Report

On

RESTRUCTURING
OF THE PROBATIONARY TRAINING
For
IRAS, IRPS and IRTS
The Committee consisting of the undersigned members hereby submits its report on restructuring of the probationary training for the Group ‘A’ services of IRAS, IRPS and IRTS in terms of the mandate given to it vide Railway Board’s notification No. ERB-I/2009/23/17 dated 30.04.09.

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Executive summary

The Committee was given the mandate to revisit the training needs of IRAS, IRPS and IRTS Probationers of Indian Railways keeping in view the changing environment and to review and restructure the contents and duration of the training modules suggesting appropriate pedagogy and components of blended learning. (Page- 1 of the Report)

In framing the recommendations the Committee has held wide ranging consultations with different groups of stakeholders. In addition to seeking views in regard to adequacy / effectiveness of various components of training and suggestions with regard to the design, content and methodology of the training, the Committee also consulted stakeholders on two other very pertinent issues, viz., the issue of giving weightage to the probationary training marks in determining inter-se seniority and the issue of grant of long leave to those Probationers who intend to appear in subsequent Civil Services Examination. (Pages- 17 to 19 of the Report)

The Committee also had a close look at the probationary training structure prevailing in some of the other group ‘A’ Services as well as few of the progressive PSUs. (Pages- 11 to 16 of the Report)

Recommendations of the 2nd Administrative Reforms Commission and the Ayyar Committee, which was set up by the Government of India to review the probationary training of the IAS Probationers, were also considered. (Annexures-IV and V of the Report)

The recommendations of this Committee are summarized below:-

i. Combined Civil Services Foundation Course
The probationary training should be structured in such a manner so that all Probationers of the three Services are made to undergo, without fail, the combined Civil Services Foundation Course (CSFC) right in the beginning of their Probationary training. (Para (i) at Page- 20 of the Report)
ii. Re: the issue of grant of a year’s leave to those taking Civil services Examination in subsequent years
The Committee recommends reverting back to the earlier system which existed prior to 2005 as per which those of the Probationers, who wished to take subsequent Civil Services Examination, were required to proceed on sufficiently long spell of leave so that their training started only along with the Probationer of the subsequent batch.
(Para (iv) at page- 23 of the Report)

iii. Re: re-determination of seniority taking into consideration the marks obtained during the Probationary training
The scheme of taking into consideration the marks obtained during the probationary training in determining the inter-se seniority of the Probationers should be discontinued.
(Para (xiii) at page 31 to 35 of the Report)

iv. ‘On the job’ training
The field training of the Probationers should also have spells of ‘on the job’ training by posting the Probationers on Divisional units against Trainee posts. Relevant functional aspects of a regular Jr. Scale post should be assigned to the Probationers keeping in view the aspects of work which a Probationer is proposed to be exposed to from time to time. (Para (vi) at page- 24 to 25 of the Report)

v. System of weekly feedback to the training in-charges in the CTIs
The Probationers should also be required to give weekly feedback through e-mail to their Training in-charges about the things learnt by them during the week.
(Para (ix) at page- 27 of the Report)

vi. Provision of laptops
All Probationers should be provided with laptops to enable them to communicate with their Training in-charges.

vii. Mentoring approach
The Committee recommends that the ‘on the job’ training of the Probationers should be imparted under the ‘mentoring’ system, as is being done in the case of IAS Probationers. Each Probationer should be attached to a competent mentor who may
be a JA Grade/ Sr. Scale Branch Officer of the respective service. **(Para (vii) at page- 26 of the Report)**

**viii. Inculcation of values**
The Committee recommends adoption of the suggestions of the Ayyar Committee regarding giving exposure to the Probationers on Governance, Ethics, Leadership and Professional values through modules specially designed for this purpose. **(Para (ii) at page- 21 of the Report)**

**ix. The feedback received from Probationers has revealed inadequacies in the treatment given to the Probationers and the manner in which they are taken care of at the CTIs right from the time of their first arrival. The Committee recommends that the CTIs should structure their systems and arrangements on the pattern of LBSNAA. **(Para (iii)(a) at page- 22 of the Report)**

**x. Course on etiquettes and mannerisms**
The Probationers should be exposed to a short course in protocol, etiquettes and mannerisms. **(Para (iii)(b) at page- 23 of the Report)**

**xi. Management inputs**
The Committee recommends management training for IRAS, IRPS and IRTS at reputed management institutes. The training should consist of 2-3 weeks of General Management capsule in addition to the function specific inputs. The duration of the function specific component will vary depending on the functional requirements of the particular service. **(Para (x) at page- 28-29 of the Report)**

**xii. Re: selection of Head of the CTIs and faculty**

**a) The post of Head of RSC/ BRC may be made ex-cadre in the rank of GM. All officers holding rank of PHOD may be eligible to be considered for the post. The incumbent should hold office for at least 03 years.**

**b) The Committee recommends formation of ‘faculty hunting committees’ to institutionalize the search effort.**

**c) Possibilities should be explored for inviting renowned academicians to spend time and also teach at various CTIs**
during their sabbatical by way of offering fellowship programmes that enable competent academicians to be in the CTIs for a period of 1-2 years on sabbatical.

(Para (xi) at page- 30 of the Report)

xiii. Financial and operating autonomy
CTIs should be given liberal financial and operating autonomy to enable them to take decisions in important matters such as sponsoring faculty to attend training courses abroad, entering into tie-ups with foreign training institutes for exchange programmes, inviting renowned faculty to undertake research. In this regard, a pilot model may be initiated at RSC/BRC. (Para (xii) at page- 31 of the Report)

xiv. Unit for development of teaching material
RSC/BRC and IRITM/LKO should create a unit for development of teaching material/case studies which should be headed by an academic well versed in case writing. (Para (viii) at page- 26 of the Report)

xv. Pedagogy
- There should be greater emphasis on the Cases studies. Establishment of separate unit for development of case studies will help facilitate this.
- There should be more group activities such as group projects/presentations to facilitate development of communication and inter-personal skills and ethos of ‘spirit de corps’. (Para (viii) at page- 26 of the Report)

xvi. The training schedules of the three services
The training schedules of the three services, viz., IRAS, IRPS and IRTS, have been drawn out in consultation with the respective training in-charges, keeping in view the service specific training requirements and the considerations brought out in the above paras. The schedules are annexed as Annexures- IX, X and XI to the main report. The syllabuses for the professional courses for the three services are also given in these annexures.
1. **Introduction**

With a view to revisit the training needs of the Probationers of the Group ‘A’ services of IRAS, IRPS and IRTS, the Railway Board, vide its notification No. ERB-I/2009/23/17 dated 30.04.09, constituted a Committee consisting of following officers *(Annexure- I)*:-

- Adviser (IR), Railway Board - Chairman
- ED/ERP, Railway Board - Member
- EDTT(M), Railway Board - Member
- EDF(E), Railway Board - Member

The following were the **terms of reference** of the above Committee:-

1) To revisit the training needs of Probationers of Indian Railways keeping in view the changing environment in the transport sector and initiation of a vibrant new culture in governance;

2) To review the contents and duration of the training module for Probationers in light of the above and also keeping in view the evolving learning methodology prevalent in the corporate sector, PSUs and other Civil Services;

3) To review the period of posting against working post during the training period and suggest rearranging the sequence of theoretical and practical training; and

4) To suggest appropriate pedagogy and components of blended learning.
2. **Methodology Adopted**

The Committee adopted the following approach:

i. Normatively assessing from first principles the training needs of an officer during the first 5-6 years of his service,

ii. Adopting a historical approach,

iii. Looking at other relevant reports / studies

   - Report of Ayyar Committee set up to review the structure of the probationary training of IAS Probationers. *(2007)*
   - Report of the Bijlani Committee set up to analyze management training needs of the officers of Indian Railways. *(1999-2000)*

iv. Factoring in the syllabus of the new mid-career training programme of officers including the training being imparted by reputed academic institutions in India and abroad,

v. Factoring in the training in private sector and some of the progressive Public sector undertakings, and

vi. **Stakeholder consultation on training**

The Committee consulted following groups of stakeholders:

a. Young direct recruit Gr ‘A’ Jr. Scale and Sr. Scale officers, who would have undergone the probationary training in the recent past.

b. Probationers of 2006 and 2007 batch who had been undergoing probationary training at the time of review.

c. Officers in JAG and SAG such as Branch Officers and DRM/ADRM, who would have directly or indirectly
supervised the work of the young direct recruit Gr. ‘A’ officers.

d. DG/ RSC and Director /IRITM as well as the respective training in-charges to elicit their views.

In addition to seeking views in regard to adequacy / effectiveness of various components of training and suggestions in regard to the design, content and methodology of the training, the Committee also consulted stake holders on two very pertinent issues, viz., the issue of giving weightage to the probationary training marks in determining inter-se seniority and the issue of grant of long leave to those Probationers who intended to appear in subsequent Civil Services Examination.

The views / comments were obtained through questionnaires as well as through informal interactions. The three questionnaires used for this purpose are placed at Annexure-II.

The feedback received from the IRTS and IRPS Probationers of the 2007 batch as well as from their mentors in regard to the ‘on the job’ training module, which was introduced with the IRTS and IRPS Probationers of 2007 batch, was also gainfully made use of to fine-tune the design and structure of the ‘on the job’ training module.
3. **Existing System**

The duration of the probationary training of three services, viz. IRAS, IRPS, IRTS is of 78 weeks excluding the combined Civil Services Foundation Course (CSFC) at Mussoorie. The CSFC is of 15 weeks duration. This Foundation Course is optional and those selected candidates who intend to take the subsequent Civil Service Examination are exempted from undergoing the CSFC.

The broad scheme of the 78 week Probationary Training is brought out in the following paras:-

i) The training of probationers belonging to different services has been centralized with different institution / Railways as under:-

<table>
<thead>
<tr>
<th>Service</th>
<th>Institution / Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRTS</td>
<td>IRITM / Lucknow</td>
</tr>
<tr>
<td>IRAS</td>
<td>RSC / Vadodara</td>
</tr>
<tr>
<td>IRPS</td>
<td>RSC / Vadodara</td>
</tr>
</tbody>
</table>

ii) **Indian Railways’ Foundation Course**

The Railway Foundation Course is organized for all the above mentioned three services together at the Railway Staff College (RSC) immediately after the CSFC at Mussoorie. Accordingly, the Probationers report to the RSC immediately on completion of the CSFC at Mussoorie. However, those candidates, who have been given exemption from attending the CSFC, directly report to RSC, to undergo the Railway Foundation Course. The duration of Railway FC is ten weeks. This FC is common for all Services including the Engineering Services.

iii) For IRPS and IRTS Probationers the **Phase-I professional** training is held at their respective CTIs immediately after completion of the Railway FC. This training is expected to equip the Probationers with necessary knowledge to undertake field training.
iv) **NIFM training of IRAS probationers**

Prior to 2007 batch, the IRAS Probationers had not been attending the Railway FC along with the Probationers of other Services as IRAS Probationers were required to report for 44 weeks training at NIFM, Faridabad, an institute under the control of Ministry of Finance. In terms of directives of Ministry of Finance, Probationers belonging to different Accounts Services under the Government of India are required to undergo the said 44 weeks training at NIFM.

On account of the above 44 weeks training at NIFM, the training structure for the IRAS Probationers has been quite at variance with the one for IRPS and IRTS Probationers. Till the 2006 batch, the IRAS Probationers had been reporting to NIFM for 44 weeks training, immediately after the CSFC at Mussoorie. Further, since the NIFM did not impart any training in regard to the accounting system prevailing on the Indian Railways, the IRAS Probationers underwent **Railway FC, Phase-I** and **Phase-II professional** training and also **Induction course** in a separate group after their NIFM training. After undergoing all the above training modules there remained little time for field training.

The Ministry of Railways has not found the NIFM training of much use for its IRAS Probationers and has taken up with the NIFM/Ministry of Finance for reducing the duration of this training to 26 weeks. Pending decision of the Ministry of Finance on the issue, IRAS Probationers of 2007 and later batches have not been sent to NIFM for the 44 week training in the hope of obtaining consent of the Ministry of Finance for reduction of the NIFM training capsule to 26 weeks.

**iv) The Phase-I professional** training is followed by **field training** to give the Probationers exposure of the field unit structure and working of the Railways. The **field training** involves visits and attachments to various units of Railways such as Divisions and
its subordinate units, Workshops, Zonal Headquarters, Production Units, other CTIs, etc.

v) After exposure to various Field Units, the Probationers again report to their respective CTIs for their **Phase-II professional** training.

The rationale for sandwiching **field training** between two spells of professional training is that the Probationers would be in a better frame of mind to absorb the professional knowledge and skills imparted to them in **phase-II professional** training capsule as they would be better able to relate the same with the actual field working.

vii) The Probationers also undergo 04 week **Induction Course** towards the later part of their Probationary training. The Probationers are also sent for 2-4 week **discipline specific professional course** at a reputed management institute to have an exposure of the latest concepts, technological advancements and best practices being followed in the corporate sector in their respective disciplines.

viii) With the current batch (2007) a **general management course** of 03 months duration at IIMs was also introduced. This course was held immediately after the **Phase-I professional** and before the field training. This course has not received positive feedback.

ix) **Determination of Seniority**

The inter-se seniority of Group ‘A’ probationers of a particular examination batch and of a particular service is decided on the basis of marks obtained by them during the probationary training as well as the marks obtained by them in the UPSC Competition (or during the apprenticeship training for SCRAs) giving weightage of marks as follows:-

<table>
<thead>
<tr>
<th>UPSC Marks</th>
<th>--</th>
<th>2050</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary Training marks</td>
<td>--</td>
<td>1250</td>
</tr>
<tr>
<td>(RSC FC)</td>
<td>--</td>
<td>150</td>
</tr>
<tr>
<td>Induction</td>
<td>--</td>
<td>150</td>
</tr>
</tbody>
</table>
Phase-I Professional   --   200
Phase-II Professional   --     200
Assessment by Principal/
Director   --  070
Practical/Field Trg. --  280
Posting Examination --  200
**Sub-total**   -- **1250)**

In case of Engineering Services Examination, the maximum marks of UPSC competition are 1200. Therefore, for the purpose of determining seniority on the basis of above norms, the marks obtained by the candidate in the UPSC competition are normalized by multiplying by a factor of $2050 / 1200 = (1.71083)$. Similarly, for the SCRA Probationers the maximum marks permissible during their 4 years apprenticeship period are 2400. The marks scored by them are normalized by multiplying by a factor of $2050 / 2400 = (0.854)$.

**x)  Skipping the Combined Civil Services Foundation Course**

A candidate selected to a Service but desirous of taking another attempt at the Civil Service examination is permitted to skip the CSFC at Mussoorie and report directly for Professional Training of the respective Service. In case he succeeds in securing entry to the IAS he does the Foundation Course and Professional Course along with his batch mates in the IAS. However, if he is unsuccessful in his attempt, he does not get opportunity to undergo the CSFC.

**xi) Grant of a year’s leave to those Probationers who are taking Civil services Examination in subsequent years**

This issue is considered of a great relevance for the effectiveness of the Probationary training in the light of there being a strong evidence of lack of seriousness on the part of those Probationers who are taking Civil services Examination during their Probation period.
The issue had earlier engaged the attention of the Board in the year 1999 when it was decided by the Board(MS) that those Probationers who intended to appear in any subsequent recruitment examination(s), should, after completing joining formalities, proceed on a long spell of leave of such duration so as to actually commence their Probationary training with the next or any subsequent batch. The same procedure was to be followed when a Probationer reported after availing leave and wanted to again appear in the subsequent recruitment examination.

The above system of taking long leave was reviewed by the Board in the year 2005 in the light of the problems being faced with it and it was decided by the Board that only a short leave may be granted to the Probationers to enable them to appear in the examination and not for preparation for the examination. This system continues at present.

xii) Existing training schedule for the three services

The existing training schedules for the three services are placed at Annexure- III.

The issue of ‘Training and capacity building’ has always been high on the Government agenda. The 2nd Administrative Reforms Commission has also delved upon the issue of training and capacity building in great details. In its 10th report titled “**Refurbishing of the Personnel Administration- scaling new heights**” one full chapter has been devoted by the Commission on the issue of training and capacity building. While the Commission has made specific recommendations in regard to the probationary training of the IAS Probationers, it has also recommended that the Cadre controlling authorities of all the Services other than IAS should also set up Committees to review the training structure of the Probationary training of the respective Services, through wide ranging consultations with all stake-holders.

The Commission has deliberated and made recommendations on several issues/ aspects of Probationary training which are of immediate relevance to the present exercise. Key recommendations / observations of the Commission are brought out at **Annexure- IV**.


The GOI had earlier constituted a committee in the year 2005 under the Chairmanship of Sri R. V. Vaidyanatha Ayyar, to carry out complete review of the induction training of IAS Probationers. This committee submitted its report in 2007 and the Government of India has already implemented several of its recommendations.

The Ayyar Committee has delved on many issues which are seen to be of immediate relevance to the training of the Railway Probationers. Key recommendations/ observations of the Ayyar Committee, as are relevant to the present exercise, are brought out at **Annexure- V**.
6. **Bijlani Committee Report**

Ministry of Railways (Railway Board) had earlier in 1999-2000 constituted a Group to study the Training Needs of Officers of the Indian Railways in the area of Management and make recommendations on the stages for management training interventions, broad course design for each stage and most suitable institutional arrangements for providing these interventions. This analysis became necessary due to changing business environment and consequent emergence of a different set of paradigms.

The above concerns noted earlier continue to hold validity in the present business and economic environment as well. The major recommendations of the Bijlani Committee are brought out at Annexure-VI.
7. **Position prevailing in other Services of Government of India**

The various training institutes imparting the Probationary training to the Probationers of different Services under the GOI were contacted. The position in regard to the system of training existing in the **Indian Customs & Central Excise Service** and the **Indian Audit & Accounts Service** has been obtained and the salient features brought out in the following table:-

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Indian Customs &amp; Central Excise Service</th>
<th>Indian Audit &amp; Accounts Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of the probationary training</td>
<td>02 years (Including the CSFC at Mussoorie)</td>
<td>02 years (Including the CSFC at Mussoorie)</td>
</tr>
</tbody>
</table>
| Basic approach to the probationary training | • Training course divided into modules, each module followed by field attachment  
• Three months of **on the job** training involving a regular posting in the field towards the end of the probationary training | • The objectives of the training include developing interpersonal skills and ‘esprit de corps’ and inculcating interest in the sports, culture and other extra-curricular activities, amongst others  
• The academy lays more stress on participative and interactive methods  
• **Sandwich format of training:** First is the **Phase-I class room** training, followed by **Bharat Darshan Cum Study tour** and 16 |
weeks of ‘on-the-Job’ Training, to be followed by ten weeks of class room training known as Phase-II.

- For ‘On-the-Job’ Training the probationers are not formally posted against working post, however they are attached to different field offices of the department.
- During Phase-II, experience sharing and reinforcing technical skills become the main strategy of training.
- **Weekly attachment to the local offices**
  During their stay at the Academy, the Officer Trainees are sent on weekly attachment to the local offices of Pr. Accountant General (Audit) & Accountant General (A&E) Himachal Pradesh at Simla to give them practical exposure to the theoretical inputs given at the Academy.
- **Attachment with other training institutes**
During their training period Probationers are attached to other training institutes, viz., National Institute of Financial Management, Faridabad, National Institute of Public Finance & Policy, Bureau of Parliamentary studies, New Delhi, Reserve Bank of India (Central accounts Section) Nagpur, railway Staff College, Vadodara, Integrated Defence Command Port Blair, Centre for Good Governance, Hyderabad, National Institute of Smart Governance, Hyderabad & National academy of Direct Taxes, Nagpur, etc.

<p>| Management inputs | There is tie up with Faculty of Management Studies of Delhi University &amp; IIMs, Ahmedabad, Kolkata and Bangalore for imparting Management inputs. |</p>
<table>
<thead>
<tr>
<th>Impact on seniority</th>
<th>The marks obtained during the Probationary training <strong>do not</strong> in any manner affect the seniority</th>
<th>The marks obtained during the Probationary training <strong>do not</strong> in any manner affect the seniority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re: permitting the probationers to take Civil Services Examination during the probationary training</td>
<td>With the prior permission of the competent authority, the IAAS Officer trainees are permitted to take the civil services examination.</td>
<td></td>
</tr>
</tbody>
</table>
8. **Practices prevailing in some of the progressive PSUs**

The practices being followed in the public sector in regard to imparting of training to their executive Trainees were also given a look with a view to acquire useful ideas. The position ascertained in this regard from a few of the progressive PSUs is brought out below:-

**Bharat Heavy Electricals Ltd. (BHEL)**

BHEL recruits Executive trainees in technical, financial management and HRM areas. The trainees undergo total one year of training before they are appointed to executive positions. The salient features of the training are as follows:-

- Initial induction classroom training of 45 days. This training module is common for all executive trainees.
- ‘On-the-Job’ training for the balance period of 10 ½ months which also includes certain classroom modules.
- Each trainee is attached with a mentor. Senior Managers are nominated as Mentor.
- Mentors are also imparted training to enable them to better perform this role.

**State Bank of India (SBI)**

State Bank of India has a system of recruiting probationary officers to man its managerial position. The salient features of the training of the probationary officers are as follows:-

- Total duration of training is 18 months
- To begin with, the probationers undergo foundation course of two months duration
- The probationary training has in all 08 months of ‘on the job’ training in two phases, phase-I of six months and phase -II of 02 months. During ‘on the job’ training the probationers are not given any powers for granting approvals /sanctions. The phase-II of the ‘on the job’ training, called the ‘advanced on
the job’ training, is in the last phase of the probationary training and in its last 10 days immediately before their regular posting, the probationers exercise all the powers attached to the regular post.

- In between the two phases of ‘On-the-Job’ training, there are classroom training modules covering various technical aspects such as loans and advances, foreign ex-change, etc.
- Towards the end of the training the probationers undergo advanced ‘On-the-Job’ training of two months duration covering specialized areas such as loans and advances and foreign ex-change.

**Indian Oil Corporation Ltd. (IOCL)**

IOCL recruits Engineers, Management graduates and CAs as Executive trainees for the Engineering, Finance and HRM disciplines. All the Executive trainees undergo one year of training as follows:-

- Induction training 02 weeks
- Practical field training 04 weeks
- On the job training 10 ½ months (approx.)

As may be seen, all the above PSUs have only a short duration classroom induction training, whereas the ‘on the job’ training constitutes major portion of the training.
9. **Feedback received from various stakeholders**

The Committee has held extensive consultations with various groups of stakeholders to understand their perspective and concerns in regard to the probationary training, to obtain their views and suggestions and to benefit from their experiences. Following stakeholders were consulted:-

- Probationers of 2006 and 2007 batch who are undergoing probationary training at present.
- Serving young officers in Jr. Scale and Sr. Scale who would have undergone the probationary training in the recent past and the strengths and shortcomings of the training in the context of the problems faced by them on their first working posts would have been fresh in their minds.
- JA Grade and other senior officers, such as Branch officers and DRM/ ADRM, who would have directly or indirectly supervised the work of the young officers and who could be expected to comment on the preparedness of the Young officers in terms of their knowledge, skills and competencies in the initial years of their postings so as to throw light on the adequacy/ inadequacy of training inputs.
- DG/ RSC and Director /IRITM as well as the respective Probationary training In-charges for the three Services.

In addition to seeking views in regard to adequacy / effectiveness of various components of training and suggestions in regard to the design, content and methodology of the training, the Committee also consulted stakeholders on two other related issues, viz., the issue of giving weightage to the probationary training marks in determining inter-se seniority and the issue of grant of long leave to those Probationers who intended to appear in subsequent Civil Services Examination.
The views / comments were obtained through questionnaires as well as through informal interactions. The three questionnaires used for this purpose are placed at **Annexure- II**.

The analysis of the responses received from these stakeholders is given in detail at **Annexure-VII**. The outcome of the survey in regard to key aspects of the probationary training is summarized in the following paras:-

i. **Re: ‘On the job’ training**
   All groups of stakeholders have, more or less unanimously, suggested ‘on the job’ training approach.

ii. **Re: Adequacy and duration of the class room inputs**
   The Probationers as well as the young Jr. Scale and Sr. Scale officers consider the class room inputs quite adequate.

iii. **Re: Adequacy of the overall Probationary training**
    This question was posed to Jr. Scale and Sr. Scale officers who would have had first-hand experience of inadequacies of training in their initial years of posting. The response of JAG and SAG officers, who would have supervised the newly posted officers, was also elicited on the issue. **The responses received from both groups of officers bring out that the Probationary training does not adequately equip the Probationers to face the challenges of the working posts in the initial years of their service.**

From the survey responses it also emerged that all is not well with the Probationary training structure. Somehow, the training is not able to fully tap the potential of the Probationers, who are otherwise seen to possess good capabilities, with the result that their level of preparedness and level of job related knowledge falls short of the desired levels.

iv. **Re: Counting marks of the probationary training for determining inter-se seniority**
More than 80 percent Probationers have given opinion in favour of counting marks of the probationary training for determining inter-se seniority. In contrast, 55 percent of the respondent Jr. Scale and Sr. Scale officers have expressed opposite views. **Thus, the response from the two stake holders has been a mixed one.**

However, it also emerges from the responses received from both the groups of officers that the lack of objectivity in the evaluation process and use of unfair means during the examination are seen to be matters of grave concern which tend to vitiate the whole scheme. Many respondents have strongly opposed the scheme due to these shortcomings.

v. Other suggestions/ comments
The different groups of stakeholders have come forward to give their views/ suggestions on a whole lot of other relevant aspects. These suggestions are also listed in the **Annexure-VII.** The same have been suitably considered by the Committee while framing its recommendations.
10. **Deliberations and analysis of the issues impacting the Probationary training**

The probation period is the proverbial ‘formative years’ when an organization can create lasting impressions on the eager and open mind of a new entrant to the organization. This is the crucial period in which the young Probationers get first exposure to the organization culture and it offers a great opportunity to the organization to imbibe appropriate professional values in the young minds.

Beside handling the delicate issue of imbibing appropriate professional values, the Probationary training should aim to impart the Probationers with the knowledge, skills and competencies to enable them to effectively shoulder the responsibilities of the various posts held by them in first 4-5 years of their service, i.e., in Jr. scale and Sr. Scale posts, where after the officers would become due for exposure to next training, viz., the JA Grade promotional training capsule which would be expected to impart relevant managerial skill sets to prepare the officers to effectively discharge the responsibilities of a JA Grade assignment, say, of a Branch Officer in a Divisional set up.

Broad expectations from the Probationary training so spelt out, the Committee has examined various issues impacting the Probationary training. The committee has also drawn from the 2nd ARC Report, the Ayyar Committee Report as well as from the Bijlani Committee Report, as found relevant to the present exercise. The following paras bring out the analysis:-

i. **Foundation Course at LBSNAA, Mussoorie**

There is no denying the fact that the Combined Civil Services Foundation Course, held for different Services at the Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie, provides a great and unique opportunity for developing ‘*spirit de corps*’ and fostering appropriate attitudes and values in the young minds of the Probationers belonging to
different Services. The importance of imbibing these values right in the beginning of the career of the officers can hardly be overemphasized.

Both, ARC and the Ayyar Committee, have also emphasized the importance and relevance of the above Foundation Course. The ARC goes on to add that all Services including technical Services which do not undergo the Foundation Course at present, should also be included in the course. ARC has also recommended that it would also be appropriate if this course could be conducted at a single institute like the LBSNAA.

ii. Desirability of inculcating right values and attitudes

The Ayyar committee has laid down very high emphasis on the desirability of inculcating right values and attitudes in the minds of young Probationers. It identified following three values and attitudes that should be instilled during the Probationary training and later reinforced in mid-career training:-

a) Personal values and attitudes such as integrity (Financial and intellectual), work ethic, inner strength and self-confidence to face the tough challenges and crises in life and career.

b) Professional values and attitudes such as professional integrity, commitment to the Constitutional values, principles of good governance and public life such as accountability, outcome orientation, transparency, responsiveness, rule of law, honesty, openness, and objectivity, and nation building.

c) Leadership and team work qualities.

Even though the Combined Civil Services Foundation Course at Mussoorie also addresses the issue of inculcating right values and attitudes, yet, in the present day context, when erosion in the values of the society at large has become a matter of grave concern, the present Committee has considered it desirable that above values are further reinforced in the course of the
Probationary training at Indian Railway’s end. The emphasis on inculcating right values and attitudes during the course of the training of the Gr. ‘A’ Probationers would have still greater relevance for the Indian Railways in view of the position that the Engineering Services Probationers do not undergo the Civil Services Foundation Course at Mussoorie.

iii. Developing OLQs

Several of the respondents have observed that inculcating officer like qualities (OLQs) is also one of the key objectives of the Probationary training which needs greater attention. Several suggestions in this regard have been received. The Committee notes that the objective of developing OLQs can not be seen in isolation from the objective of the overall development of the Probationers. However, the Committee noted following concerns in this regard which need to be appropriately addressed:-

a) The attitudes and behavior of an individual get conditioned and frozen by the response one receives against his/ her behavior/ actions. It is of utmost consequence that Probationers are made to feel important and their problems and complaints are given due consideration and are promptly attended to. At the CTIs, the Probationers need to be well taken care of right from their first arrival at the CTI. Similarly, The Probationers must be looked after well when they visit field units for training. This will instill the desired sense of authority and command in the minds of the Probationers without allowing the ‘Chalta hai’ attitude to seep in.

The feedback received from quite a few probationers would suggest that all is not well at the CTIs on this front. Many Probationers have spoken about laxity in the arrangements and system’s response at CTIs in comparison to the position existing at LBSNAA and even at officers’ Training Institutes in the states. It has been suggested by them the CTIs in
Railways adopt the systems and practices as exist at the LBSNAA.

b) Many of the Probationers come from small towns/village background. They are not familiar with appropriate mannerisms. It will be worthwhile to expose the Probationers to a short course in protocol, etiquettes and mannerisms.

iv. On the issue of grant of a year’s leave to those taking Civil services Examination in subsequent years

Heads of CTIs and the training in-charges for the three Services have voiced strong concern in regard to the lack of seriousness towards the probationary training on the part of the Probationers who take Civil services Examination during their Probation. It has been brought out that this malaise has been spoiling the overall environment and discipline in the Training institutes. It has also been indicated that the system of giving weightage of probationary training marks in determining seniority has also not proved to be of much help as the Probationers have far greater stakes in Civil Services Examination.

The Committee considers the above issue to be a major irritant in the probationary training structure, which, if not tackled appropriately, would continue to vitiate the training atmosphere. The Committee is of the firm view that the problem can be solved only by having a system wherein the Probationers are required to proceed on long spell of leave of such duration so as to actually commence their probationary training with the next or any subsequent batch.

The Ayyar Committee has also taken a serious note of the above problem of lack of seriousness on the part of the Probationers, being faced by various training institutes and has made similar recommendations.

v. Duration of the Probationary training

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The Probationary training has manifold objectives, viz., to instill in the new recruit the ethos of public service, to facilitate an understanding of the structure of the government machinery and the role of its different components and to impart the skills and knowledge necessary for performing a specific job. Developing of ‘spirit de corps’ amongst the Probationers of different Gr. ‘A’ Services of the Government of India is another key objective.

The Committee is of the view that the present 1½ years duration of Probationary training is fairly appropriate keeping in view its manifold objectives. The 2nd ARC had also considered this issue and held the view that the duration of the probationary training should not be reduced.

vi. System of ‘on the job’ training

The questionnaire based survey, conducted to obtain the perception/views of officers and Probationers belonging to various services, has revealed an all round dissatisfaction with the present system of field training which is seen to be not well structured. Almost all the respondents to the questionnaire have indicated ‘on the job’ training as the preferred option for the field training.

The probationary training for the IAS Probationers also has the age old and time tested tradition of ‘on the job’ training by way of district training of which a considerable portion involves holding independent charge of various posts on the district. The probationary training of the Indian Customs & Central Excise also has an ‘on the job’ training component of 03 months duration towards the end of the probationary training.

In all the public and private sector undertakings, of which position has been obtained by the Committee, the ‘on the job, training constitutes major component of the entry level training. The Bijlani Committee, in its reports published in the year 2000,
also recommended ‘on the job’ training for Probationers of all Services.

This Committee also notes that the existing field training structure does not bring about desired seriousness. The committee is of the view that the problem can be tackled by better structuring the present system of ‘attachment’ on the one hand, and, introducing the system of ‘on the job’ training on the other. The Committee recommends that the field training should also have a component of ‘on the job’ training wherein the Probationers are made to handle actual charge of the working posts under close supervision and mentoring. The Committee views that ‘on the job’ training format would offer to the Probationers a much deeper understanding of the rules and regulations and their application in actual practice. The ‘on the job’ training format would also render to the probationers first hand exposure of the working systems of the Indian Railways and its organizational work culture. This exposure would also help the Probationers gain deeper and contextual appreciation of the theoretical inputs that are given to them from time to time. This will also give a greater comfort level and confidence to the Probationers in independently handling the charge of the working posts.

The Bijlani Committee had recommended 22 weeks of ‘on the job’ training for probationers of all Services. However, this Committee is of the view that the duration and timing of the ‘on the job’ training may differ for different Services depending on the quantum of theoretical inputs required to be given to the Probationers of the respective Services before the Probationers are adequately prepared to take on the ‘on the job’ training. Sensitiveness of the decisions required to be taken by the Probationers in performance of their duties on the working posts would also be an important consideration.

The ‘on the job’ training module was introduced for the IRTS and IRPS Probationers of the 2007 batch, pending submission of the
The report of this Committee. The Committee has further fine-tuned the structure of the ‘on the job’ training component, benefitting from the feedback received from the Probationers as well as from their mentors with regard to this training module.

vii. System of mentoring

The Committee recommends that the ‘on the job’ training of the Probationers should be imparted under the ‘mentoring’ system, as is being done in the case of IAS Probationers. The 2nd ARC has also appreciated the system of ‘mentoring’ of IAS Probationers by the District Collector. BHEL and State Bank of India also follow the mentoring approach towards training of their new recruits in the officer/managerial cadres.

A mentor would be expected to guide and personally coach the Probationer while the Probationer works on the working post under the overall supervision of the mentor so that the Probationer is able to gain maximum out of the ‘On the job’ training.

viii. Pedagogy

Several respondents have pointed out inadequacies in the teaching methodology suggesting greater use of various teaching aids. The Committee has found merit in the following observations/concerns and suggestions of various stakeholders:-

- Problem solving approach should be used rather than telling provision of codes and manuals. Lectures on all topics should be followed by cases studies, problem solving and then suitable tests on the topic.
- There should be greater use of Audio visual aids, corporate film, business games, quiz competition etc.
- There should be more group activities such as group projects/presentations to give experience of team working and developing ‘spirit de corps’.
There should be a quiz-like programme at the end of every month for evoking participation, which should be conducted by probationers themselves under the guidance / supervision of some SAG officers invited from any of the Railways.

More lectures by Railway officers of senior and middle management may be organized to bring about greater practical orientation. The honorarium amount may be raised to attract guest speakers.

Practical assignment may be given during field training.

It would also be a good idea to send the Head of the training institutes and the Faculty to LBSNAA/ Mussoorie for exchange of ideas in this regard.

The Committee, however, notes that a lot needs to be done in the area of developing case studies and training videos, as, presently not much content of immediate relevance to the Indian Railways is available. Development of case studies is a specialized field requiring involvement and supervision of academic.

ix. System of supervision of the field training

Presently, there is a system of maintenance of daily diaries by the Probationers which are seen by the training in-charges. The respective training in-charges also take feedback and evaluate the performance of the probationers during field training.

However, the feedback received from various stakeholders brings out that supervision and support during the field training is quite inadequate and the monitoring systems of the CTIs need to be strengthened. It has also been commented that the field training is loosely structured and the Probationers are not taken care of during the field trainings.

This committee has recommended inclusion of a component of ‘on the job’ training to make the field training more focused and productive. System of mentoring has also being recommended. The Probationers would also be required to give weekly feedback.
to their training in-charges about the new things learnt by them during the week. In this way, the problem of supervision and support will be largely taken care of in the ‘on the job’ training format.

However, a component of the field training would continue to be in the conventional ‘field attachment’ form. There would be need to strengthen the system of supervision and support for this component by introducing a system of weekly feedback through e-mails and regular telephonic interaction of the Probationers with the respective training in-charges.

x. Management inputs

The Committee also delved on the issue of need and timing of imparting the General Management as well as the functional management inputs through top of the rung Management institutes. The Committee noted that in comparison to many public sector and other undertakings, in the Indian Railways a Probationary officer, when posted, is called upon to manage much larger number of functions under his/ her responsibility and the tasks expected from the officers are much more complex and have a wider span of control. The Committee also noted that the Probationers come from a variety of academic streams and hardly any one has any exposure to the principles and practices of management. The Committee, accordingly, viewed that there is a need to give some management inputs to the young Probationers to equip them to better manage their work in the initial 4-6 years of their service. It was appreciated that the officers would again need to be given further management inputs in 4th/ 5th year of their service to prepare them to shoulder higher responsibilities of the posts of Branch officers on the Divisions or other equivalent posts. The Bijlani committee had also held similar views in the matter.

Management inputs during the Probationary training should aim at developing personality and leadership skills of the Probationers to enable them to better lead small teams within
their departments. The Committee is also of the view that the creative and inquisitive young minds of the Probationers should also be given exposure to the best practices in their respective professional areas by way of short duration management capsule in reputed management institutes. The management input may be organized towards the end of their probationary training by which time they would have become familiar with the working of their respective department so as to enable them to better appreciate the theoretical inputs in the real life work situations.

The Committee noted that recently a 03 months management training capsule has been introduced for all Gr. ‘A’ Probationers immediately after their RSC Foundation Course. This training has been arranged at IIMs. The Committee, however, viewed that the required management inputs could be given in a much shorter duration.

On the issue of the timing of the Management inputs, the Committee viewed that Probationers will be able to better relate to and benefit from the managerial inputs once they have had some amount of exposure of the working of the Railways. Since the Probationers would also be expected to undergo ‘on the job’ training for some length of time in the course of the Probationary training, it was viewed that the management inputs may be given towards the end of the Probationary training by which time the Probationers would have gained some working experience.

The Committee recommends 2-3 weeks of General management capsule for the three Services at suitable reputed Management institutes. The duration of the function specific management input would differ for the three Services keeping in view the functional requirements of the respective Services. This training may be organized towards the end of the Probationary training. Modules such as Thomas profiling, Sensitivity training, role playing may also be included. The contents of the training may be finalized by the RSC/BRC and IRITM/LKO in consultation with the management institutes.
The Committee also recommends that in the course of the Probationary training there should be greater emphasis on group activities such as group projects/presentations etc. to develop communication and interpersonal skills. Greater use of tools such as case studies, business games and quiz competitions etc. will also contribute towards this end.

xi. Approach towards selection of the Head of the CTIs and Faculty members

Importance to selection of the Head of any training institute can hardly be overemphasized. The leadership and direction provided by the Head of a training institute is of critical importance in building both the prestige and capacity of the institution, particularly in attracting good faculty.

However, the existing system of selection of the Head of CTIs is not at all conducive to attracting persons with right competencies. The post of DG/RSC is in GM’s grade which is filled up from out of the candidates empanelled for the post of GM. However, hardly any empanelled officer shows keenness to join as DG/RSC since everybody aspires to become open line GM. Holding the post of DG/RSC also has the disadvantage of loosing chance for further promotions. The system of appointment of the Faculty members also does not help attract competent persons.

The ARC has observed that Seniority is not always the best criteria for selecting the head of a government training institute. Rather, it is important that an officer, who has real interest as well as experience in training in his / her earlier assignments, is selected to head the training institutes. It recommends a professional head hunting approach to select heads of training institutions. The ARC notes that suitable incentives also need to be provided so that the best possible person is identified and made available to training institutions. It has recommended that the same principle should apply for selection of faculty
members. It would be useful to have a balanced blend of academic and officer faculty.

The Ayyar Committee has recommended that it is important for the Government to take exceptional care in appointing the Director, and that once appointed, the Director should stay for a term of four or five years, and that this should be made clear at the time of the appointment. The Ayyar Committee has also emphasized the need for induction of Faculty from academics to provide outsider’s perspective in the training of the civil servants.

There is a pressing need to revise our policies and systems in regard to appointment of Heads and faculty of our training institutes to facilitate selection of persons with right aptitude and inclination. Indian Railways can suitably borrow from the 2nd ARC Report and the Report of the Ayyar Committee.

xii. Institution building

The Committee recognized the importance of creating right kind of enabling environment for the CTIs to facilitate them to grow into centres of excellence. It strongly advocates that the CTIs need to be given greater financial and operating autonomy.

xiii. The scheme of Probationary training marks impacting seniority

The scheme giving weightage of the marks obtained during the Probationary training in determining the seniority was introduced in the Indian Railways to tackle the issue of lack of seriousness on the part of the Probationers towards the probationary training. The inter-se seniority within a batch happens to be quite a significant factor governing promotions up to very senior positions. It was considered that prospect of climbing up in the inter-se seniority position would be a very big incentive for the probationers to motivate them to do their best in the training.

The feedback received from the training institutes reveals that
the problem of lack of seriousness towards the training still persists and is a major cause of concern. In the course of its interaction with the training institutes, the Committee noted that the fact that a large number of Probationers take subsequent Civil Services Examination during their probationary training has been the root cause of the problem of lack of seriousness, since such Probationers focus only on the Civil Services Examination in which they have much higher stake. For them, loss in seniority is of minor consequence in comparison to getting into IAS or any other Service of greater value to them.

The Committee had detailed discussions with various stakeholders, including probationary training in-charges for the respective training and the Heads of the training institutions, on the issue of giving weightage of the training marks in determining the seniority. The views of Probationers and young officers in Jr. Scale and Sr. Scale were also sought by way of a questionnaire. The response has been a mixed one.

The Committee has had detailed deliberations on the issue. It notes that the scheme, in its present form, suffers from several flaws as brought out in the following paras:-

\textbf{a)} The relative weightage of about 70 and 30 percent given to the UPSC marks and training marks is lopsided even though, on the face of it, it may appear to be of reasonable order. This is because the spread of UPSC marks is too small in comparison to the spread of Probationary training marks. Marks obtained in the Civil Service Examination by the top ranker and the bottom ranker of any service, leaving aside the candidates selected against reserved vacancies, may at best differ by 1 percent. In fact, in any Service one may find several candidates with exactly same UPSC marks. In contrast, the training marks can easily differ by 10-20 percent. Thus, the effective weightage of probationary training marks becomes many times in comparison to the UPSC marks and consequently, it is the Probationary
training performance which primarily determines the overall merit and the seniority, even though the weightage for UPSC marks, on the face of it, is more than 2/3rd.

Certainly, giving such a high effective weightage to the probationary training marks would not have been the intention of the policy makers.

b) There is a great deal of subjectivity in the evaluation of the performance of the probationers during different training capsules. The evaluation process is such that personal biases are bound to creep in. It would be, nay, impossible to do away with the personal biases and the elements of subjectivity. In such a situation, the system of giving weightage to the marks obtained during the probationary training in determining seniority would also have grave risk of infusing unhealthy competition amongst the Probationers. In fact, during interaction with the Probationers they have spoken of use of unfair means by several probationers during written examination. Such a situation will hardly be conducive to developing healthy relationships and ‘spirit de corps’ amongst the Probationers.

c) In the present scheme of evaluation, emphasis is given to performance during various written examinations. There is little/no weightage to performance in presentations, group tasks, etc., to judge communication and inter-personal skills and leadership qualities. Thus the evaluation is not a true reflection of the knowledge, competencies and skills of the probationers and may also not have any co-relation with the performances of the officers on working posts. In this regard also the scheme does not appear to be of much relevance.

d) Generally, the purpose of training is quite different from the one of the recruitment process. The objective of the recruitment process is to select the best candidates. After the selection of candidates, the training is imparted to them to hone their skills and competencies and to equip them with
the necessary knowledge about the job. Communication and inter-personal skills and leadership qualities are competencies as much relevant for the job as is the job related knowledge. Further, in the specific context of the Government sector, imbibing the probationers with the right kind of values and attitudes including ‘spirit de corps’ is also viewed as an important objective of the initial training.

However, the evaluation system downplays overall development of the Probationers by excessively focusing on testing of the knowledge acquired by the probationers by way of various written examinations. Thus, the scheme does not further the primary objectives of the probationary training.

e) The scheme of giving weightage of the marks obtained during the Probationary training in determining the seniority of the probationers is also not in sync with the HRM policies and philosophy of the Indian Railways in regard to career advancement as brought out below.

The promotions to almost all levels are broadly governed by the seniority-cum-fitness criteria based on ‘bench mark’ system. All the officers, who obtain ACR ratings above the prescribed bench mark, are considered for promotion in order of their seniority, without there being any further differential treatment on the basis of their relative ACR ratings. Thus, if the bench mark happens to be ‘good’, all those officers who have secured ‘good’, ‘very good’ or ‘outstanding’ ACR ratings, are treated at par, while they are considered for promotions in order of their inter-se seniority. The ‘outstanding’ ones do not supersede ‘very good’ ones or ‘very good’ ones do not supersede ‘good’ ones, and further, amongst two ‘outstanding’ or two ‘very good’ performances there is no preferential treatment to the better one of the two. In the scheme for promotion from Jr. Scale to Sr. Scale the benchmark is 15 points. Thus, all officers, who obtain 15 or above points, qualify for promotion and are considered for promotion in order of their inter-se seniority position.
In contrast, during the probationary training every mark matters for seniority determination. In a batch there would be many probationers whose performance could broadly be considered as ‘outstanding’. However, even within such a group even slightest difference in marks can alter their relative seniority positions.

Thus, the scheme of giving weightage of the marks obtained during the Probationary training in determining the seniority does not also fit into the overall HRM policy framework.

The Committee is of the view that the Probationary training scheme should not be more stringent than the scheme for promotion from Jr. Scale to Sr. Scale. Therefore, all those probationers who obtain marks somewhat equivalent to score of 15 (overall rating ‘good’) should qualify in the training and be treated at par. Within this group of qualified Probationers, there should not be any supersession. In other words, their inter-se seniority should not be disturbed.

**In the light of the above, the Committee is of the view that the scheme of taking into consideration the performance during the probationary training in determining the seniority of the probationers is not benefitting the Administration in any way. Rather, it is becoming counterproductive.** While, it is important that probationers take their probationary training seriously and develop required competencies and skills, it is really of not much consequence that they have to give outstanding performance in various written examinations during the training. On the contrary, **the training should facilitate all round development of the Probationers and endeavour to imbibe values which are necessary for public service and good governance.**

The Committee also noted that in the case of IA&AS and Indian Customs and Central Excise Service also, the marks obtained during the Probationary training are not counted for determining the inter-se seniority.
11. Recommendations

In the light of the analysis of the various issues impacting the Probationary training in the above paras, the Committee makes following recommendations:-

i. Combined Civil Services Foundation Course

The probationary training should be structured in such a manner so that all Probationers of the three Services are made to undergo, without fail, the combined Civil Services Foundation Course (CSFC) right in the beginning of their Probationary training.

ii. Re: the issue of grant of a year’s leave to those taking Civil services Examination in subsequent years

The Committee recommends reverting back to the earlier system which existed prior to 2005. As per this system, all Probationers were required to indicate, immediately on reporting, as to whether they wished to appear in the subsequent Civil Services Examination and those of the Probationers who wished to take subsequent Civil Services Examination were not allowed to undergo any training and were required to proceed on sufficiently long spell of leave immediately on their reporting for the probationary training, so that their training started only along with the Probationer of the subsequent batch. The same procedure was repeated if any Probationer wished to once again appear in the Civil Services Examination.

With the above proposed change in the system it will also be ensured that all the Civil Services Probationers compulsorily undergo the Combined Civil Services Foundation Course right in the beginning of their Probationary training.

While reverting to the earlier system, the related issue of depression of seniority, if long leave is granted, would need to be simultaneously examined keeping in view the guidelines of DoPT and the Court rulings.
iii. Re: giving weightage of the marks obtained during the Probationary training for determining the seniority

The system of taking into consideration the marks obtained during the Probationary training in determining the inter-se seniority of the Probationers should be discontinued.

iv. ‘On the job’ training

The Committee recommends that the field training of the Probationers should also have ‘on the job’ training by way of posting the Probationers on Divisional units against Trainee posts. A portion of the work of a regular Jr. Scale post should be assigned to the Probationers keeping in view the aspects of work which a Probationer is proposed to be exposed to from time to time. While posted on such posts, the Probationers may be expected to perform normal duties and responsibilities of a regular post, as assigned to them, yet, imparting of training should essentially remain the underlying objective and the primary emphasis of this posting.

The Committee has worked out the duration of the ‘on the job’ training component for IRPS, IRAS and IRTS separately in consultation with the respective Probationary training in-charges. The committee has also framed broad guidelines for the ‘on the job’ training which are annexed as Annexure-VIII.

Divisions for the ‘on the job’ training of the probationers should be identified by Board keeping in view the specific training requirements of the Probationers as well as the availability of suitable mentor(s) on the unit. Only such Divisions may be chosen as have good working culture/systems in place.

The ‘on the job’ training stint should be preceded by classroom training module at the respective CTI to impart the Probationers with necessary functional knowledge so that they are adequately prepared shoulder the responsibilities of a working post. This training should be followed by a feedback, reinforcement and evaluation module at the respective CTIs.
v. System of weekly feedback to the training in-charges in the CTIs

The Probationers should also be required to give weekly feedback through e-mail to their Training in-charges about the new things learnt by them during the week.

vi. Provision of laptops

All Probationers should be provided with laptops right in the beginning of the probationary training. This will also enable the Probationers to communicate with their Training in-charges while they are on field visits. The laptops may be retained by the Probationers even after completion of the Probationary training.

vii. Mentoring approach

The Committee recommends that the ‘on the job’ training of the Probationers should be imparted under the ‘mentoring’ system, as is being done in the case of IAS Probationers.

Each Probationer should be attached to a competent mentor who may be a JA Grade/ Sr. Scale Branch Officer of the respective service. The controlling Branch Officer, under whom the Probationer is posted for the ‘on the job’ training, may either nominate a suitable mentor or he may himself act as mentor. Mentors should be carefully identified keeping in view their knack for coaching. Mentors so identified would also need to be sensitized to increase their effectiveness.

viii. Inculcation of values

This Committee recommends adoption of following suggestions of the Ayyar Committee which are very much relevant for the Probationary training in the Indian Railways also:-

a) The Probationers should be given exposure on Governance, Ethics and Leadership. In this regard, the Indian Railways can also seek help of LBSNAA which has evolved training programmes on this subject matter.
b) Values and attitudes should be considered as a crosscutting theme that should figure in all the academic modules and interactive sessions.

c) Probationers should be encouraged to study and review books. The activity should be streamlined and strengthened so as to cover classics and inspirational books, and to organize serious discussion on them to strengthen character and sense of purpose.

ix. The feedback received from Probationers has revealed inadequacies in the treatment given to the Probationers and the manner in which they are taken care of at the CTIs right from the time of their first arrival. The Probationers have spoken highly of the systems and arrangements in this regard at LBSNAA and even at many of the OTSs in the States. The Committee recommends that the CTIs should structure their systems and arrangements on the pattern of LBSNAA.

x. Course on etiquettes and mannerisms

The Probationers should be exposed to a short course in protocol, etiquettes and mannerisms.

xi. Management inputs

The Committee recommends management training for IRAS, IRPS and IRTS at reputed management institutes. The training should consist of 2-3 weeks of General Management capsule in addition to the function specific inputs. The duration of the function specific component may vary depending on the functional requirements of the particular service. The training may be organized towards the end of the Probationary training. Modules such as Thomas profiling, Sensitivity training, role playing may also be included. The contents of the training may be finalized by the RSC/BRC and IRITM/LKO in consultation with the concerned management institutes.
Re: selection of Head of the CTIs and faculty

This Committee has following recommendations to make in regard to selection of the Head and the faculty of the CTIs:-

a) The post of Head of RSC/ BRC may be made ex-cadre in the rank of GM. All officers holding rank of PHOD may be eligible to be considered for the post. The amount of the special allowance should also be increased to make the post more attractive. The incumbent should also be entitled to all the perks available to the open-line GM. The incumbent should hold office for at least 03 years.

b) The Committee recommends formation of ‘faculty hunting committees’ to institutionalize the search effort. Personal involvement of the respective Members is also highly desirable.

c) With a view to provide outsider’s perspective in the training of the Probationers, it would be desirable to have a mix of serving officers and academics on the Faculty. To this end, possibilities should be explored for inviting renowned academicians to spend time and also teach at various CTIs during their sabbatical.

This may be arranged by way of offering fellowship programmes that enable competent academicians to be in the RSC/BRC for a period of 1-2 years on sabbatical, during which they would undertake research in issues relating to governance and public management and also act as faculty. This would also expand the pool of academic talent available to the RSC, and, at the same time generate competition amongst the academicians for faculty positions at the RSC.

Suitable system for providing logistical support and payment of honorarium would need to be evolved.
Financial and operating autonomy

CTIs should be given liberal financial and operating autonomy to enable them to take decisions in important matters such as sponsoring faculty to attend training courses abroad, entering into tie-ups with foreign training institutes for exchange programmes, inviting renowned faculty to undertake research and to teach Railway officers during their sabbatical, inviting role models for talk etc. In this regard, a pilot model may be initiated at RSC/BRC.

Unit for development of teaching material

RSC/BRC and IRITM/LKO should create a unit for development of teaching material/case studies which should be headed by an academic well versed in case writing, who could be on contract for a long duration. The in-house Faculty should also be trained suitably. For this, a suitable incentive scheme should also be put in place to motivate the officers and the guiding Faculty to write cases.

Pedagogy

The Committee recommends greater emphasis on modern methods of imparting training. The Heads of the CTIs and the Faculty should visit LBSNAA/Mussoorie to have exposure of modern training tools and methodologies and for exchange of ideas in this regard. In particular, following is recommended:

- There should be greater emphasis on the Cases studies. Establishment of separate unit for development of case studies will help facilitate this.
- There should be more group activities such as group projects/presentations to facilitate development of communication and inter-personal skills and ethos of ‘spirit de corps’.
- There should be a quiz-like programme at the end of every month for evoking participation, which should be conducted
by probationers themselves under the guidance / supervision of some SAG officers invited from any of the Railways.

- The honorarium amount should be raised to attract guest speakers.

**xvi.** The RSC/BRC should also take up and conduct programmes for other Ministries for developing broader perspective.

**xvii.** Institutionalizing Railway Minister’s and Board Members’ visits to CTIs

The visits of the Railway Minister and Board Members to the CTIs should be institutionalized to the extent possible. This will render desired importance to the CTIs. The visit of the Railway Minister to RSC/BRC should also be a regular annual feature.

**xviii.** The training schedules of the three services

The training schedules of the three services, viz., IRAS, IRPS and IRTS, have been drawn out in consultation with the respective training in-charges, keeping in view the service specific training requirements and the considerations brought out in the above paras. The schedules are annexed as **Annexure-IX, X and XI respectively**. The syllabuses for the professional courses for the three services are also given in this annexure.
ORDER

Ministry of Railways (Railway Board) have decided to constitute a Committee to revisit the training needs of the Indian Railways in the changed scenario, consisting of the following:-

i). Adviser (IR), Railway Board - Chairman
ii). ED/ERP, Railway Board - Member
iii). EDTT (M), Railway Board - Member
iv). EDF(E), Railway Board - Member

2. The Terms of reference of the Committee will be as under:-
   a). To revisit the training needs of probationers of Indian Railways keeping in view the changing environment in the transport sector and initiation of a vibrant new culture in governance;
   b). To review the contents and duration of the training module for probationers in light of the above and also keeping in view the evolving learning methodology prevalent in the corporate sectors, PSUs and other Civil Services;
   c). To review the period of posting against working post during the training period and suggest rearranging the sequence of theoretical and practical training; and
   d). To suggest appropriate pedagogy and components of blended learning.

3. The Committee should submit its report within a period of 45 days from the date of its constitution.

4. The Headquarter of the Committee will be at New Delhi.

5. The Chairman and Members of the Committee will be eligible to draw TA/DA as per extant rules.

Copy to:
1. The General Managers, All Indian Railways and Production Units.
2. The Director General, RDSO and Railway Staff College, Vadodara
3. OSD/MR, EDPG/MR, PSMSR(N), EDPG/MR(N), JDPG/MR.
4. Sr. PPSs/PPSs/PSs to CRB, FC, MS, ME, MM, MT, ML, Secy, DG/RPF, DG/RHS, All AMs/Advisers, ED/ERP, EDTT(M), EDF(E), JS, J(S(G), J(S(C), J(S(E), Dir.(Parl.), ADG/PR, DIP, DS(G), DS(A), DS(E), US(A)-I, US(A)-II, US(Protocol), US(Parl).
5. The Chief Commissioner of Railway Safety, 16, Ashok Marg, Lucknow.
6. The FA&CAO, Northern Railway.
7. The Directors, IRIEEN, Nasik Road, Nasik, IRICEN/Pune, IRIMEE/Jamalpur-811234, IRISET/ Secunderabad.
8. The General Secretary, AIRF & NFIR.
9. The General Secretary, IRCA, New Delhi.
10. The Secretary General, FROA & IRPOF, All India RPF Association.
12. The Chairman and Members of the Committee. The Chairman of the Committee is requested to send a copy of recommendations of the Committee as and when submitted to Board, for record of ERB-I.
The questionnaires used for eliciting feedback/suggestions from stake-holders

Following are the three questionnaires used for eliciting the feedback and suggestions of different groups of stake-holders:-

Questionnaire –I

(For eliciting views of the Gr. ‘A’ officers in Jr. Scale and Sr. Scale regarding the probationary training received by them)

1. Service : IRAS/ IRPS/ IRTS (pl. circle appropriate response)
2. Name : (optional)
3. Your work experience before joining railways in terms of no. of years : 
4. Educational Qualification :
5. Years of total service in Railways after completion of probation :

Q.1. Rate on a scale of 1-5 the adequacy of the inputs given during the RSC Foundation Course and the Phase I professional classroom training for preparing you to appreciate and absorb inputs in field training. (Please circle appropriate number)

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Q.2. Rate on a scale of 1-5 the degree of confidence you felt on completion of entire training to discharge your function on first working post.

<table>
<thead>
<tr>
<th>Low confidence</th>
<th>High confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Q.3. What were the problems and situations you faced during first two years of your posting for which you felt that probationers’ training was not adequate.

1.
2.
3.
4.
Q.4. Should the duration of classroom training be increased to cover the topics in greater depth or to cover new topics? (Pl. circle appropriate answer)

Yes  No

Q.5. Based on your experience, what are the changes in the Phase I & II professional training and the Induction training you suggest for better dealing with situations and problems that call for inter-departmental co-operation and co-ordination?

Q.6. In retrospect, what are the topic(s) in the various subjects taught during the RSC Foundation Course and the Phase I & II professional training and the Induction training that need to be added, deleted or modified.

| Topics that need to be added: |  |
| Topics that need to be deleted: |  |
Annexure-II (Contd.)

<table>
<thead>
<tr>
<th>Topics that need to be given greater coverage :</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics that need to be given lesser coverage :</td>
</tr>
<tr>
<td>Topics that need to be modified</td>
</tr>
</tbody>
</table>

**Q.7.** What improvements would you suggest in the methods of evaluation of trainees during the **Phase I & II professional** and the **Induction** training?

**Q.8.** Should the training marks be added for the purpose of determination of seniority? (Please circle the appropriate answer. Any rationale?)

Yes    No

**Q.9.** How would you rate the effectiveness of the overall training with respect to the following:-

<table>
<thead>
<tr>
<th>a. Giving a feel of the working of your Department and the interdependencies and coordination issues with</th>
<th>Least effective-------------------Most effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
other departments in the functioning of your department.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Giving exposure to the organisational work culture.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>c. Giving deeper understanding rules and regulations and the application in actual practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>d. Giving a comfort level and confidence in dealing with the files and various other matters independently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

**Q.10.** How can the field training be made more effective? Any suggestions.

**Q.11.** Should major portion of the field training be imparted by way of 'On the job' training involving working on regular posts under close supervision and guidance of ‘Mentors’ somewhat similar to the district training for the IAS Probationers? (Please circle appropriate response)

Yes      No
Questionnaire –II

(For eliciting views of Officers in SAG/JAG who supervise the work of the Junior and Senior Scale officers)

Service : IRAS/ IRPS/ IRTS (Pl. circle appropriate response)
Name (optional) :
Designation :

1. In your assessment, what has been the level of job related knowledge and level of preparedness amongst Gr. ‘A’ officers in the initial period of their service after their probationary training?

   | Excellent |  |
   | Good      |  |
   | Adequate  |  |
   | Somewhat inadequate |  |
   | Inadequate |  |

2. In your assessment, what has been the level of leadership qualities amongst Gr. ‘A’ officers in the initial period of their service after their probationary training?

   | Excellent |  |
   | Good      |  |
   | Adequate  |  |
   | Somewhat inadequate |  |
   | Inadequate |  |

3. Would you like to suggest any specific changes in the training (Design, content, methodology of training) to correct the inadequacies in the training to improve the efficiency and effectiveness of officers during the first six years of their service.
4. How can the field training be made more effective? Any suggestions.

5. Should major portion of the field training be imparted by way of 'On the job' training involving working on regular posts under close supervision and guidance of ‘Mentors’ somewhat similar to the district training for the IAS Probationers? (Please circle appropriate response)

Yes       No
(For eliciting views of the Probationers regarding the training being received by them)

1. Service : IRAS/ IRPS/ IRTS (pl. circle appropriate response)
2. Name : (optional)
3. Your work experience before joining railways in terms of no. of years :
4. Educational Qualification :

Q.1. Rate on a scale of 1-5 the adequacy of the inputs given during the RSC Foundation Course and the Phase I professional classroom training for preparing you to appreciate and absorb inputs in field training. (Please circle appropriate number)

<table>
<thead>
<tr>
<th>Inadequate</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Q.2. Should the duration of classroom training be increased to cover the topics in greater depth or to cover new topics? (Pl. circle appropriate answer)

Yes  No

Q.3. What are the changes in the Phase I & II professional training and the Induction training you suggest for increasing the overall effectiveness of the training?
Q.4. In retrospect, what are the topic(s) in the various subjects taught during the RSC Foundation Course and the Phase I & II professional training and the Induction training that need to be added, deleted or modified.

<table>
<thead>
<tr>
<th>Topics that need to be added:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics that need to be deleted:</td>
<td></td>
</tr>
<tr>
<td>Topics that need to be given greater coverage:</td>
<td></td>
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<tr>
<td>Topics that need to be given lesser coverage:</td>
<td></td>
</tr>
<tr>
<td>Topics that need to be modified</td>
<td></td>
</tr>
</tbody>
</table>

Q.5. What improvements would you suggest in the methods of evaluation of trainees during the Phase I & II professional and the Induction training?

Q.6. Should the training marks be added for the purpose of determination of seniority? (Please circle the appropriate answer. Any rationale?)

Yes  No
**Q.7.** How would you rate the effectiveness of the overall training with respect to the following:

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Giving a feel of the working of your Department and the interdependencies and coordination issues with other departments in the functioning of your department.</td>
<td>Least effective-----------------Most effective 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>b. Giving exposure to the organisational work culture.</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
</tr>
<tr>
<td>c. Giving deeper understanding of rules and regulations and their application in actual practice.</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
</tr>
<tr>
<td>d. Giving a comfort level and confidence in dealing with the files and various other matters independently.</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
</tr>
</tbody>
</table>

**Q.8.** How can the field training be made more effective? Any suggestions.
Q.9. Should major portion of the field training be imparted by way of 'On the job' training involving working on regular posts under close supervision and guidance of 'Mentors' somewhat similar to the district training for the IAS Probationers? (Please circle appropriate response)

Yes  No
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Training Particulars</th>
<th>From</th>
<th>To</th>
<th>Duration in weeks</th>
<th>Cumulative weeks</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CSFC/Optional</td>
<td>15-12-08</td>
<td>19-12-08</td>
<td>15</td>
<td>01</td>
<td>LBSNAA</td>
</tr>
<tr>
<td>2</td>
<td>Joining Time/Curtain Raiser</td>
<td>22-12-08</td>
<td>27-02-09</td>
<td>10</td>
<td>11</td>
<td>RSC/BRC</td>
</tr>
<tr>
<td>3</td>
<td>Foundation Course</td>
<td>02-03-09</td>
<td>06-03-09</td>
<td>01</td>
<td>12</td>
<td>RSC/BRC</td>
</tr>
<tr>
<td>4</td>
<td>Introduction: Working of Div/HQ</td>
<td>09-03-09</td>
<td>13-03-09</td>
<td>01</td>
<td>13</td>
<td>Division</td>
</tr>
<tr>
<td>5</td>
<td>Trg at HQ</td>
<td>16-03-09</td>
<td>20-03-09</td>
<td>01</td>
<td>14</td>
<td>HQ</td>
</tr>
<tr>
<td>6</td>
<td>Phase-I/Traffic A/cs</td>
<td>23-04-09</td>
<td>03-04-09</td>
<td>02</td>
<td>16</td>
<td>RSC/BRC</td>
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<td>7</td>
<td>Mgt Trg at IIM/Kol</td>
<td>06-04-09</td>
<td>29-05-09</td>
<td>08</td>
<td>24</td>
<td>Kolkata</td>
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<td>8</td>
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<td>01-06-09</td>
<td>05-06-09</td>
<td>01</td>
<td>25</td>
<td>RSC/BRC</td>
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<tr>
<td>9</td>
<td>DAR</td>
<td>08-06-09</td>
<td>12-06-09</td>
<td>01</td>
<td>26</td>
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<tr>
<td>10</td>
<td>Rly Bd. Attachment</td>
<td>15-06-09</td>
<td>19-06-09</td>
<td>01</td>
<td>27</td>
<td>Rly Bd</td>
</tr>
<tr>
<td>11</td>
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<td>21-06-09</td>
<td>17-07-09</td>
<td>04</td>
<td>31</td>
<td>RSC/BRC</td>
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<tr>
<td>12</td>
<td>Field Trg HQ/TAO/</td>
<td>07-07-09</td>
<td>31-07-09</td>
<td>02</td>
<td>33</td>
<td>HQ</td>
</tr>
<tr>
<td>13</td>
<td>Phase-II/Books Budget</td>
<td>03-08-09</td>
<td>14-08-09</td>
<td>02</td>
<td>35</td>
<td>RSC/BRC</td>
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<tr>
<td>14</td>
<td>PU attachment</td>
<td>24-09-09</td>
<td>11-09-09</td>
<td>03</td>
<td>39</td>
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<tr>
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<td>Divisional Attachment*</td>
<td>14-09-09</td>
<td>25-09-09</td>
<td>02</td>
<td>41</td>
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<tr>
<td>16</td>
<td>AAAA Shimla</td>
<td>28-09-09</td>
<td>09-10-09</td>
<td>02</td>
<td>43</td>
<td>RSC/BRC</td>
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<tr>
<td>17</td>
<td>Divisional Attachment*</td>
<td>12-10-09</td>
<td>27-11-09</td>
<td>07</td>
<td>50</td>
<td>Division</td>
</tr>
<tr>
<td>18</td>
<td>NADT/NGP Tax matters</td>
<td>30-11-09</td>
<td>04-12-09</td>
<td>01</td>
<td>51</td>
<td>Nagpur</td>
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<tr>
<td>19</td>
<td>Phase-IV Gen Exp &amp; Fin/Exp</td>
<td>07-12-09</td>
<td>18-12-09</td>
<td>02</td>
<td>53</td>
<td>RSC/BRC</td>
</tr>
<tr>
<td>20</td>
<td>Parliamentary attachment</td>
<td>21-12-09</td>
<td>25-12-09</td>
<td>01</td>
<td>54</td>
<td>Delhi</td>
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<tr>
<td>21</td>
<td>Fin Mgt &amp; Accounting</td>
<td>28-12-09</td>
<td>22-01-10</td>
<td>04</td>
<td>58</td>
<td>IIMs</td>
</tr>
<tr>
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<td>Divisional Attachment*</td>
<td>25-01-10</td>
<td>29-01-10</td>
<td>01</td>
<td>59</td>
<td>Division</td>
</tr>
<tr>
<td>23</td>
<td>Fin Mgt &amp; Accounting**</td>
<td>01-02-10</td>
<td>26-02-10</td>
<td>04</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Divisional Attachment*</td>
<td>01-03-10</td>
<td>05-03-10</td>
<td>01</td>
<td>64</td>
<td>Division</td>
</tr>
<tr>
<td>25</td>
<td>PPP Module-IRITM</td>
<td>08-03-10</td>
<td>12-03-10</td>
<td>01</td>
<td>65</td>
<td>Lucknow</td>
</tr>
<tr>
<td>26</td>
<td>Divisional Attachment*</td>
<td>15-03-10</td>
<td>21-05-10</td>
<td>10</td>
<td>75</td>
<td>Division</td>
</tr>
<tr>
<td>27</td>
<td>Trg Review, Feedback and Final Exams</td>
<td>24-05-10</td>
<td>04-06-10</td>
<td>02</td>
<td>77</td>
<td>RSC</td>
</tr>
<tr>
<td>28</td>
<td>Dissertation &amp; Presentation by Probationers</td>
<td>07-06-10</td>
<td>11-06-10</td>
<td>01</td>
<td>78</td>
<td>RSC</td>
</tr>
</tbody>
</table>

TOTAL 78

*Divisional Attachment: A total of 23 weeks. Division will be allotted by the Course Director/RSC. Guidelines for 'on-job training' to be followed are attached as Annexure.

**Financial Management & Accounting: A total of 8 weeks. To be conducted at IIMs at LKO/Kolkata/Ahmedabad or MDI, Gurgaon or an equivalent Institute of Excellence. The Institute will be finalized by Railway Board. The course contents would inter-alia include Conceptual Framework of Financial Management Accounting, Taxation/Corporate, Contract Laws, Managerial Economics etc which were earlier covered at NIFPM.
**TRAINING SCHEDULE FOR IRPS PROBATIONERS of 2007 EXAM. BATCH**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Training Particulars</th>
<th>From</th>
<th>To</th>
<th>Duration</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>CSFC (Optional)</td>
<td></td>
<td></td>
<td></td>
<td>LBSNA/ Mussoorie</td>
</tr>
<tr>
<td>02.</td>
<td>Reporting for FC</td>
<td>15.12.08</td>
<td>19.12.08</td>
<td>01 week</td>
<td></td>
</tr>
<tr>
<td>03.</td>
<td>Foundation Course(RSC)</td>
<td>22.12.08</td>
<td>27.02.09</td>
<td>10 weeks</td>
<td>RSC</td>
</tr>
<tr>
<td>04.</td>
<td>Field Training</td>
<td>02.03.09</td>
<td>06.03.09</td>
<td>01 week</td>
<td></td>
</tr>
<tr>
<td>05.</td>
<td>Phase-I</td>
<td>09.03.09</td>
<td>03.04.09</td>
<td>04 weeks</td>
<td>RSC</td>
</tr>
<tr>
<td>06.</td>
<td>IIM Training</td>
<td>06.04.09</td>
<td>29.05.09</td>
<td>08 weeks</td>
<td>IIM/I, IIM/C</td>
</tr>
<tr>
<td>07.</td>
<td>Phase-I Professional Training</td>
<td>01.06.09</td>
<td>31.07.09</td>
<td>09 weeks</td>
<td>RSC</td>
</tr>
<tr>
<td>08.</td>
<td>Parliamentary attachment</td>
<td>03.08.09</td>
<td>07.08.09</td>
<td>01 week</td>
<td>New Delhi</td>
</tr>
<tr>
<td>09.</td>
<td>'On the job' training as APO (Probationer) &amp; Project work</td>
<td>10.09.09</td>
<td>14.05.10</td>
<td>41 weeks</td>
<td>Including specialised training Capsules of total 10 weeks duration interspersed within the overall duration of the posting</td>
</tr>
<tr>
<td>10.</td>
<td>Induction Course</td>
<td>17.05.10</td>
<td>28.05.10</td>
<td>02 weeks</td>
<td>RSC/BRC</td>
</tr>
<tr>
<td>11.</td>
<td>Training review, feedback, Project and Final Examination</td>
<td>31.05.10</td>
<td>11.06.10</td>
<td>02 weeks</td>
<td>RSC</td>
</tr>
</tbody>
</table>

**Remarks**

The spell of posting on the working post (Sl. No.-8 above) will have following short capsules, each of 01-02 week duration (total 11 weeks), suitably interspersed over the duration of the field posting: -

i. Capsule on IPAS/PRIME/AFRES at RSC/BRC or any other suitable location. **(01 week)**

ii. Capsule on Reservation policy and its implementation at RSC/BRC or other suitable location. **(01 week)**

iii. Visit to RRB/ Trivendrum - Bangalore for exposure regarding recruitment in Railways and 'On line examination system' of RRBs and other innovations. **(01 week)**

iv. Capsule on policies of GOI for physically handicapped persons and job opportunities for them at RSC/BRC or other suitable location. **(01 week)**

v. Capsule for acquainting Probationers with hard duty conditions- KR line, NF region, J & K section etc. and visit to a heritage Railway site. **(01 week)**

vi. Capsule on D&AR and RTI at RSC/BRC or other suitable location. **(01 week)**

vii. Capsule on exposure to the working of Labour Courts, High Courts, Tribunals, CATs etc. at suitable location(s). **(01 week)**

viii. Management course on best corporate practices in key HRM areas, viz., Performance Management Systems, Job, analysis and design, Reward and recognition policies, Industrial relations management, Psychometric tools as selection aids etc. **(02 weeks)**

ix. One week module of IC Centre of governance, Panchgani. **(01 week)**
Annexure-IV

Key Recommendations of
the 2nd Administrative Reforms Commission
(November, 2008)

The 2nd ARC has placed a great emphasis on training and capacity building for civil servants. In its 10th report titled “Refurbishing of the Personnel Administration- scaling new heights” one full chapter has been devoted to this important issue of training and capacity building (Chapter 6-Capacity Building refers). Key recommendations / observations of the Commission, as are relevant to the present exercise, are brought out in the following paras:-

i) Foundation course

The Commission greatly emphasizes the importance and relevance of the Foundation Course, being held for different Services at the Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie, in developing spirit de corps and towards fostering appropriate attitudes and values. It goes on to add that all services including technical Services which do not undergo the Foundation Course at present, should also be included in the course. It recommends that it would also be appropriate if this course could be conducted at a single institute like the LBSNAA. Relevant extracts from the report are reproduced below:-

“As its name suggests, the Foundation course provides the foundation for public service. It is a bridge between the academic world of college education and the structured chaos of governance. The main objectives of the foundation Course are the following:

i. Developing an esprit de corps among the officers of different services,

ii. Fostering the attitudes and values that every civil servant should possess, and

iii. Imparting a basic understanding of the environment and the machinery of the government” (Para 6.3.1.1)
Key Recommendations of the 2nd Administrative Reforms Commission
(November, 2008)

The 2nd ARC has placed a great emphasis on training and capacity building for civil servants. In its 10th report titled “Refurbishing of the Personnel Administration- scaling new heights” one full chapter has been devoted to this important issue of training and capacity building (Chapter 6-Capacity Building refers). Key recommendations / observations of the Commission, as are relevant to the present exercise, are brought out in the following paras:-

i) Foundation course

The Commission greatly emphasizes the importance and relevance of the Foundation Course, being held for different Services at the Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie, in developing spirit de corps and towards fostering appropriate attitudes and values. It goes on to add that all services including technical Services which do not undergo the Foundation Course at present, should also be included in the course. It recommends that it would also be appropriate if this course could be conducted at a single institute like the LBSNAA. Relevant extracts from the report are reproduced below:-

“As its name suggests, the Foundation course provides the foundation for public service. It is a bridge between the academic world of college education and the structured chaos of governance. The main objectives of the foundation Course are the following:

i. Developing an esprit de corps among the officers of different services,

ii. Fostering the attitudes and values that every civil servant should possess, and

iii. Imparting a basic understanding of the environment and the machinery of the government” (Para 6.3.1.1)
“The inputs for instilling the ethos of public service and explaining the structure of the government machinery, administrative law, etc. would be common for all Services, whereas the skills and knowledge required for the specific responsibilities of different Services would vary. This justifies the current practice of having a common Foundation Course for several Services and a separate Professional Course for each Service. The Commission is of the view that all services including technical Services which do not undergo the Foundation Course at present, should be included in the course.” (Para 6.3.2.2)

ii. Induction training

The Commission brings out the objectives of the induction training (training imparted during Probationary period) in following words:-

“The objective of induction training is manifold. It seeks, firstly, to instill, in the new recruit the ethos of public service. Secondly, it seeks to facilitate an understanding of the structure of the government machinery and the role of its different components. Thirdly, it serves to impart the skills and knowledge necessary for performing a specific job.” (Para 6.6.2.1)

iii. Duration of the Induction training

The Commission considers two year duration for the professional training programmes of all Group ‘A’ and All India Services as appropriate. (Para 6.6.2.3)

iv. Need for review of the contents of the professional programmes

The Commission has noted that the contents of many professional programmes appear to be rather outdated and need to be reviewed to serve present day needs. The Commission took note of the fact that the Ayyar committee has already carried out this exercise for the IAS.

The Commission also recommends that for the other Services also Committees may be set up to review the current programmes, through wide ranging consultations with all stake-holders and not merely from inputs from members of the Service. Views of potential
clients and those who require the services offered by such officers should receive due importance. (Para 6.6.2.4)

v. Approach towards selection of the Head of the institution and Faculty members

The commission has given very high importance to selection of the Head of any training institute observing that the leadership and direction provided by the Head of a training institute is of critical importance in building both the prestige and capacity of the institution, particularly in attracting good faculty. The Commission notes that the existing system is not conducive to attracting persons with right competencies. On the one hand, many officers who could be excellent heads of training institutes prefer to be involved in mainstream functions within their service, and, on the other hand, governments often tend to treat the positions of heads of training institutes as a berth for ‘inconvenient’ or ‘unwanted’ officers.

The Commission observes that it is more important to select an officer who has real interest as well as experience in training in his / her earlier assignments, to head training institutes and recommends adoption of a professional head hunting approach to select heads of training institutions rather than simply going by the seniority. Suitable incentives also need to be provided so that the best possible person is identified and made available to these institutions. The same principle should apply for selection of faculty members. It also notes that there is a pre-dominance of service members in the training institutes who are assigned for a short period on deputation to these institutes. Recognizing the importance of theoretical inputs, it recommends a balanced blend of academic and officer faculty. (Para 6.7.6)
Key recommendations/observations of the Ayyar Committee Report, as are relevant to the present exercise, are brought out in the following paras:-

i. Foundation course

The Ayyar committee has also greatly appreciated the role of the Common Civil Services Foundation course in developing spirit de corps and fostering attitudes and values that every senior civil servant should possess. It noted that the Directors of the Central Training Institutions as well as officers of the services participating in the Foundation Course endorsed the utility of the Foundation Course in building *esprit de corps* among different Services. It noted that all the young officer-respondents were also highly appreciative of the extra-curricular activities like trekking and river rafting. *(Para 4 and para 24 of the executive summary)*

The Committee viewed that the duration of the Foundation Course and inter-se allocation of time between course instruction and outdoor activities may be retained as they are. *(Para 48 of the executive summary)*

ii. On the issue of grant of a year’s leave to those taking Civil services Examination in subsequent years

The Ayyar Committee also considered the problem of lack of seriousness on the part of the Probationers who take the Civil Services Examination in subsequent years, being faced by various training institutes. The committee observes that the practice of allowing the Probationers to skip the Combined Civil Services FC is dysfunctional in that it goes against the rationale of the Foundation Course, and further most such OTs do not take the
professional training seriously The Committee recommends that, as in the Indian Forest Service, all entrants to civil services who wish to take another attempt to Civil Services Exams should be granted a year’s leave, and be required to report for the Foundation Course along with the next year’s batch.

iii. Weightage of marks for the Foundation course in the overall training

The Ayyar Committee has recommended that the probation period of an OT regardless of the service to which he belongs should not be confirmed unless the officer qualifies in the Foundation Course. All services participating in the Foundation Course should give due weightage to the marks secured by their officers in the Foundation Course. (Para 50 of the executive summary)

iv. Desirability of inculcating right values and attitudes

The Ayyar committee has laid down very high emphasis on the desirability of inculcating right values and attitudes in the minds of young Probationers. The Committee has identified following three key values and attitudes that are to be instilled during the induction training and later reinforced in mid-career training:

a) Personal values and attitudes such as integrity [Financial and intellectual], work ethic, inner strength and self-confidence to face the tough challenges and crises in life and career.

b) Professional values and attitudes such as professional integrity, commitment to the Constitutional vales, and the obligation it casts on the State, and State functionaries particularly in regard to the marginalized and voiceless, principles of good governance and public life such as accountability, outcome orientation, transparency, responsiveness, rule of law, honesty, openness, and objectivity, and nation building.

c) Leadership and team work qualities

(Para 21 of the Executive summary)
v. **Approach towards inculcating values and attitudes**

While appreciating the system of inviting role models to address and interact with the OTs, the Ayyar Committee felt that much more needed to be done towards inculcating right values and attitudes. It has suggested following measures to inculcate desired values and attitudes:

a) A more rigorous teaching of ethics. LBSNAA can draw upon the seminal training programme titled *Ethical Issues in Today’s Administration*, which it is offering for mid-career officers.

b) Values and attitudes should be considered as a crosscutting theme that should figure in all the academic modules of Phase I, and the interactive sessions of Phase II.

c) LBSNAA has already a system in place for encouraging OTs to study and review books. This activity could be streamlined and strengthened so as to cover classics and inspirational books, and to organize serious discussion of those books such that the outcomes are akin to what true liberal education would do to strengthen character and sense of purpose.

d) Reinforcement of the normative values and attitudes in subsequent in-service trainings.

e) Stronger inputs on leadership and strategic management.

f) Carving out a separate subject entitled *Governance, Ethics and Leadership* in the Foundation Course and Phase I.

*(Para 22 of the Executive summary)*

vi. **System of mentoring**

Ayyar Committee has been quite appreciative of the age old system of “mentoring” of the IAS Probationers by the District Collector during the District training. It noted that several States
have a structured pattern of training, and the diaries of the OTs are reviewed and directions given not only by the Collector but also by the officers supervising the work of Collectors such as the Member, Board of Revenue.

vii. **Sandwich pattern of training**

Ayyar Committee noted that the overall training frame including the idea underlying the sandwich training has stood the test of time, and seems to fit the unique organizing principles of the IAS. Accordingly, the Committee decided to retain the total duration of the training as well as the sandwich pattern. *(Para 12 of the Executive summary)*

viii. **System of supervision of district field training by the LBSNAA**

The Ayyar Committee appreciated the time tested system of supervision of the field training of the IAS Probationers by LBSNAA wherein a counselor, drawn from the faculty, is also nominated for each State who guides the OTs of the cadres allotted to him throughout the training. He also meets the Probationers in their District training and takes up matters concerning probationers with the state. The OT is required to submit to LBSNAA monthly diaries, analytical reports on the district, and assignments on the village, district and court work. The diaries, reports and assignments are evaluated and graded. *(Para 33 of the Executive summary)*

ix. **Organization for development of the case studies**

The Ayyar Committee notes that the development of case studies is a highly specialized field. The Committee has given following recommendations in the case of LBSNAA/ Mussoorie:-

> *It would be expedient to have a strong unit for development of teaching learning material in association with States and Central ministries and departments, ATIs and academic institutions like IIPA, IIMs and universities. Mechanisms would also need to be put in place for rigorous peer evaluation before the material is used in the classroom, and for*
review and adaptation in the light of the classroom experience. Ideally, there should be continuity in the manning of this unit, as it would be necessary to continuously monitor the relevance of the material and develop new material. Presently, every few years there is a total turnover of senior faculty at LBSNAA; such an arrangement may not be conducive for managing the case development unit. It would be desirable to have an academic well versed in case writing to head the unit; he could be on contract for a long duration. Alternately, the unit could be outsourced to reputed institutions.”

x. Selection of Director:

The Ayyar Committee viewed that it was important for the Government to take exceptional care in appointing the Director, and that once appointed, the Director should stay for a term of four or five years, and that this should be made clear at the time of the appointment. It noted that, in real terms, a fixed tenure of five years for the Director was possible only if government appointed as Director an officer who could be expected to be promoted in two years to the Additional Secretary’s rank.

xi. Attracting and retaining talented faculty from academics:

The Ayyar Committee has noted that properly staffing a premier civil service training institution has always been problematic. It has emphasized the need for induction of Faculty from academics to provide outsider’s perspective in the training of the civil servants. It has suggesting following approach for attracting competent persons from academics to join as Faculty:-

- joint appointments by LBSNAA and reputed institutions
- Faculty appointments should be taken outside the purview of the UPSC, and the procedure of search used in the university system should be substituted.
- Developing suitable models of Joint Chairs with eminent institutions in order to attract high caliber academicians as faculty for FC, Phases I and II and increasingly for Phases III, IV and V.
Offering fellowship programmes that would enable competent academicians to be in the Academy for a period of 1-2 years on sabbatical, during which they would undertake research in issues relating to governance and public management and also act as faculty. This could expand the pool of academic talent available to the Academy and at the same time generate competition amongst the academicians for faculty positions at the Academy.

xii. Institution building:

The Ayyar Committee has examined the issue of institution building in great depths in the context of transforming LBSNAA into a world class training institution. Observations/recommendations made by the Committee in this regard, which are also of immediate relevance for the CTIs under the Indian Railways as well, are summarized in the following paras:-

a) LBSNAA is an attached office of the DOPT. There are very rigid and narrow limits within which financial and administrative powers can be delegated to an attached office. It is impossible to attract good academics with the current rigid structure. Within the existing structure, the possibility of taking faculty appointments out of the purview of UPSC and creating a high-powered search committee with the mandate to appoint high calibre academics by offering customized compensation packages also appears to be difficult to achieve. The problem is so serious that minor or incremental fine-tuning would not give the required results. It is even impossible to retain an officer of the rank of Secretary to GOI as Director with this structure.

b) The Committee considers restructuring of LBSNAA an absolute must. It has recommended restructuring of the training academies as autonomous institutions set up under the Societies Registration Act, and bringing them up to the standards of the better universities and professional
training institutions in India in the relevant areas. The Committee has suggested the structure based on the YASHADA (Yashwantrao Chavan Academy of Development Administration, Pune) model in this regard.

In the event of the Academy taking on the structure of a Society, the Central Government should continue to provide to the Academy block grants to cover the revenue expenditure that enable it to continue and expand its scale of operations. Government should also continue to provide it capital grants to enable it to upgrade its infrastructure.

c) The Committee recommends that faculty appointments should be made through high-powered search committee which should have mandate to appoint high calibre academics by offering customized compensation package.
Key Recommendations of the Bijlani Committee
(1999-2000)

Ministry of Railways (Railway Board) had earlier in 1999-2000 constituted a Group to study the Training Needs of Officers of the Indian Railways in the area of Management and make recommendations on the stages for management training interventions, broad course design for each stage and most suitable institutional arrangements for providing these interventions. This analysis became necessary due to changing business environment and consequent emergence of new paradigms. The customers were becoming increasingly more demanding and more aware of their rights. The Indian Railways was facing growing competition from other modes of transport. All this necessitated adoption of a new corporate culture and work ethos characterized by enhanced customer orientation, analytical approach to decision making, ethical and professional integrity, openness to new ideas from sources external to the organization, learning as a continuous process and adaptability to change.

The above concern continues to hold validity in the present business and economic environment as well, and several of the recommendations/ observations made by the Committee, seen to be of immediate relevance in present day context, are brought out in the following paras;- 

i. In addition to imbibing knowledge about Indian Railways and specializing in chosen function, acquiring of managerial skills and developing of right attitude for lifelong learning are considered key objectives of the Probationary training.

ii. The Committee noted with concern that the Indian Railways hires bright, young individuals with a lot of promise, talent, and zeal to succeed. However, soon after joining the organization these youngsters start showing growing signs of twin maladies – departmentalism and learned helplessness.
iii. Informal feedback from trainees has brought out their frustration with 18 month long training period during probation and they are obviously impatient to start off in a working post. This frustration leads to the officers ‘switching off’ during the latter parts of training, leading to ungainly expenditure of time and effort on training.

This issue of ‘boredom’ during training may be handled in a manner similar to the way it is done by several other organizations. A review of the training program of organizations like NTPC, Hindustan Lever, IOC, SAIL, UTI, IDBI, and HDFC, shows that there is a significant portion of the training being given on the job by posting the individual in a working slot, and letting him learn by working in the real life situation. The officer on probation belonging to the IAS cadre undergoes a stint working on a post in a district for learning on the job. There is considerable merit in this as the officer is motivated to apply himself in this phase of training, as the learning at this juncture is perceived by the officer to be critical to his immediate future career in a regular post on completion of probation.

iv. Typical duration of initial training imported to entrants in large public sector organizations – like IOC, IPCL & NTPC – is for a maximum period of 1 year. These recruits start working typically as entry level engineers. In the organizations, like Hindustan Lever, Asian Paints & Hyundai, the initial training to entrants is of a much shorter duration of 6 weeks to 8 weeks, and emphasis is on on-the-job learning at the first working post. However, most of the MNCs hire fresh MBAs and then train them in organization specific skills.

v. The new paradigm in training methods is in terms of ‘action learning’, where training is through a job assignment, and development through non-class experience, which build individual competencies that are linked to organizational
capabilities. The shift would be towards total development and organizational learning leading to greater retention of knowledge.

**vi.** All the probationers should spend 22 weeks on-the-job training, working in a live post as an understudy officer. This part of the training would involve a posting in a division / workshop / shed in a Junior Scale post. The officer would have to carry out the regular duties of the post and shoulder the full responsibilities. The officer would be under the mentorship of the respective JA Grade Branch Officer of the division with the CTI concerned overseeing it.

**vii.** The understudy officers should function as posted officers except that all financial, establishment or legal implications should necessarily be countersigned by the officer to whom they are attached as understudy. The understudy training is expected to give valuable and rich working experience and will give a feel of the Railway working which is not possible in theoretical training.

**viii.** The Probationers should undergo a programme at an external management institution for 2/3 weeks during Induction Programme. The Committee has also specified the areas of management which should be covered.

**ix.** The effectiveness of a training institution – especially one which caters exclusively to IR’s training / HRD needs, as also its credibility in the eyes of its multiple customers, depends totally on the quality of the support that it lends to its clients. This makes it imperative that the RSC be given the necessary flexibility to ensure that it is able to take on board the best people available in the areas of serious concern to the government.

**x.** Research initiatives based on field experiences are to be promoted and such activities should be used by RSC for feeding back into RSC for building up its strengths. The focus at RSC should be to
set up an associated profit centre to sustain the institution over time.

**xi.** The Probationers joining the IR need to be profiled, by applying the Thomas Profiling technique, so as to assess their strengths and leverage on this aspect, and also appraise them on their weakness and provide training interventions so as to obtain a better fit with the desired profiles for the job. This is crucial for the customization of the training to the extent possible.
Detailed analysis of the questionnaire based feedback received from stakeholders

The following paras bring out the analysis of the responses received from the various groups of stakeholders in regard to the different aspects of the probationary training:-

i. Re: ‘On the job’ training

All groups of stakeholders have, more or less unanimously, suggested ‘on the job’ training approach, as brought out below:-

95 percent of the respondent Probationers have favoured the viewpoint that major portion of the field training should be imparted with by way of ‘on-the-job’ training involving working on a regular post under close supervision and guidance of ‘mentors’ somewhat similar to the district training for the IAS Probationers. Suggestion has also been made that the ‘on the job’ training may be organized on sandwich pattern immediately after the Phase-I professional, to be followed by the Phase-II professional.

95 percent respondent Jr. Scale / Sr. Scale officers also favour the viewpoint that major portion of the field training should be imparted by way of ‘on-the-job’ training.

The JAG and SAG officers also hold similar views. More than 80 percent respondent JAG/ SAG officers have favoured the viewpoint that major portion of the field training should be imparted with by way of ‘on-the-job’ training.

ii. Re: Adequacy and duration of the class room inputs

70 percent of the respondent Probationers have viewed the classroom theoretical inputs during the FC and the Phase-I professional as quite adequate for preparing them to appreciate and absorb the field training inputs (given a rating of 4 or 5 for adequacy on five-point scale). Only 05 percent have considered
the inputs less than adequate (given a rating of either 1 or 2 for adequacy on five-point scale).

81 percent probationers have been of the view that the duration of the class room training is adequate and is not required to be increased.

90 percent respondent Jr. Scale and Sr. Scale officers have also been of the view that the duration of the class room training is adequate and is not required to be increased.

**In short, the Probationers as well as the young Jr. Scale and Sr. Scale officers consider the class room inputs quite adequate.**

### iii. Re: Adequacy of the overall Probationary training

This question was posed to Jr. Scale and Sr. Scale officers who would have had first-hand experience of inadequacies of training in their initial years of posting. The response of JAG and SAG officers, who would have supervised the newly posted officers, was also elicited on the issue. **The responses received from both groups of officers bring out that the Probationary training does not adequately equip the Probationers to face the challenges of the working posts in the initial years of their service.** The responses are summarized in the following paras:-

**a)** 40 percent of the respondent Jr. Scale and Sr. Scale officers have viewed that the overall probationary training had not been effective in giving them a feel of actual working environment (A score of less than 5 on a 10-point scale). Only 20 percent have considered the overall training meeting this requirement sufficiently well (A score of more than 6 on a 10-point scale).

**b)** 40 percent of the respondent Jr. Scale and Sr. Scale officers have felt that the overall probationary training had not been effective in giving them a comfort level and confidence in
dealing with files and other matters independently (A score of less than 5 on a 10-point scale). Only 30 percent have considered the overall training meeting this requirement sufficiently well (A score of more than 6 on a 10-point scale).

c) 45 percent of the respondent Jr. Scale and Sr. Scale officers were not at all confident to discharge the responsibilities on first posting (A score of 3 or less on a scale of 1-10). Another 40 percent were only slightly better off (A score of 4 on a scale of 1-10). None felt very confidence (A score of 6 or above on a scale of 1-10).

d) More than 30 percent respondent JAG and SAG officers have viewed that the level of job related knowledge and level of preparedness amongst the Gr. ‘A’ officers in the initial period of their service after their probationary training has been rather inadequate (somewhat inadequate or inadequate). Less that 40 percent only have considered it as good/ excellent. Whereas, a majority of the respondent JAG and SAG officers feel that young officers possess good/ excellent leadership qualities.

The above would also suggest that all is not well with the Probationary training structure. Somehow, the training is not able to fully tap the potential of the Probationers, who are otherwise seen to possess good capabilities, with the result that their level of preparedness and level of job related knowledge falls short of the desired levels.

iv. Re: Counting marks of the probationary training for determining inter-se seniority

More than 80 percent Probationers have given opinion in favour of counting marks of the probationary training for determining inter-se seniority. In contrast, 55 percent of the respondent Jr. Scale and Sr. Scale officers have expressed opposite views. Thus, the response from the two stake holders has been a mixed one.
Further, it also emerges from the responses received from both the groups of officers that the lack of objectivity in the evaluation process and use of unfair means during the examination are seen to be matters of grave concern which tend to vitiate the whole scheme. Many respondents have strongly opposed the scheme due to these shortcomings.

v. Other suggestions/ comments

Following paras bring out other useful suggestions/ comments received from various stakeholders on various other aspects of the training:-

General

- There should be greater practical orientation in the training. The management inputs also lack practical orientation. More emphasis should be placed on developing communication and negotiating skills. There should be more emphasis on developing public speaking skill by way of group project and presentations.
- Greater inter services interaction should be facilitated.
- Exposure on practical / real life issues of inter-departmental dependence / co-ordination is inadequate. There should be cross department field placement for better appreciation of perspective and difficulties of other departments.
- The field training in its present form is loosely structured. Probationers are typically referred to the field with only a direction w.r.t. the area of training (e.g. Stores accounts). The actual training in the field, therefore, becomes dependent on the perceptions and degree of expertise of the officer who is available in the field. The field training needs to be properly structure by laying down detailed instructions w.r.t. the things that the probationers must necessarily do / examine / learn during the particular field training each time they are directed to the field.
Training leaves much to be desired in terms of developing a sense of ownership, pride and perspective. Probationers of all services seem to be having low self esteem. There is need to train officers under mentors with proven competence, integrity and positive attitude so that right values are inculcated.

- There should be a module on office functioning
- There should be a component of foreign training for wider exposure, as has also been proposed for IAS Probationers.
- Environment related issues should also to be incorporated in their training to enable them to visualize and take environment friendly decisions.
- Field training should be organized in nominated Divisions which should not be metros so that Probationers have right environment for learning
- A course in etiquette and mannerism is also desirable
- Generally, Probationers are not looked after well during field trainings. It is extremely important that the Probationers are well taken care of by the field officers and proper arrangements made for their accommodation, transport and other.

**Pedagogy**

- Problem solving approach should be used rather than telling provision of codes and manuals. More exposure to real life situation required. Lectures on all topics should be followed by case studies, problem solving and then suitable tests on the topic.
- There should be more extra-curricular activities.
- Practical assignment may be given during field training.
- There should be greater use of Audio visual aids, corporate film, business games, quiz competition etc.
- Role playing and sensitivity training for enhancing inter-personal skills.
- There should be more group activities such as group projects/presentations to give exposure to team working.
There should be a quiz-like programme at the end of every month for evoking participation, which should be conducted by probationers themselves under the guidance / supervision of some SAG officers invited from any of the Railways.

More lectures by Railway officers of senior and middle management.

- Probationers should be given exposure to the working of progressive PSUs and other Government departments.
- One 04 week skill of ‘on-the-job’ training in ‘other’ department to get a feel of the point of view of the other departments. Young officers are not conversant with the basic working of other departments.
- More outside exposure to the developments taking place in private and public industries and other areas, within and outside the country is very much essential.
- Faculty also needs to be trained to develop skills for writing cases.
- Re: Evaluation methodology
  Evaluation should be based on response to practical problem rather than knowledge of rules. Evaluation should not be confined to just one day of exam at the end of a phase, rather, it should be a continuous process based on attention in the class, presentations, assignments, etc. Evaluation should be transparent and objective in nature. Due strictness and fairness is not shown in conducting examination. For example, exam questions were directly or indirectly told. Some Probationers could use unfair means such as copying during exam.

Service specific comments/ suggestions
IRPS

- Phase – I should also have comparative study of HR practices in different industries, all over the world and some topics from Psychology which are relevant to HR.
Annexure-VII (Contd.)

- Exposure to resolving staff grievances and handling industrial relations issues should also be given.
- There should be specialised HRM training in reputed institutes for longer duration for the IRPS (Probationer).
- IRPS (Probationer) be posted as trainee APOs in a Division for at least 3 months.
- There should also be inputs on Work study and job analysis.
- Some module of MBA (HR) may be introduced in the content of probationary training.
- Phase-I professional, which is of 08 weeks duration is too long and several inputs became repetitive.
- There should be at least a week’s Divisional (field) training before Phase-I and another 01 week in the middle of Phase-I. It helps in better grasping and understanding what is taught in the classroom.
- Exposure to advanced IT enabled HRMS.
- There is some overlapping in the content in the topics on Safety and S&T in the FC. The duplication should be removed.

IRAS

- Several officers have recommended greater inputs on tendering process.
- In Induction training there is repetition of some topics/content of Phase – I and Phase-II professional.
- There is a perception that IRAS Probationers have very little exposure of field.

IRTS

- There is need to Incorporate ‘Engineering Module’ in the training for having better understanding of various Engineering Branches which are directly linked to train operation.
- All Probationers should be provided laptop.
Guidelines in regard to ‘On the job’ training of the IRPS and IRTS Probationers

The field training of the IRPS and IRTS Probationers will also have a component of ‘on the job’ training in which the Probationers will be posted on Divisional units against Trainee posts. A portion of the work of a regular Jr. Scale post will be assigned to the Probationers keeping in view the aspects of work which a Probationer is proposed to be exposed to from time to time. While posted on such trainee posts, the Probationers would perform normal duties and responsibilities of a regular post, as assigned to them, yet, imparting of training will essentially remain the underlying objective and the primary emphasis of this posting. This posting should essentially be viewed as a training module which enables the Probationers to have a firsthand experience of the working environment and of the issues and problems they would be expected to face on working posts. This exposure of a working post would also help the Probationers gain deeper and contextual appreciation of the theoretical inputs that are given to them from time to time.

It needs to be appreciated that in spite of having received extensive theoretical inputs in the respective CTIs, the Probationers would not be fully equipped with the required knowledge, skills and experience to independently handle the duties attached to a working post.

2. With the above perspective, following guidelines are laid down in regard to the ‘on the job’ training of the Probationers while they are posted on the Divisional units against the Trainee posts:
   
i. The ‘on the job’ training should be imparted under close supervision and mentorship of a JA Grade/ Sr. Scale officer. Each Probationer is to be attached to a competent mentor who would be expected to guide and personally coach the Probationer on case to case basis while the Probationer discharges the responsibilities assigned to him.

   ii. The controlling Branch Officer, under whom the probationer has been posted for the ‘on the job’ training, may nominate a
suitable mentor or he himself may act as mentor. The mentor should be at least in Sr. Scale. Mentors should be carefully identified keeping in view their knack for coaching. Mentors so identified would also need to be sensitised to increase their effectiveness.

**iii.** The Divisions to be used for the ‘On the job’ training need to be carefully identified keeping in view the learning opportunities which a Division offers and availability of suitable mentors on the Division. The identification of the Divisions would be made by the Board, in consultation with the respective Railways.

**iv.** The Divisions identified for the ‘on the job’ training should make provision for proper office space and other facilities such as telephone, mobile phone, internet and secretarial assistance for the Probationers as are ordinarily made available to the regularly posted officers. The probationers must necessarily be provided internet facility as they would be required to send weekly feedback to their course coordinators at the respective CTI regarding the tasks performed and work knowledge acquired by them during the week.

**v.** ORH/Residential accommodation should also be provided to the Probationers during the course of the posting for the ‘on the job’ training, as per the choice of the Probationers.

**vi.** The ‘On the job’ training of the IRTS Probationers will be in two spells, one in Commercial Department and the other in Operating Department.

**vii.** IRPS Probationer should be posted for ‘on the job’ training in any of the identified Divisions in their respective allotted Railway. The posting may be decided by the CPO.

**viii.** The Probationers are to be posted against the Trainee posts. The duties and responsibilities on these trainee posts will need to be carved out from time to time from out of the existing regular
posts keeping in view the aspects of work which a Probationer is proposed to be exposed to at the particular time. The respective course coordinators at the CTIs will advise the Division regarding this aspect.

ix. The Probationers should not be made to perform following roles/duties/responsibilities or exercise following powers in the course of their ‘on the job’ training:-

- Participation as a member of a Selection / Recruitment Committee.
- Participation as a member of a Tender Committee.
- Role of an evaluating officer for evaluation of answer scripts relating to any selection/ recruitment.
- Role of a Disciplinary authority/ Inquiry officer under D&AR.
- Role of an Appointing authority.
- Financial powers.
- Settlement of Claims cases (relevant for IRTS Probationers only).
- Powers to waive wharf age/ demurrage (relevant for IRTS Probationers only).
- Framing and approval of Rules and Instructions having a bearing on Safety and Security of Train Operations (relevant for IRTS Probationers only).

The Probationers should not be nominated as member of any of the above mentioned committees or as Disciplinary / Appointing Authority. However, they may be adequately exposed to the procedures and decision making processes in these matters.

On various matters other than the above exceptions, while the Probationers may deal with files and give approvals, however, the same must invariably be countersigned by a regularly posted officer, to be nominated by the controlling Branch Officer for this purpose.
x. Right in the beginning of the above field training, the Probationers should be given a project concerning any of the problems/ issues requiring systems improvement being faced by the unit where the Probationer is posted. The selection of the project should be made by the Controlling Branch Officer in consultation with the respective training in-charges of the Probationers.

xi. Besides handling the routine activities and tasks in performance of the duties of the posts, the Probationers should also be given exposure to key processes and working systems of the Division, such as Branch Officer’s meetings, PNM meetings, control working, working of the field units of different departments, DRM’s/ GM’s inspections and other important visits, DRUCC meetings and the like so that the Probationers familiarise themselves with the Railway working. This exposure should be given under direct supervision of the Mentor.

xii. The work load of the trainee post held by the Probationers should be kept light so that the Probationers get sufficient time to learn new things and they are also able to do justice to all the misc. tasks assigned to them including their project work.

xiii. While undergoing the ‘on the job’ training, the salary of the Probationers would continue to be charged by the respective CTIs.

xiv. For the duration of the ‘on the job’ training, the Probationers would be under the administrative control of the DRM, however, their training would continue to coordinated by the respective CTIs.

xv. The respective CTI will monitor the progress of each Probationer throughout the ‘on the job’ training. The Probationer will be required to send a working report every week to his respective CTI by e-mail about the work done and learning made by him during the week, endorsing a copy to the mentor.
xvi. The performance of the Probationer for this module of training would be assessed by way of ‘Working reports’, to be written by the mentor and countersigned by the controlling Branch Officer. Wherever the Branch Officer himself is the mentor, only he need write the report. This report should be written for each spell of ‘on the job training and forwarded to the concerned CTI. The report may be suitably taken into consideration in the overall assessment of the performance of the Probationers.

xvii. It is important that proper arrangement of office space, support staff and other facilities including proper Rest House/residential accommodation is made available to the Probationers to enable the Probationers to effectively discharge their duties as well as to convey to them a sense of importance and belongingness.
Training Plan for IRAS Probationers – 2008 examination batch onwards

1. The training of the IRAS probationers will be revamped to make it more broadbased, provide better exposure and a wider perspective of the organization and their future role. The training certainly needs to equip them with professional skills that would be put to use during their initial career.

2. A major component of the IRAS training was being delivered at National Institute of Financial Management (NIFM), Faridabad. The total duration of this core module was 44 weeks and it immediately followed the Foundational Course at LBSNAA, Mussoorie. The probationers without being introduced to the Indian Railways spent 11 months in NIFM learning the accounting skills. This the Committee feels is not the acceptable scenario. The training plan for the probationers must be sequenced properly so that the flow of training is made more meaningful.

3. With the curtailment of total training duration from 104 weeks to 93 weeks (including 15 weeks of combined Civil Services Foundation at Mussoorie) as per Railway Board’s decision, Railway Staff College was left with merely 34 weeks for Railway Foundation Course, Phase I to IV, Headquarter & Divisional attachment, Production Units, Railway Board and other mandatory component of the training. This period is considered to be highly inadequate.

4. Therefore, the duration of NIFM component needs to be curtailed to at best 10 weeks. A letter from NIFM has been placed on record expressing their inability to organize a separate module for the IRAS. Keeping in view the above, it is recommended that the training of IRAS probationers be rescheduled as given in this Annexure.

5. The role of Course Director is of paramount importance in the scheme of training of the IRAS probationer. He is expected to travel and accompany the probationers whenever the schedule permits and also interact with the units of attachment/deputation in order to better and effectively monitor the training. The Course Director should be selected...
Annexure- IX (Contd.)

carefully by the Railway Staff College and should be experienced enough to handle probationary officers.

6. Guidelines for Divisional attachment:-

The following guidelines are proposed to be followed while attaching IRAS probationers in the Divisions against trainee posts:

i) The probationers should be attached to a Division where the Sr DFM should be not below the rank of JAG.

ii) The concerned Sr.DFM should draw out a chart of attachment on various sections of the division specifying the time-table section wise of this on-job training.

iii) The probationer should not only be attached to all the major sections of the Accounts office but also given specific time-bound task. This may also cover addressing the weak areas of the office that require attention.

iv) The probationers would not sign on any office document. They would record the results of their scrutiny/observations in their daily diary mentioning full particulars of the bills, vouchers, files etc. scrutinized by them. The same should also be shown to the officer incharge for remarks.

v) The probationer should maintain a daily diary and record of the total no. of cases handled by him on a daily basis in an Excel sheet, which should be submitted in one copy to the Sr.DFM of the office and another to Railway Staff College. The daily diary should be e-mailed to the Course Director at the end of the day which will also be a measurement of his performance.

vi) The probationer should also fill a feed-back form of the attachment on a scale of 10 indicating the usefulness of the attachment. The form may be designed by RSC.
<table>
<thead>
<tr>
<th>Modules</th>
<th>Variables</th>
<th>Training Content</th>
<th>Duration</th>
<th>Location</th>
<th>Cumulative Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Foundation Course</td>
<td>at LBSNAA, plan 15</td>
<td>LBSNAA</td>
<td>Optional</td>
<td>LBSNAA</td>
</tr>
<tr>
<td>Module 2</td>
<td>Foundation Course</td>
<td>at RSC As division</td>
<td>Division</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Module 3</td>
<td>Field training</td>
<td>at LBSNAA, Raiser: Joining Introduction, Railway &amp; Commerce Budgets, etc.</td>
<td>14</td>
<td>Division</td>
<td>15</td>
</tr>
<tr>
<td>Module 4</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Module 5</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>28</td>
<td>2</td>
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<tr>
<td>Module 6</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>34</td>
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<tr>
<td>Module 7</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<tr>
<td>Module 8</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<td>5</td>
</tr>
<tr>
<td>Module 9</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<td>6</td>
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<tr>
<td>Module 10</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<td>7</td>
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<tr>
<td>Module 11</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<tr>
<td>Module 12</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>70</td>
<td>9</td>
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<tr>
<td>Module 13</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<td>Module 14</td>
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<td>Module 15</td>
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<td>12</td>
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<tr>
<td>Module 16</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
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<td>13</td>
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<tr>
<td>Module 17</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Module 18</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>106</td>
<td>15</td>
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<tr>
<td>Module 19</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>112</td>
<td>16</td>
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<tr>
<td>Module 20</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>118</td>
<td>17</td>
</tr>
<tr>
<td>Module 21</td>
<td>Field training</td>
<td>at Division: Division</td>
<td>Division</td>
<td>124</td>
<td>18</td>
</tr>
</tbody>
</table>

The probationers will be attached to any one Division of the Railways and he would be exposed to the working of Cash & Pay, Construction, Stores Accounting, Establishment Accounting, Field Inspections, Station Inspections, Stock Verification, etc.
### PROPOSED TRAINING SCHEDULE FOR IRPS PROBATIONERS

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Training Particulars</th>
<th>Duration (in weeks)</th>
<th>Place</th>
<th>Cumulative weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Civil Services Foundation Course (Optional)- as per LBSNAA plan</td>
<td>15</td>
<td>LBSNAA/ Mussoorie</td>
<td>Excluded from the calculation as it is optional at present and is over and above the 78 weeks training on the Indian Railways.</td>
</tr>
<tr>
<td>2.</td>
<td>Joining formality and Curtain Raiser</td>
<td>01</td>
<td>RSC/ BRC</td>
<td>01</td>
</tr>
<tr>
<td>3.</td>
<td>Railway Foundation Course</td>
<td>10</td>
<td>RSC/ BRC</td>
<td>11</td>
</tr>
<tr>
<td>4.</td>
<td>Phase-I Professional</td>
<td>06</td>
<td>RSC/ BRC</td>
<td>17</td>
</tr>
<tr>
<td>5.</td>
<td>Capsule on exposure to the proud heritage and ‘centres of excellence’ of Indian Railways: Visit to Rail Museum, heritage Railway sites (such as Simla and Darjeeling Himalayan Rail), ‘centres of excellence’ in the Indian Railways (such as model colony and factory layout of Kapurthala), marvels of construction in hilly terrains (such as Kashmir project) etc.</td>
<td>02</td>
<td>As per visit plan</td>
<td>19</td>
</tr>
</tbody>
</table>
| 6.    | **Field training - attachment** on a Railway  
  - Headquarter attachment | 01 | On suitable Railways, to be assigned by the course co-ordinator | 25 |
  - Divisional attachment (including two weeks of attachment with other Departments on the Division) | 04 |  |
  - Workshop attachment | 01 |  |
<p>| 7.    | Field exposure for acquainting Probationers with the working | 01 | As per visit | 26 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Activity Description</th>
<th>Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Field training - attachment with production units (CLW/Chittrajan, DLW/Varanasi, DCW/Patiala and RCF/Kapurthala)</td>
<td>02 weeks</td>
<td>At the respective unit</td>
</tr>
<tr>
<td>9.</td>
<td>Phase-II Professional</td>
<td>04 weeks</td>
<td>RSC/BRC</td>
</tr>
<tr>
<td>10.</td>
<td>Field training - attachment on a different Railway</td>
<td>03 weeks</td>
<td>At the respective unit</td>
</tr>
<tr>
<td></td>
<td>• Headquarter attachment</td>
<td>01 week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Divisional attachment</td>
<td>01 week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Workshop attachment</td>
<td>01 week</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Field training - attachment to production units (ICF/Chennai and RWF/Bangalore)</td>
<td>01 week</td>
<td>At the respective unit</td>
</tr>
<tr>
<td>12.</td>
<td>Visit to RRB/Trivendrum - Bangalore for exposure regarding recruitment in Railways and ‘On-line examination system’ of RRBs, and other innovations.</td>
<td>01 week</td>
<td>RRB/Trivendrum</td>
</tr>
<tr>
<td>13.</td>
<td>Exposure to the working of Labour Courts, High Courts, Tribunals, CATs etc.</td>
<td>01 week</td>
<td>At a suitable location</td>
</tr>
<tr>
<td>14.</td>
<td>Field training – ‘On the job’ training (Following short specialised training Capsules of total 04 weeks duration should also be suitably interspersed within the overall duration of this phase of field training):-</td>
<td>01 week</td>
<td>On one of the identified Divisions on the allotted Railway</td>
</tr>
<tr>
<td></td>
<td>i. Capsule on Reservation policy for SC, ST, OBC and physically disabled and its implementation (at RSC/BRC or other suitable location).</td>
<td>(01 week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. Capsule on rules re: Promotions (including Selections, Suitability tests, Trade tests) and Seniority (at RSC/ BRC or other suitable location).</td>
<td>(01 week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Capsule on D&amp;AR and Handling of Vigilance matters at RSC/BRC or other suitable location.</td>
<td>(01 week)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Capsule on rules re: settlement dues.</td>
<td>(01 week)</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Railway Board and Parliamentary attachment</td>
<td>01 week</td>
<td>Delhi</td>
</tr>
<tr>
<td>No.</td>
<td>Description</td>
<td>Location</td>
<td>Page</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>16.</td>
<td>Attachment/ interaction with CVC, UPSC and SSC</td>
<td>01 Delhi</td>
<td>56</td>
</tr>
<tr>
<td>17.</td>
<td>Attachment/ interaction with the CIC and SC and ST Commissions</td>
<td>01 Delhi</td>
<td>57</td>
</tr>
<tr>
<td>18.</td>
<td>Capsule on Labour laws</td>
<td>02 RSC/BRC</td>
<td>59</td>
</tr>
<tr>
<td>19.</td>
<td>Attachment/ interaction with Director General of Employment &amp; Training, Ministry of Labour Attachment/ interaction with the Chief Labour Commissioner</td>
<td>01 Ministry of Labour and CLC</td>
<td>60</td>
</tr>
<tr>
<td>20.</td>
<td>Guided visits to some of the progressive PSUs (DMRC, NTPC, BHEL etc.) and private sector organizations</td>
<td>02 At the respective locations of the PSUs/private sector concerns</td>
<td>62</td>
</tr>
<tr>
<td>21.</td>
<td>Exposure of PRIME, IPAS and IT enabled HRMS</td>
<td>02 At CRIS, RSC/BRC or any other suitable location</td>
<td>64</td>
</tr>
<tr>
<td>22.</td>
<td>Capsule on policies of GOI for physically handicapped persons and job opportunities for them (including interaction with the officials at the Ministry of Social Justice &amp; Empowerment and the Disabilities’ Commission). Attachment with Ministry of Personnel, Pension &amp; public Grievances, Training Division of the Government of India</td>
<td>01 At the respective Ministry/Commission and/or at RSC/BRC or at other suitable location</td>
<td>65</td>
</tr>
<tr>
<td>23.</td>
<td>General Management and Human Resource Management (HRM) Training.</td>
<td>06 At a management institute of repute such as IIMs or XLRI/ Jamshedpur</td>
<td>71</td>
</tr>
</tbody>
</table>
### Annexeure- X (Contd.)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Module Description</th>
<th>Duration</th>
<th>Location</th>
<th>Total Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>Module on ‘Governance, ethics and Leadership’</td>
<td>01</td>
<td>At IC Centre for Governance/ Panchgani or any other suitable organization</td>
<td>72</td>
</tr>
<tr>
<td>25.</td>
<td>Induction Course</td>
<td>03</td>
<td>RSC/BRC</td>
<td>75</td>
</tr>
<tr>
<td>26.</td>
<td>Training review, feedback, Project and Final Examination</td>
<td>02</td>
<td>RSC/BRC</td>
<td>77</td>
</tr>
<tr>
<td>27.</td>
<td>Valediction and Relieving</td>
<td>01</td>
<td>RSC/BRC</td>
<td>78</td>
</tr>
<tr>
<td>28.</td>
<td>Total weeks</td>
<td></td>
<td></td>
<td><strong>78</strong> (excluding the Civil Services FC at Mussoorie)</td>
</tr>
</tbody>
</table>

### Remarks

1. The contents for the **Phase-I** and **Phase-II professional course** given separately. During the **Phase-I and II Professional** course also the Probationers should be suitably given field exposure by organizing visit to Baroda Division and nearby industries in the city.

2. The management inputs should also cover best corporate practices in key HRM areas, such as Performance Management Systems, Job analysis and design, Reward and recognition policies, Career/ Succession planning, Industrial relations management, Psychometric tools as selection aids etc. Modules such as Thomas profiling, Sensitivity training, role playing should also be included. The subject matter of ‘Industrial/ Organizational Behaviour’, ‘Organizational learning/ knowledge management’ ‘Team building’ and ‘Conflict resolution’ should also be covered. This training module should also include visit to 2-3 private sector organizations known for their progressive HR practices. The visits should be under guidance of an experienced faculty of the management institute where this training is being imparted.
3. Attachment with other departments/ units may be organized by attaching the Probationers with young Sr. Scale/ Jr. Scale direct recruit officers of these departments for 02-03 days each. Exposure of the working of other departments by way of attachments is considered important for rendering the Probationers a healthy appreciation of the perspective and problems of the internal clients whose requirements the Personnel department caters to.

4. Guidelines in regard to the ‘on the job’ training spelt out in separate annexure.

5. The attachments/ visits to external organizations has been sequenced in such a manner so that the Probationers already have some exposure on the relevant topics at the time of undergoing training at such organizations. This sequencing would facilitate better learning in such training attachments. While some amount of flexibility in sequence of the training would be necessary in scheduling the attachments/ visits to external organizations, same also being at the convenience of the concerned organizations, however, care would need to be taken to ensure that the internal training inputs on related topics/ aspects precede such attachments/ visits to the external organizations. Same principle should also apply to the sequencing of the training capsules in the Indian Railways’ establishments.
Training perspective for IRPS Probationers

Today HRM, as one of the core management function, is considered a highly specialised profession the world over. HR professionals have developed specialised tools and techniques for managing the human resources. The Indian Railways also needs to professionalise its HRM function. This poses a great challenge before the members of the IRPS, who would have to soon assume the role of HR professionals in true sense. The training, beginning with the probationary training, is visualised to play a key role in equipping the Service officers to effectively face this challenge.

With the above perspective in sight, the probationary training structure for the IRPS Probationers has been designed to also provide the Probationers required exposure of the emerging trends and latest tools and technique in the field of HRM in the outside world in addition to imparting the necessary working knowledge required to perform day-to-day tasks as APO/ DPO on the Railways. The proposed 04 week management capsule and modules for giving exposure to the HRM practices followed in progressive public as well as private sector enterprises would seek to provide this exposure.

To begin with, a six week HRM capsule at a leading management institute has been proposed for the IRPS Probationers with focus on bringing professionalism in the Service. However, it is also recommended that, in the longer run, the Indian Railways should seek to have an MOU with a management institute of repute in the HRM discipline and whereby the 18 months training curriculum of IRPS Probationers should lead to a professional qualification in the field of HRM. Dissertation work, as may be required may also be included. Such an arrangement would ensure the desired professional learning component in the probationary training.

In addition, modules have been introduced to provide the Probationers an understanding of the functioning of the other important organs of the Government, viz., Ministry of Labour, Director General of Employment & Training, Ministry of Social Justice & Empowerment, Disabilities’ Commission, SC and ST Commission, UPSC, CVC, Chief Labour Commissioner etc. which constitute the external environment for the HR managers on the Indian Railways.
## Contents for the Professional Course for IRPS

### Phase – I

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</thead>
<tbody>
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<td><strong>Introduction- The Big Picture</strong></td>
</tr>
<tr>
<td></td>
<td>- HRM function in an organization;</td>
</tr>
<tr>
<td></td>
<td>- Indian Railways- A Departmental undertaking;</td>
</tr>
<tr>
<td></td>
<td>- Role of DoPT in Personnel policy formulations;</td>
</tr>
<tr>
<td></td>
<td>- Organisation of Personnel Department in the IR: Railway Board- apex Policy making body, Zonal Railways, Divisions- Production Units;</td>
</tr>
<tr>
<td></td>
<td>- Role of Personnel Officers – Expected deliverables and required skills</td>
</tr>
<tr>
<td></td>
<td>- Role of other Personnel staff – Welfare Inspectors, Office Superintendents, Clerks etc.</td>
</tr>
<tr>
<td></td>
<td>- Use of IT in Personnel Department;</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>IREC and IREM and some Basic definitions &amp; concepts</strong></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>Concept of Cadre</strong></td>
</tr>
<tr>
<td></td>
<td>- Concepts of Service &amp; Career Prospects.</td>
</tr>
<tr>
<td></td>
<td>- Gazetted &amp; IRPS Recruitment Rules &amp; Group ‘B’ cadres.</td>
</tr>
<tr>
<td></td>
<td>- Non-gazetted cadres</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>Man power planning</strong></td>
</tr>
<tr>
<td></td>
<td>- Creation, Abolition, Surrender of posts;</td>
</tr>
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<td></td>
<td>- Work study and job analysis;</td>
</tr>
<tr>
<td></td>
<td>- Redeployment of surplus staff and creation of Supernumerary posts;</td>
</tr>
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<td></td>
<td>- System of Surplus bank</td>
</tr>
<tr>
<td></td>
<td>- Unsanctioned posts</td>
</tr>
<tr>
<td></td>
<td>- Custody of records – Book of Sanction</td>
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<tr>
<td><strong>5.</strong></td>
<td><strong>Recruitment</strong></td>
</tr>
<tr>
<td></td>
<td>- Gazetted, Non-gazetted, Non-gazetted (Intermediate Grade) (Various quotas)</td>
</tr>
<tr>
<td></td>
<td>- Compassionate appointments</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><strong>Training</strong></td>
</tr>
<tr>
<td></td>
<td>- Structure – Gazetted and Non- gazetted; Initial courses, Promotional courses, Refresher courses, Special Courses;</td>
</tr>
<tr>
<td></td>
<td>- Physical infrastructure – CTIs, ZTCs etc.</td>
</tr>
<tr>
<td></td>
<td>- Foreign trainings and DoPT sponsored trainings;</td>
</tr>
</tbody>
</table>
### Annexure- X (Contd.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>
| 7. | **Seniority**  
|   | • Gazetted and, Non-gazetted; |
| 8. | **Promotion**  
|   | • Promotions in Gazetted & Non-gazetted cadres;  
|   | • 9. Selection, Suitability, Trade tests (selection to the LDCE/GDCE quota and calendar of selections), ACR based promotion;  
|   | • Adhoc promotions and Officiating;  
|   | • Erroneous promotions;  
|   | • Assured Career Progression scheme; |
| 9. | **Reservation policy**  
|   | • SC/ST/OBC Reservation Policy in promotions and recruitment and post based rosters;  
|   | • Reservation for handicapped persons; |
| 10. | **Transfers**  
|   | Normal transfers, Periodical transfers, Mutual transfers, Transfer on promotions, Own request transfers, Name noting, Transfers at the instance of Vigilance/ CBI |
| 11. | **Railway Servants’ (Conduct) Rules, 1966** |
| 12. | **Medical examination**  
|   | • Medical examination on first appointment, Periodical medical examination  
|   | • Medical de-categorisation |
| 13. | **Labour Laws**  
|   | • Payment of wages act, Minimum wages Act, Workmen Compensation Act, Factory Act, Industrial Dispute Act, Trade Union act, Contract Labour Act, Child Labour Abolition Act  
|   | • Hours of employment Regulation Act  
|   | • Supervision bodies of the Central Government – LEO Inspections, CLC/ ALC/ ALO,  
|   | • Labour Tribunals |
| 14. | **Grievance Redressal System**  
|   | Grievance Registers, Visits of Beat Welfare Inspectors, Staff hearings |
| 15. | **Industrial Relations system on the Indian Railways**  
|   | • System of recognition of trade unions, Constitution of Staff Councils;  
|   | • Employees’ Associations  
|   | • Existing recognized trade unions and Associations;  
|   | • Negotiating machinery: JCM, PNM/ Staff Councils  
|   | • Participation of Railway Employees in Management (PREM) |
|   | **Settlement payment:**  
|   | Normal Retirement (NR) and Other than Normal Retirement (ONR) cases.  
| 16 |  
|   | **Office management and Maintenance of records**  
|   | Policy files, Staff registers, Book of sanction, Service sheets, Personal files, Leave records  
| 17 |  
|   | **System of Policy circulars**  
|   | Classification of subjects- sub-heads, IREC, IREM, Master Circulars, PS No. system, etc.  
| 18 |  
|   | **Schedule of Powers**  
| 19 |  
|   | **Art and science of Inspections**  
| 20 |  
|   | **Monitoring key items**  
| 21 | Parliament questions, CA(iii) references, Grievances, RTI matters
### Phase – II

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Topics</th>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>Pay Fixation</strong>&lt;br&gt;• Pay fixation on first appointment, promotion, reversion, redeployment, medical de-categorisation, etc.&lt;br&gt;• Next Below Rule (NBR)&lt;br&gt;• Stepping up of pay&lt;br&gt;• Protection of pay</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td><strong>Payroll preparation</strong>&lt;br&gt;• Preparation of regular pay sheets, Supplementary Bills, pay orders,&lt;br&gt;• Increment,&lt;br&gt;• Inclusion of allowances like running/millage allowance, b/down allowance, OT BOR, etc.&lt;br&gt;• Over time and manipulation in OT&lt;br&gt;• Recoveries including obligatory recoveries&lt;br&gt;• PLB and Incentive bonus in W/shops&lt;br&gt;• Calculation and recovery of Income Tax</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td><strong>Increments</strong>&lt;br&gt;• Normal increments, Advance increments, Increment on passing examination, Stagnation increment;&lt;br&gt;• Stoppage of increment as punishment;</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>Various allowances</strong>&lt;br&gt;Dearness Allowance, Running allowance, National Holiday allowance, Transport allowance, Out turn allowance Break down allowance, BOR allowance, Over time allowance, Allowance, etc.</td>
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<tr>
<td><strong>5.</strong></td>
<td><strong>Advances</strong>&lt;br&gt;House building advance, Computer advance, Scooter advance, Cycle advance, Calamities advance, Transfer advance, Advances from SBF, Advance from PF;</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td><strong>DAR</strong>&lt;br&gt;• Natural justice and Article 309 to 311 of the Constitution of India. Concept of ‘Reasonable opportunity’;&lt;br&gt;• Major and minor penalty charge sheets, DAR enquiry, penalties, Appeal and Revision, Review;&lt;br&gt;• Suspension and payment of subsistence allowance;&lt;br&gt;• Working of the Vigilance department and handling vigilance cases</td>
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<td>Section</td>
<td>Details</td>
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</table>
| **7.** Court matters | • Judicial set-up: Supreme court, High courts, CATs, Labour Courts  
• Stages in a court case up to SLP  
• Role of Central Law Agency  
• System of engagement of Advocates |
| **8.** Welfare    | • Sports, Scouts & Guides and cultural quota appointments  
• Clubs, Institutes, Holiday homes  
• Schools  
• Housing – Allotment rules, Colony Care Committees |
| **9.** Misc. Laws | • Central administrative Tribunal Act, Disabilities Act, Cooperative Societies Act  
• Gender issues – Vishakha case  
• Arbitration Act  
• PPE Act  
• RTI Act  
• Outsourcing and contract management |
| **10.** Social security schemes | • Pension, DCRG and other payments on retirement/medical incapacitation/ death;  
• Maternity leave;  
• Compassionate appointment; |
| **11.** Leave Rules | • Leave on Average Pay, Leave on Half Average Pay, Extra-Ordinary Leave, Leave Not Due, Hospital leave, Special Disability Leave, Study Leave, Special Casual Leave and Leave without Pay, Maternity leave etc.  
• Dies non-Break in service,  
• Private sick, Railway sick, etc.  
• Public holidays and closure of office |
| **12.** Pass Rules | |
| **13.** Common pitfalls and some important dos and Don’ts | |
1. Definition of terms and classification of stations
2. Signals: Kinds, description, placement, minimum signals at stations, conditions for taking off signal, defective signals (including hand signals, detonators)
4. Isolation and simultaneous reception facilities
5. Reception and despatch on running and non-running lines, blocked lines, wrong lines. Through running, stopping out of course, line admission, complete arrival and berthing at different types of stations
6. System of working: Absolute, automatic, following train, staff and ticket, one train only, pilot guard, etc.
7. Working of trains on electrified routes and working of EMU/MEMU/DMU trains
8. Abnormal working, single line working, total-failure of communications PLC, whistle code and bell codes for abnormal situation paper line clear, sending relief engine/relief train in obstructed block section and handling of accident cases
9. Working of trains: Duties of guards and drivers, during normal and abnormal situation, use of side lights, tail lamps, head lights, trains with and without brake vans, train without guards
10. Train working by station staff the duties (including permission to start, or exchange of all right signal with driver and guard
11. Shunting and stabling rules and procedures
12. Ghat section working and safety sidings - special tests & competency certificate
13. P. Way: Engineering blocks, working of trolleys Protection of site, engineering restriction and indications, working of TTM and RRV.
14. Caution order and their issue: Speeds maximum, booked, and normal, shunting, pushing, pulling, without head light, in foggy weather, during abnormal working etc.
15. Safety marshalling and movement of ODC
16. Level crossing gate: types, basis of classification, normal working and when level crossing gate defective
17. S. W Rules: Assurance register
18. Accident: classification; reporting, telegrams, duties of ASM & Guards and accident enquiries. ART/ ARME/ Accident alarm codes/ Ex-gratia Payment /Accident manager/Disaster Management.
19. Train station documents and papers, register and forms, how and why maintained and their use. Essential equipment of train-station-guard
20. SMs inspections, establishment work
21. Duties of railway servant in general (ER provision)
22. Provisions in Operating Manual relating to ASMs and Guard duties and function
23. **Practical**
   Block Room and Model Room practical Hands-on exercises

**Mechanical & Electrical**
Various braking systems
   (a) Vacuum, air and dynamic Examination of Rakes
   (b) Train lighting, PCP Set, Emergency light kit

**Total**
Probationers are told of the Operating & Commercial staff, their categories, grades promotional channels.

**(COMMERCIAL)**

**Booking Office**
Staff and organisation, role, function & activities; Types of tickets - journey and non-journey, UTS, advance tkts on UTS, UTS clusters and cancellation of UTS/tkts(refund); Types of concessions and passes - traffic, military; Methods of indenting of tickets and their estimates; Procedure for accountal of tickets and imprest cash; Disposal of obsolete and damaged tickets; Break journey rules on tickets and pass and warrants etc; Fare calculation - practical exercises

**Reservation office**
Staff organisation, role, function and activities; Various types of quotas; Requisition form, reservation register and reservation charting; RAC & waiting list; Rules for advance reservation and return reservation; Reservation of berths and seats; Change of date, train and name; Transfer of reserved tickets; Computerised reservation with description of system, database, train timing etc; Reservation of bogies and tourist cars; Refund rules and reservation fee.

**Ticket Checking**
Staff and organisation, role, function and activities; Object of ticket checking and collection; Charge sheet and handing over memo; Collection and disposal of tickets; Various types of checks: ticket less travelling; Duties of TTEs, conductors and attendants especially in case of serious accidents; Cognizable and non-cognizable offences; Irregular travelling and excess fare charge; Use of guard’s certificate and unusual occurrence u/s 121.

**Out Agencies and city booking agencies**
Definition of OA/CBA purpose and functions; Procedure of booking of traffic to and from OA/CBA; General irregularities committed by OA.
**General**

Dealing with public complaints at station and in train; Withdrawal from station earnings; Statutory obligation towards public and passengers ;Use of RR, Waiting room, Cloak room, locker etc; Station amenities

**Traffic Accounts**

Source of earning and various modes of payment ; Accountal of earning and its remittance along with working of cash office; Various commercial returns ;Computerisation and mechanisation of Traffic Accounts; Station outstanding and clearances ;Frauds ;Practical - Balance sheet exercises, goods and coaching.

**Luggage/Parcel/Goods office**

Salient features of parcel/goods traffic and staff organisation; Forwarding note, types of execution and liability; Packing, labelling, marking and its importance; P. Way bills/invoice types, preparation and its disposal; Registration fees, priority register, preferential schedule and rating and routing of goods traffic ;Luggage, articles not accepted as luggage, luggage ticket, free allowance on tickets and charging of unbooked luggage; Under charge/over charge and their disposal and goods refund; Booking of valuable articles and animals, bulky and ODC - percentage charges ;Booking of dangerous explosive goods and military traffic; Booking of contraband, intoxicant and offensive goods; Rebooking, diversion and re-weighment, transhipment; Delivery including open delivery, assessment delivery, delivery on Indemnity note partial delivery, memo delivery of perishable and gate passes; Quick Transit Service, container service and freight forwarder scheme and crane consignment; Disposal of unconnected and unclaimed packages and goods; MGR, DD Message and mis-declaration overloading charges; Demurrage and wharfage charges, including calculation and waiver; Claims causes and its prevention; Practical — calculation of parcel, luggage and freight charges; P.M.S and bar coding; Leasing Policy- VP/SLR lease.

N. B List of items to be covered may not be exhaustive. Instructors may cover related topics not specifically mentioned. Period allocation may be adjusted, depending on coverage. Each probationer be supplied with the tariff and commercial manuals.
Subject
Debriefing and Briefing.

ORGANISATION AND FUNCTIONS OF CONTROL

Functions of the Control Office.

Duties of Chief Controller: Review of the work done on the previous day. Programme for the day. Advance Planning.


Deputy Controller’s duties in Passenger Operation.

Duties of Section Controller Order of precedence of trains Control and Accidents.

Other Control Functionaries:
Power Control (Diesel & Electric); S & T Control; Commercial Control; Engineering Control; Traction power controller

FOIS
Introduction to FOIS ;Use of FOIS for working and analysis; Power Plan, calculating crew and guard requirement

Operating Statistics
Usefulness of statistics; Statistical Units. Primary Units. Fundamental Units. Derived Units.


Important derived Units: Train Kilometres per Train Engine Hour. Percentage of Shunting Kilometres to Train Kilometres. Percentage of Light Engine Kilometres (including Assisting not required) to Train Kilometres. Percentage of Train Engine Hours to Total Engine Hours. Loaded wagon Kilometres to Total Wagon Kilometres. Engine Kilometres per Engine day. Wagon Kilometres per Wagon Day. Net Tonne Kilometres per Wagon day. Wagon turn round; Wagon kms. Per Wagon Day
Safety

SWR
Preparation of SWR; Preparation of engineering plan; Preparation of signalling plan and R&D; **Non interlocking**; Accident investigation; Derailment.

**Passenger Train Operation**
- Factors taken into account in preparing the Time-Table of a train. Facilities for Passengers. Operating Requirements. Factor ultimately deciding the halt at the station.
- Punctuality: Fundamental Documents from which Punctuality is ascertained; Factors that affect punctuality of passenger trains.
- Coaching Terminal – planning and design

Coaching stock – planning maintenance, coaching depot

Coaching Stock Planning & monitoring at HQ.

**Goods Train Operation:** Introduction; Ordering of a goods train; Availability of load and time for formation; Availability of Power, Shed and Traffic Turn Round. Calculation of Loco Requirements; On Line’ figure of Locos. Relative responsibility between Shed and Control; N’ Figure. Wagon required; Availability of Staff; Rules regulating hours of employment of Running Staff; Method of Booking; Ten Hour duty at a stretch; Crew requirement; Availability of Path; Preparation of Master Charts; Classification of Goods Trains; Speeds of Goods Trains. Method of calculating speed of goods trains. Theoretical speed for a section; Time Tabling. Speed versus Load. Effective Controlling; Yard Operation. Speed Restrictions due to Engineering Works; Slow Movement of Work Trains; Failure of equipment; Other factors affecting speed; Engine Usage-Electric and Diesel Locos; Lobby System of Control.
PHASE I- COMMERCIAL

Module I – Coaching Business
Passenger and Passenger Tickets:
Card Tickets, Platform Tickets, Platform Passes/Permits, Non-Standard Printed Card Tickets, Paper Tickets, Rail travel facilities to MPs, procurement of Tickets ,Accountal and Returns

Reservations, Cancellations and refunds at Stations:
Tatkal Reservation, Change of Boarding point. Change in the name of Passenger of Confirmed Reservation, Reservation of Special Coaches, Reservation of Compartments, Earmarking of coaches/berths within the regular train composition on demand from IRCTC, Granting of permission for block booking by IRCTC. Reservation, Reservation of Special Trains, Minimum distance and composition and charges for FTR Trains, Empty Haulage Charges, Detention Charges, Dining – Car, VPU when attached to Special Train, Circus Special Trains, Cancellation charges in other circumstances, Computerized Coaching Refund Scheme, Other important cases of refund of fares, Special quota. Passenger Profile Management.

Modern Methods of Passenger Booking & Reservation :
Computerization of Reservations System, Unreserved Ticketing Systems (UTS), Rules and procedure for UTS, Format of UTS tickets, Computer Printed Tickets, Reservation on Internet through IRCTC – Salient features, JPO for Internet booking, System of 'E' Ticketing, Rail Reservation through Mobile Phones, Issue of tickets through ATM of Banks, Policy on ATM, JPO in connection with installation of ATM for issue of tickets using Credit/Debit cards along with computerized accounting reports, Service Charges, Clarifications on installation of ATMs, Exchange of Internet ticket with student concession ticket, Scheme for up gradation of Passengers, Scheme for frequent travellers, Passenger Profile Management, Scheme of Jansadharan Ticket Booking Sewak(JTBS)

Check and Collection of Passenger Tickets:
Object of Check and Collection, Stationary and Mobile Checks Measures for combating ticketless Travel, Disposal of Collected Tickets, Cash incentive to the ticket checking staff for good performance, Declaration of private cash by the staff working in Booking office.

Passenger Amenities:
Issues and initiatives, Comprehensive Instruc1ions on Provision of Passenger Amenities, Minimum Essential Amenities, Recommended Amenities, Desirable Amenities, Upgraded amenities at Modal stations, Display of available amenities, Augmentation of the Existing Amenities in a planned manner, Amenities for physically handicapped passengers, Maintenance of Passenger Amenities, Passenger Amenities Booklets, Categories of Stations for provision of Passenger Amenities, Minimum Essential Amenities at each Category of stations, Norms for quantum of Minimum Essential Amenities at stations, Norms for Provision of Passenger Amenities at Recommended Level, Desirable Amenities, Policy guidelines for providing passenger amenities, Customer care, Public grievances.
**Booking and Delivery of Luggage:**
Addressing and Packing of Luggage, Maximum weight and dimensions of packages accepted for dispatch, Articles not accepted as Luggage, Free Allowance Luggage, Left Luggage and Cloak Room Ticket, Cloak Room and Locker charges, Luggage Rate, Parcel Scale Rates, Delivery of Luggage

**Booking, Conveyance and Delivery of Parcels:**
Booking of various Types of Consignments, Despatch of Parcels, Preparation of Luggage and Parcel Summaries, Summaries for Sealed vans and Compartments, Mis-declaration, Delivery of Parcels, Indemnity Notes, Disposal of perishable consignments in certain circumstances, Responsibility of stations for undercharges, Rationalization of booking and carriage of parcel traffic, Rationalisation of rates for parcel traffic

**Claims:**
Definition, Claimant, Claims to be made to, Authority with whom Claim has to be filed, Time Limit for Claims, Time for disposal of Claims, Transit Period, General Responsibility of Railway Administration under Railway Act 1989, The Railway Act, 1989, Powers of Officers to settle claims

**Inspections:**

**Frauds and Embezzlements:**
Possible Frauds in Passenger Traffic, Frauds in case of refunds, Possible Frauds on Parcels/Goods Traffic, Frauds that can be detected by taking inventory of Goods or Parcels and Linking with the Station records, Frauds that can be detected by counting Cash immediately on arrival for Inspection at a Station and tallying the same with Cash Book, Frauds that can be detected by checking Station Balance Sheets.

**Module II-Freight Business.**

**Booking of Goods Traffic:**

**Delivery of Goods:**

**Carriage Of Railway Materials and Stores:**

**Station Initial Accounts and Outstanding:**

**Terminal Management System:**

**Catering and Vending services.**
ANNEXURE XI (B-3)

PHASE II - DETAILED BREAK UP

1. **Station Inspection**
   Safety, Commercial

2. **Freight Operation**
   Heavy haul operation, Heavy axle load movement, Close circuit movement, Importance of wagon productivity, Importance of loco utilization

3. **Multi Modal Operation**
   Introduction to Multi Modal Transport, Functioning of ICD CONCOR, Laws of Multi Modal Transport: Rail Road, Ports, Shipping, Multi Modal Strategies.

4. **Core Sector**
   Movement of coal, MGR, Cement, Food grains, Fertilizer, Steel, Iron Ore.

5. **Planning**
   Line capacity, terminal capacity, planning the layouts of Stations, sidings and goods terminals, Planning for passenger traffic facilities, traffic survey, Rate of Return, modes of financing a project, SPV, JV, Public – Private Participation, Preparation of justification of traffic facility, methodology for preparation of financial justification, Preparation of proposal, estimate Works programme, Rolling stock programme, Planning mass rapid transport system

10. **Safety & accident enquiry**
    Salient features of Accident Manual, Reporting of accidents, site investigation, Site management, role of officers at site and in the control, communication during accident. Human factor in safety, ART/ ARME and their working, Psycho – testing, Disaster management, Safety registers and documentation.

    **Safety Action Plan:**
    How to plan for ensuring safety over division, Staff and Assets, Introduction of new technology and its implementation on working and training of staff for imbibing new technology.

11. **Transport Pricing**
    Introduction to rates, Rates organization, various concessions, Passenger tariff structure, Freight rates, Rate of specific commodities, Railway Rates Tribunal
    Concept of FDC, FRC and financial modeling of projects.

12. **Marketing**

    **Marketing and Sales:**
    Station-to-station Rates/Lump sum Rates. Liberalization of Siding Rules, Terminal incentive cum Engine on-load Scheme (TIELS), Wagon Investment Scheme (WIS), Dynamic Pricing (Freight Business), Congestion Surcharge & Busy Season Surcharge, Freight Incentive Schemes. Policy for Leasing of Parcel Cargo Express Train to Private Operators, Container Service, and Haulage charges recoverable
Sidings:  

Earnings Estimates:  

Liability of Railways as carrier of Passengers & Goods  
Railways (Extent of Monetary Liability and Prescription of Percentage Charge) Rules, 1990

Non-traditional sources of Railway Revenue:  
Policy guidelines on Commercial Publicity, Framing of proposals, Advertisement at stations, Commercial Publicity on interior and exterior of coaches, General guidelines

13 Public Relations  
Public relation concepts, Media relation

14 Customer Care  

15 Logistics  
Concepts of logistics, Role- of transport in supply chain ,

16 Transport Economics

17 MIL Rail  
Organization and function, MIL Tariff
**TRAFFIC ACCOUNTS & TRAFFIC COSTING**

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<tr>
<th>S.No.</th>
<th>Subject</th>
<th>Details</th>
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<tbody>
<tr>
<td>1</td>
<td>Traffic Accounts</td>
<td>Introduction to Traffic Accounts, Modes of payment (Introduction to IREPC), Station remittance, Check of passenger traffic earning, Check of goods earning, Balance sheet and check of station balance a/c, Accounts office debits and clearance, Traffic book, IA Inspection, Outstanding and clearance</td>
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<tr>
<td>2</td>
<td>Traffic Costing</td>
<td>Introduction to traffic costing, Traffic costing work at head –quarter, Costing passenger services, Costing of freight services, Marginal Cost Pricing, Basic Cost Pricing Concept</td>
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ASM, GUARD & CREW’S FIELD TRAINING

ASM Field Training

Objective
(i) To understand the function and duties
(ii) To understand system of working, system of transportation and provision in G&SR, operating manuals regarding operation,
(iii) To understand equipment for line clear working, and action taken in case of failure.
(iv) To understand yard layout, mobility, simultaneous movements,
(v) Various records, registers being used for train operation, documents be maintained.
(vi) Level Crossing Gate
(vii) Understanding SWR
(viii) Problems being faced in performing duties

Methodology:
(i) Understand system of working, standard of interlocking, signal equipments, class of stations station lay out with sidings and pattern of operation;
(ii) Discuss with ASM (when he is not engaged in train operation) about various facilities, register, document, yard lay out etc.,
(iii) when he is doing train operation, understand all the steps, make a record of all the registers he is maintaining, columns of important register and how they are being filled & why.
(iv) Record all the transactions in the note book, what ASM is entering in TSR. Prepare TSR, Station diary spend full shift, observe how a shift starts and ends.
(v) Learn how to cross check various documents

Report:
(i) Brief features, facilities at station, list of records, documents
(ii) Various transactions done for train operation
(iii) Functions of SM and other station staff
(iv) Problems faced
(v) Suggested solutions

Crews/Guards Field Training

Objective:
(i) To understand the functions and duties of guards;
(ii) To understand-the system guard links, crew links, planning for posts of guards, rule about duty hours;
(iii) System of scheduling of guards/crews, booking, formats for signing on and off;
(iv) Idea of function of various equipment, documents and receipts etc. of guards
(v) Problems faced
(vi) Spend – 2 days guard lobby, 2 days in crew lobby, 2 days with guard and 2 days with crew
**Methodology:**

(i) Understand along with the person in charge of guard booking, how booking, signing on and signing off is done and roster for rest is being maintained

(ii) Understand Passenger/Mail/Express Guard link and crew link, optimum utilisation of man power

(iii) While working with guard:
   (a) Learn the significance of various train documents;
   (b) Understand function of various safety equipment and their application;
   (c) Enter timing of all the stations, arrival, departure in your own register/rough journal;
   (d) Understand commercial functions of guard, of goods and passenger train.

**Reports:**

(i) Brief feature-about strength, sanction, links and scheduling of guards;

(ii) Details of trips undertaken and record prepared

(iii) List of equipment and if any unusual thing was noticed, like when fire extinguisher was last tested, last refilled, any shortage of medicine in first aid kit;

(iv) Commercial work done by guard;

(v) Prepare rough journal
COMMERCIAL FIELD TRAINING

1. **Enquiry/Reservation/Booking**
   **Objective:**
   Customers have first interface with railway at the points, and they frequently become cause of complaint, their working system and condition should be understood in detail.

   **Methodology:**
   (i) Understand the system designed for passenger information system, signage boards, display systems, telephone, etc. Various facilities provided to Enquiry Clerk, Touch & Feel Items, and Enquiry System in vogue.
   (ii) Understand system of reservation, various documents being maintained, return being prepared, and accountal and remission of cash outstanding;
   (iii) Understand ticket preparation of reservation charts, money value books assessment of needs, indenting, stocking and disposal of obsolete tickets.
   (iv) Various types of tickets being prepared, stocked and issued by booking clerk transaction being done by booking clerk in DTC, various summaries and reports and their significance;
   (v) Understand system of accountal, remission of cash, outstanding, their disposal, look into all documents, return forms and prepare a list;
   (vi) Understand how to cross check various documents.
   (vii) UTS

   **Report**
   (i) A brief description of enquiry, reservation, booking office, number of staff, number of customers dealt with and facilities;
   (ii) List of various registers and records being maintained
   (iii) List of various returns being submitted to SO and TA office;
   (iv) Any other important feature.
   (v) How improvement can be done in interacting with customers.
       Staff
       Infrastructure

2. **TC & TTE**
   **Duration:** One day T.C., 1 day at office of CTI, 1 day work with a TTE or conductor. If possible; participate in a raid, ambush check.

   **Objective:**
   (i) To understand the working of TC/TTE
   (ii) To understand planning for TC/TTE, requirement of stag preparation of TTE links, their system of booking, reporting and signing off function of TTE lobby;
   (iii) Understand passenger amenities activities like booking and maintenance of waiting room, retiring room;
   (iv) Equipment of TC, TTE, various returns being prepared; submission of cash, returns, outstanding from TT links.
(v) Various systems of ticket checking.
(vi) On duty links of TTC

**Methodology:**
(i) Understand functioning of CTC office matron, various records, returns being prepared;
(ii) Understand various passenger amenities work being done by CTC or platform inspector or matron;
(iii) Learn the working of TC standing on gate, type of nippers, system and rules for charging, collection of tickets;
(iv) Calculation of missing tickets, disposal of collected tickets, vouchers, understand about irregular tickets, frauds;
(v) Moving with a TTE on train, his system of check, and allotting berth to RAC passengers.

**Report**
(i) Organisation of ticket checker and TTE staff with their functions;
(ii) System of collection of tickets and their disposal;
(iii) Passenger amenities work being done by TC;
(iv) Allotment of berth by TTE en route and report about scrutiny of collected charts.
(v) How and what improvement can be brought passenger & improve customer relations.

3. **Parcel**  
**Objective:**
(i) Understand function of booking, storage, transit, despatch and delivery;
(ii) Understand about use of various documents, preparation of returns, accountal and remittance of cash, outstanding;
(iii) Study various registers dealing with shortage, deficiency, seeing of claims and various reports; study of claim prevention measures analysis of claims;
(iv) Detention of packages at transit.
(v) Leasing of VPUs, SLRs etc.

**Methodology:**
(i) Work at counter with booking clerk, prepare a list of all the rule books, registers he is maintaining, look from customer's point of view any problem in booking;
(ii) Understand structure and organisation of parcel;
(iii) Prepare flow chart of activities, various documents involved from booking to despatch and unloading to delivery and cross check them;
(iv) check TIA's inspection, commercial inspector's inspection and compliance

**Report**
(i) Function and organisation of parcel office
(ii) List of documents, returns, basis of their preparation and cross checking;
(iii) Streamlining of parcel operation.
4. **Goods Shed**  
**Objective:**

(i) To understand proper design and functioning of freight terminal;  
(ii) Organisation and structure of goods shed;  
(iii) Procedure for booking, despatch and delivery of goods, preparation of returns, balance sheet and elimination of outstanding;  
(iv) Procedure for open delivery, assessment delivery, DD message, preparation of MGR and special steps taken to prevent claims, MR cell;  
(v) System of working in reference to wagon detention in goods shed and total wagon detention

**Methodology**

(i) Understand layout of goods shed/terminal; process for placement, withdrawal and engine detention  
(ii) Process for indenting, supply of wagons, loading and delivery;  
(iii) Check various records and registers for booking, delivery and cross check them;  
(iv) Check few open delivery and assessment deliveries. –  
(v) TMS locations to be seen, E. payment and Electronic RR.

**Report**

(i) About activity level, - (I/W. O/W traffic), manpower, lay out, earning, outstanding;  
(ii) Various registers, records, returns;  
(iii) OD/AD, claim prevention steps;  
(iv) System of booking and delivery.
ANNEXURE- XI (C)

IRTS TRAINING PROGRAMME
(PROPOSED TO BE HELD AT IIM/LUCKNOW)

SERVICES MARKETING
1. Characteristics of services and their marketing implications
2. Services marketing environment
3. Service strategy
   • Special focus on role of quality
   • Importance of perceptions (GAP model of service quality)
   • Customer value
   • Services marketing communication
   • Retailing strategies for Railways.
5. Competitive Analysis
6. Market Research
   • Consumer behaviour
   • Data Analysis
7. Customer: definition of value
8. Marketing strategies – differentiation, positioning
9. Customer Relationship Management

TRANSPORT ECONOMICS
1. Role of transport sector in economic growth
2. Basic concepts
   • Supply & Demand
3. Transport Costing
   - FDC and FRC models
   - O&M costs Estimation
     • Fixed/Variable/Marginal Costs
     • Joint/Common Costs
     • Economies of scale & scope
4. Social costs
5. User Costs for Rail/Road/Air
6. International experience in Rail Costing System
7. Pricing
   • Elasticity of demand; Marginal Cost Pricing
   • Price discrimination; Ramsey Pricing; International experiences
8. Economics of various modes of transport (Road, Air, Rail, Sea)
9. Resource Allocation- Role of subsidies
10. Urban transport systems
11. Transport Land Use Planning
12. Transport Project Appraisal
Estimation of project revenues
Financial modelling using MS Office - Excel

- Principles
  - user benefits
  - comparability of projects
- Valuing benefits & costs
  - operating costs, travel time
  - environmental effects
  - development effects
- Capital Budgeting
  - NPV & IRR
  - Mutually exclusive projects
  - Ranking & deferment
  - Discount rate
  - Risk & uncertainty – Risk Analysis – Mitigation of Risks
  - Multi-criterion decision making
- Social Cost Benefit Analysis

13. Transport Demand Modelling
- Overview of aggregate & dis-aggregate demand models

14. Transport Planning
- International experiences
- Difference between developing & developed country context
- Some case studies from developing countries.

15. PPP Model Theory & Practice.
DIVISIONAL TRAINING (AOM)

1. **Control Training:**

   **Objective:**
   
   (i) To understand the functioning and various activities of Control;
   
   (ii) To appreciate basic principles of train controlling, monitoring and analysis
   
   (iii) To give exposure to planning, coordination and monitoring of freight operation; to understand monitoring of passenger train, analysis of trains losing punctuality and monitoring of coaching stock;
   
   (v) To understand monitoring of passenger train, analysis of trains losing punctuality and monitoring of coaching stock.
   
   (vi) Coordination with other departments for maintenance works.

   **Methodology:**

   (i) **Operation**
       
       (a) Understand system map interchange point, average level of interchange, important terminals, their handling capacity, loading and unloading pattern, loco sheds and outage, crew changing points, pattern of operation.
       
       (b) Mail/Express passenger trains important priorities running time of various trains - engineering and signalling works, coaching depots, originating train through trains;

   (ii) **Section Control**
       
       (a) Understand section stations, type of interlocking number of trains, critical block section capacity constraints;
       
       (b) Understand process of charting

   (iii) **Chief Control (Freight)**
       
       Crew Links – How they are made
       Guard Links – How they are made
       Statistics being maintained in Division
       (a) Planning: Proposal of plan, preparing estimate, SOPs etc
       (b) Coordination with different department
       (c) FOIS – its use
       (d) Records maintained in Control

   (vi) **Chief Control (Coaching)**
       
       (a) Analysis of punctuality, detention – ICMS
       (b) Live monitoring; Coaching stock & Maintenance
       (c) Time tabling – Crew requirement

   (v) **Time Table Controller**
       
       Making Time Table, Rake Link, Loco Link
S&T Control, Mechanical Control, Engg. Control – Their function and interaction with traffic department; TRD – Concept of TRD Section; Rolling Stock Operation control

**Report**

(i) About division and function of section control  
(ii) Freight operation, coaching operation;  
(iii) About power control/traction control  
(iv) Report should be sent after phase of section control, operation control and at the end of training.

2. **Marshalling Yard**

**Objective:**

(i) To understand functions of Marshalling yard  
(ii) To understand wagon detention, loco detention, system of monitoring  
(iii) To understand organisation of yard, manpower and shunting engine deployment, their utilisation and effort to improve productivity  
(iv) To understand organisation, manpower and deployment and planning in C&W depot  
(v) To understand function of trains clerk, preparation of cut memo, calculation of wagon detention, other statistics and their use for monitoring performance;  
(vi) To understand the organisation and functioning of diesel lobby and diesel fuelling installation; manpower deployment, detention and system for monitoring crew booking:

**Methodology:**

Before undertaking to understand detailed working, a complete picture of yard should be understood, along with lay out, activity level, performance targets, organisation and manpower. After that, 3 shifts in various yards may be spent along with shunting in analysing how cuts are made, how trains are sorted, how much detention takes place and what are the activities of various persons in a shunting team. Similarly, work of C&W staff diesel lobby, their coordination with yard, yards coordination with division should be stressed.

**Report:**

(i) Details of yard layout, performance;  
(ii) Activity shunting engine, its utilisation figures;  
(iii) Activities in C&W depot, diesel lobby;  
(iv) Performance statistics.

3. **Attachment**

**PW1** – To understand different maintenance practice, machine working, working during block  
**TXR** – Maintenance practice, different requirement of maintenance detention and its working.
4. **Loco Shed**

**Objective:**
To understand organisation, functions of the shed and their interface with operation department; methods for various preventive maintenance schedule analysis, analysis of speed graph, preparation of power plan and outage.

**Methodology**
One day should be used for understanding organisation, layout, various activities, power plan and outage.

One day should be utilised in understanding maintenance schedule by observing them, analysis of engine repair book, failure analysis, analysis of speed graph should be seen. One day may be spent with foreman dealing with outage, preparation of forecast planning for link loco, action in case of link failure.

In case of ART/ARME, various positions should be seen and their sanctions understood.

**Report:**
Separate report for diesel and electric shed may be sent under lining maintenance issues and interface with operating department.
DIVISIONAL TRAINING (ACM)

Commercial
Policy files related with ticket checking, Planning for station amenities and facilities, TTE links, catering, vending; Policy for tenders of various aspects like advertisement, cycle stand, etc; TIA reports their compliance, movement of couriers; System of collection of RRs and their despatch to Zonal headquarters

Collection of returns indents for tickets; Outstanding and steps for its liquidation; Granting of delivery on indemnity bond; Claim and claim prevention; UTS, E-ticketing, Working of PRS and method of quota distribution, DRUCC; Compensation provided during accidents

Report
Sr. DCM should give a case study to probationers to understand the system of award of contracts.

TI/CMI Training

Duration: Three days with Traffic Inspector and 3 days with Commercial Inspector.

Out of 3 days with each supervisor, 1 day should be spent in understanding various types of inspections, their periodicity and compliance. It should also be utilised in conducting safety inspection, level crossing inspection, inspection of cabin etc. 1 day should be spent for doing one thorough inspection, which should not only cover activities regarding operation, but also of establishment, staff welfare etc. Last day should be utilised for understanding manpower planning, and utilisation and sanction of leave reserve and rest giver staff; movement of LR staff and their beat, TA and over time of staff arrangement for granting and sanction leave etc.

Similarly, in Commercial, one day may be utilised for understanding claim prevention checks, assessment and open delivery, analysis of inward and outward DD message. Next day should be utilised for inspection of booking office, reservation office, and parcel office. Third day should be utilized for inspection of goods shed, catering and vending; manpower deployment should also be seen.

Senior supervisors have always had a place of pride in Railway Administration. They are used not only for analysing and solving problems, but also in motivating and inspiring field people, so that they give their best

Considering this, serious attention should be paid to understand their work.
## TRAINING SCHEDULE FOR IRTS PROBATIONERS

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Training particulars</th>
<th>Duration (In weeks)</th>
<th>Place</th>
<th>Detailed contents of training module at Annexure</th>
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<tbody>
<tr>
<td>1</td>
<td>Joining at IRITM</td>
<td>1</td>
<td>IRITM</td>
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<tr>
<td>2</td>
<td>Foundation Course</td>
<td>10</td>
<td>RSC/BRC</td>
<td></td>
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<tr>
<td>3</td>
<td>ZRTI Training (Optg. &amp; Comm.)</td>
<td>5</td>
<td>ZRTI-Udaipur and Chandausi</td>
<td>XI (A)</td>
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<tr>
<td>4</td>
<td>Operating and Commercial classes &amp; ASM &amp; Guard training.</td>
<td>10</td>
<td>IRITM &amp; field</td>
<td>XI (B-1), XI (B-2), XI (B-4), XI (B-5), XI (B-6)</td>
</tr>
<tr>
<td>5</td>
<td>Posting as AOM(Prob.)</td>
<td>13</td>
<td>Nominated Divns.</td>
<td>XI (D-1)</td>
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<td>6</td>
<td>Presentation, review of training and Optg. exam Phase-I &amp; II</td>
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<td>IRITM</td>
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<tr>
<td>7</td>
<td>Field training (visit to core areas)</td>
<td>2</td>
<td>Mumbai Sub-urban, Ports, Steel Plants, Collieries</td>
<td>XI (B-3)</td>
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<tr>
<td>8</td>
<td>Posting as ACM(Prob.)</td>
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<td>XI (D-2)</td>
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<td>9</td>
<td>Presentation, review of training &amp; exam</td>
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<tr>
<td>10</td>
<td>Field training (visit to core areas)</td>
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<td>Food Grain, Coal, POL, TKD Container Depot</td>
<td>XI (B-3)</td>
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<td>11</td>
<td>I.T. course by CRIS</td>
<td>2</td>
<td>NDLS</td>
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<td>12</td>
<td>Railway Board attachment</td>
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<td>13</td>
<td>I.C. Centre for Governance, Panchgani</td>
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<td>14</td>
<td>IIM training- Marketing and Transport economics.</td>
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<td>IIM/Lucknow</td>
<td>XI (C)</td>
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<td>Induction course</td>
<td>3</td>
<td>RSC/BRC</td>
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<td>16</td>
<td>Presentations &amp; posting, exam and valediction</td>
<td>3</td>
<td>IRITM</td>
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