತರದ ಬಗ್ಗೆ ಹೆಚ್ಚಿನ ತರಬೇತಿ ನೀಡುವುದು.
	B	
	C	
15		ತರಬೇತಿ ಯೋಜನೆಯನ್ನು ಅಳವಡಿಸಲಾಗಿದೆ ಸದರಿ ತರಬೇತಿಗೆ ಹಂಚಿಕೆಯಾದ ಮೊತ್ತ ರೂ.1,40,000/- ಖರ್ಚು ಮಾಡಿದ ಮೊತ್ತ ರೂ.24,000.
16		ಹೌದು. ಭಾಷಾಂತರ ಕಾರ್ಯದ ತರಬೇತಿಯನ್ನು ಅಳವಡಿಸಬೇಕಾಗಿದೆ.

62. ಸಾರಿಗೆ ಇಲಾಖೆ.

14	ಅ	ಜಿಲ್ಲಾ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಆಡಳಿತ ತರಬೇತಿ ಸಂಸ್ಥೆ, ಎ.ಆರ್.ಎ.ಐ. ಸಿ.ಆರ್.ಟಿ.ಐ. ಹಾಗೂ ಇನ್ನಿತರ ತರಬೇತಿಗಳಿಗೆ ಇಲಾಖೆಯ ಅಧಿಕಾರಿ/ನೌಕರರುಗಳನ್ನು ಹೆಚ್ಚಿನ ಸಂಖ್ಯೆಯಲ್ಲಿ ನಿಯೋಜಿಸುವುದರ ಮೂಲಕ ಕಾರ್ಯಕ್ಷಮತೆ ಹೆಚ್ಚಿಸಬಹುದು. ಇದಕ್ಕಾಗಿ ಸರ್ಕಾರದ ವತಿಯಿಂದ ಅನುದಾನ ಬಿಡುಗಡೆ ಮಾಡುವಂತೆ ಅಭಿಪ್ರಾಯಿಸಿದೆ.																
	ಆ																	
	ಕ																	
15		(ರೂ. ಲಕ್ಷಗಳಲ್ಲಿ) <table><tr><th>ವರ್ಷ</th><th>ಸಿ</th><th>ಡಿ</th><th>ಖರ್ಚು ಮಾಡಿದ ಮೊತ್ತ</th></tr><tr><td>2014-15</td><td>81</td><td>05</td><td>1.96</td></tr><tr><td>2015-16</td><td>16</td><td>03</td><td>-</td></tr><tr><td>2016-17</td><td>12</td><td>02</td><td>0.54</td></tr></table>	ವರ್ಷ	ಸಿ	ಡಿ	ಖರ್ಚು ಮಾಡಿದ ಮೊತ್ತ	2014-15	81	05	1.96	2015-16	16	03	-	2016-17	12	02	0.54
ವರ್ಷ	ಸಿ	ಡಿ	ಖರ್ಚು ಮಾಡಿದ ಮೊತ್ತ															
2014-15	81	05	1.96															
2015-16	16	03	-															
2016-17	12	02	0.54															
16		ಅಗತ್ಯ ಕಂಡು ಬಂದಿರುವುದಿಲ್ಲ.																

63. ಖಜಾನೆ ಇಲಾಖೆ.

(Treasury Department)

14	A	ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ
	B	ಕಂಪ್ಯೂಟರ್ ತರಬೇತಿ/ಕೌಶಲ್ಯಭಿವೃದ್ಧಿ ತರಬೇತಿ
	C	ತಂತ್ರಾಂಶ ತರಬೇತಿ/ಕೌಶಲ್ಯಭಿವೃದ್ಧಿ ತರಬೇತಿ
15		ಮುಖ್ಯ ಲೆಕ್ಕಿಗರು 162, ಪ್ರ.ದ.ಸ. 243, ದ್ವಿ.ದ.ಸ. 224. 2015-16 – ರೂ.830345 (ಕೆ-2 ತರಬೇತಿಗೆ ಬಿಡುಗಡೆಯಾದ ಅನುದಾನ) 2016-17 – ರೂ.1036945 (ಸಿ ಗುಂಪಿನ ಸಿಬ್ಬಂದಿಗೆ ಸಾಮಾನ್ಯ ಅಭಿವೃದ್ಧಿ ತರಬೇತಿಗೆ ಬಿಡುಗಡೆಯಾದ ಅನುದಾನ.) 2016-17 – ರೂ.851600 (ಕೆ-2 ತರಬೇತಿಗೆ ಬಿಡುಗಡೆಯಾದ ಅನುದಾನ) 2017-18 – ರೂ.2700000 (ಸಿ ಗುಂಪಿನ ಸಿಬ್ಬಂದಿಗೆ ಸಾಮಾನ್ಯ ಅಭಿವೃದ್ಧಿ ತರಬೇತಿಗೆ ಬಿಡುಗಡೆಯಾದ ಅನುದಾನ) 2017-18 – ರೂ.163118 ಕೆ-2 ತರಬೇತಿಗೆ ಬಿಡುಗಡೆಯಾದ ಅನುದಾನ)
16		ಇರುವುದಿಲ್ಲ. ಖಜಾನೆ-1 ಮತ್ತು ಖಜಾನೆ-2ರಲ್ಲಿ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳ ಬಗ್ಗೆ ಪ್ರತ್ಯೇಕ ತರಬೇತಿ ವ್ಯವಸ್ಥೆ ಮಾಡಿಕೊಳ್ಳಲಾಗಿದೆ.

64. ಮಹಿಳಾ ಮತ್ತು ಮಕ್ಕಳ ಅಭಿವೃದ್ಧಿ ಇಲಾಖೆ

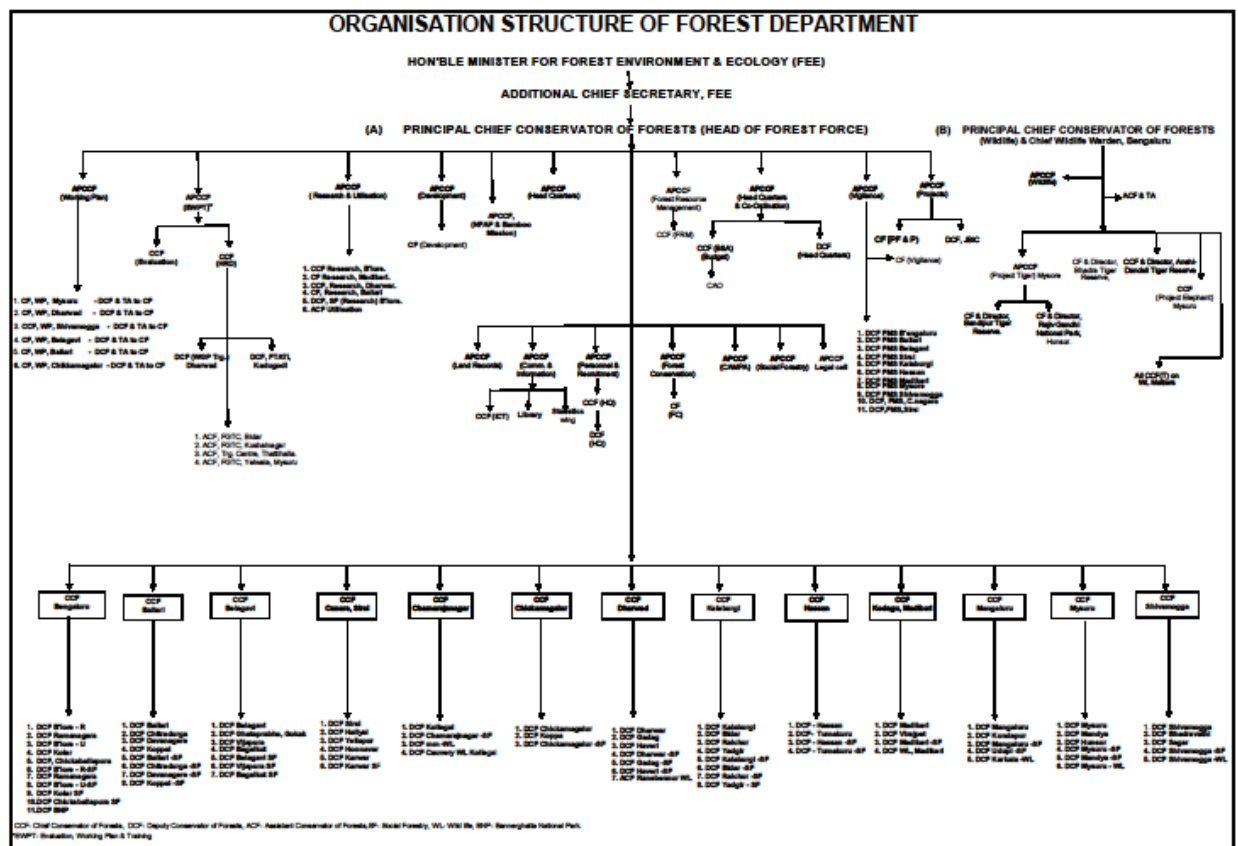
14	A	ಇಲಾಖೆಯಿಂದ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಹಮ್ಮಿಕೊಳ್ಳಲಾಗುತ್ತಿದೆ.
	B	
	C	
16		ಹೌದು. ಸಂರಕ್ಷಣಾಧಿಕಾರಿಗೆ ಕಾನೂನು ವಿಷಯದಲ್ಲಿ, ಸುಧಾರಣಾ ಸಂಸ್ಥೆಗಳ ಅಧಿಕಾರಿಗಳಿಗೆ ಮತ್ತು ಗೃಹಪಾಲಕರಿಗೆ ಸಾಂಸ್ಥಿಕ ನಿರ್ವಹಣೆಯ ತರಬೇತಿಯ ಅವಶ್ಯಕತೆಯಿರುತ್ತದೆ.

Annexure 6

ಅರಣ್ಯ ಇಲಾಖೆ

ಕ್ರ. ಸಂ	ಹುದ್ದೆಯ ಹೆಸರು	ಕರ್ತವ್ಯ ನಿರ್ವಹಣೆ
1	ಉಪ ಅರಣ್ಯ ಸಂರಕ್ಷಣಾಧಿಕಾರಿ (ನಾನ್ ಐ.ಎಫ್.ಎಸ್)	ತಮ್ಮ ವಿಭಾಗಗಳ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ 20 ದಿನಗಳ ಪ್ರವಾಸ ಕೈಗೊಂಡು ಅರಣ್ಯ ಮ:ತ್ತು ವನ್ಯ ಪ್ರಾಣಿಗಳ ರಕ್ಷಣೆ, ಅರಣ್ಯ ಉತ್ಪನ್ನಗಳ, ಕಳ್ಳಬೇಟೆಗಾರರ ಅಪಾಯಕಾರಿ ಕೃತ್ಯಗಳ ನಡುವೆ ಕರ್ತವ್ಯಗಳ ನಿರ್ವಹಣೆ.
2	ಸಹಾಯಕ ಅರಣ್ಯ ಸಂರಕ್ಷಣಾಧಿಕಾರಿ	ಅರಣ್ಯ & ಕಂದಾಯ ಪ್ರದೇಶಗಳನ್ನೂ ಒಳಗೊಂಡಂತೆ ಒಂದು ಉಪ ವಿಭಾಗದಲ್ಲಿ ಅರಣ್ಯ ರಕ್ಷಣಾ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಕೆಲಸಗಳ ಉಸ್ತುವಾರಿ ನೋಡುವುದು ಹಾಗೂ ಕಂದಾಯ ಇಲಾಖೆಯ ಉಪ ವಿಭಾಗಕ್ಕೆ (2 3 ತಾಲ್ಲೂಕುಗಳು ಒಳಗೊಂಡಂತೆ) ನೀಡಿದಂತಹ ಅಧಿಕಾರ ವ್ಯಾಪ್ತಿ ಹಾಗೂ ಅರೆ ನ್ಯಾಯಾಂಗಿಕ ಕರ್ತವ್ಯಗಳು ಸಹ ಇರುತ್ತದೆ.
3	ವಲಯ ಅರಣ್ಯ ಸಂರಕ್ಷಣಾಧಿಕಾರಿ	ವಲಯ ಅರಣ್ಯಾಧಿಕಾರಿಗಳು ತಾಲ್ಲೂಕು ಮಟ್ಟದ ಅಧಿಕಾರಿಯಾಗಿರುತ್ತಾರೆ ಹಾಗೂ ಅರಣ್ಯ ರಕ್ಷಣೆಯ ಜೊತೆಗೆ ಅಭಿವೃದ್ಧಿಯ ಕಾರ್ಯಗಳನ್ನು ಕೈಗೊಳ್ಳುವುದು. ಯೋಜಿತವಲ್ಲದ ಅನಿಗದಿತ ರೀತಿಯಲ್ಲಿ ಕರ್ತವ್ಯ ನಿರ್ವಹಿಸುವುದು. ತನ್ನ ಅಧೀನ ಸಿಬ್ಬಂದಿಗಳ ನಿರ್ವಹಣೆ, ನಿಯಂತ್ರಣ ಮಾಡುವುದು.
4	ಉಪ ವಲಯ ಅರಣ್ಯ ಸಂರಕ್ಷಣಾಧಿಕಾರಿ	ಅರಣ್ಯ & ಕಂದಾಯ ಪ್ರದೇಶಗಳನ್ನೂ ಒಳಗೊಂಡಂತೆ ಸುಮಾರು 50 ರಿಂದ 80 ಚ.ಕಿ.ಮೀ ಗಿಂತ ಹೆಚ್ಚಿನ ವಿಸ್ತೀರ್ಣ ಪ್ರದೇಶದ ಉಸ್ತುವಾರಿ ನೋಡುವುದು. ವನ್ಯಜೀವಿ ಹಾಗೂ ಅರಣ್ಯ ಕಳ್ಳ ಕಾಕರ ಜೀವ ಭಯದ ನಡುವೆ ಅರಣ್ಯ ರಕ್ಷಣೆಯ ಜೊತೆಗೆ ಅಭಿವೃದ್ಧಿಯ ಕಾರ್ಯಗಳನ್ನು ಕೈಗೊಳ್ಳುವುದು. ಯೋಜಿತವಲ್ಲದ ಅನಿಗದಿತ ರೀತಿಯಲ್ಲಿ ಯಾವುದೇ ಆಯುಧಗಳಲ್ಲದೆ ದಟ್ಟವಾದ ಅರಣ್ಯಗಳಲ್ಲಿ ಕರ್ತವ್ಯ ನಿರ್ವಹಿಸುವುದರ ಜೊತೆಗೆ 6 ರಿಂದ 8 ಗ್ರಾಮ ಪಂಚಾಯಿತಿಗಳ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ (5 ರಿಂದ 10 ಹೋಬಳಿ ಪ್ರದೇಶ) ಹಲವು ಅಭಿವೃದ್ಧಿ ಕೆಲಸ ನಿರ್ವಹಿಸುವ ಜೊತೆಗೆ ನಿಸರ್ಗ, ಅರಣ್ಯದ ಸಂರಕ್ಷಣೆ & ಸರ್ಕಾರದ ಹಲವು ಹೊಸ ಯೋಜನೆಗಳನ್ನು ಜನರಿಗೆ ತಲಪುವ ಹಾಗೆ ಮಾಡುವುದು. ಬೆಲೆಗೂ ನಿಲುಕಲಾರದ ಅರಣ್ಯ ಭೂಮಿಯನ್ನು ಒತ್ತುವರಿಯಾಗದ ಹಾಗೆ ತಡೆಯುವುದರ ಜೊತೆಗೆ ಜೀವದ ಹಂಗನ್ನು ತೊರೆದು ನಿರಾಯುಧನಾಗಿ ಅರಣ್ಯಗಳ್ಳರನ್ನು ಬಂಧಿಸಿ ಅವರಿಗೆ ಶಿಕ್ಷೆಯಾಗುವ ಹಾಗೆ ಮಾಡುವುದರಲ್ಲಿ ಶ್ರಮಿಸುವುದು. ಹಾಗೂ ಅರಣ್ಯ ಬೆಂಕಿ ಬಿದ್ದಾಗ ಜೀವದ ಹಂಗನ್ನು ತೊರೆದು ಅರಣ್ಯ ಬೆಂಕಿ ನಂದಿಸುವುದು... ಇತ್ಯಾದಿ.
5	ಅರಣ್ಯ ರಕ್ಷಕರು	ಅರಣ್ಯದಲ್ಲಿ ಸುಮಾರು 10 ರಿಂದ 20 ಚದರ ಕಿ.ಮೀ. ಅನಿಗದಿತ ಸಮಯದ ಕರ್ತವ್ಯ ನಿರ್ವಹಣೆ, ನೈಸರ್ಗಿಕ ವೈಪರೀತ್ಯಗಳ ಮಧ್ಯೆ ಅರಣ್ಯ ಸಂರಕ್ಷಣೆ.

Annexure 7



Annexure: 8
Photographs from the Field Assessment



Figure 6: Training Hall in DTI Bangalore



Figure 7: Interview with JD, ATI, Mysuru



Figure 8: Group Discussion with Group D staff



Figure 9: Training Centre in Raichuru



Figure 10: Meeting with officials at SIRD



Figure 11: Interaction with Girls and Boys hostels Superintendents



Figure 12: Interaction with District Deputy Commissioner Ramanagara



Figure 13: Interaction with Group C staff



Figure 14: Interaction with Dafedar