

ASIAN DEVELOPMENT BANK

TA 7055-IND: Capacity Development of National Capital Region Planning Board (NCRPB) –
Package 1 (Components A and C)

TRAINING NEEDS ASSESSMENT AND STRATEGIC TRAINING PLAN

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ACRONYMS

NCRPB	National Capital Region Planning Board
NCR	National Capital Region
TNA	Training Needs Assessment
GIS	Geographic Information System
UNCHS	United Nations Centre for Human Settlements
NCT	National Capital Territory
IAs	Implementing Agencies
DPR	Detailed Project Report
TA	Technical Assistance
MIS	Management Information System
ERP	Enterprise Resource Planning
DEAS	Double Entry Accrual Based Accounting System
PPP	Public Private Partnership
UP	Uttar Pradesh
PHED	Public Health Engineering Department
GDA	Ghaziabad Development Authority
GMC	Ghaziabad Municipal Corporation
UPJN	Uttar Pradesh Jal Nigam
SWM	Solid Waste Management
HPDA	Hapur-Pilukhwa Development Authority
HMC	Hapur Municipal Council
NGO	Non-Government Organisation
CRRRI	Central Road Research Institute
ISTM	Institute of Secretariat Training and Management
NTP	National Training Policy
DoPT	Department of Personnel and Training
HRD	Human Resource Development
ToT	Training of Trainers
AMDA	Association of Municipalities and Development Authorities
MP	Madhya Pradesh
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
NIBM	National Institute of Banking Management
IIBM	Indian Institute of Banking Management
CEPT	Centre for Environment Planning and Technology

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Executive Summary

Training constitutes an important part of the capacity development initiative. Organisations are increasingly adopting appropriately targeted and structured training for enhancing knowledge and skills and for bringing a positive change in the attitudes of their staff members. Training, in order to be meaningful, needs to be driven by the demand of the functionaries at different levels for up-gradation of knowledge and skills. Demand driven training needs to be based on a formal and objective training needs assessment (TNA). A meaningful training programme therefore must be supported by training impact evaluation for assessing the extent to which the learning events are relevant for the needs of the participant trainees and the extent of actual transfer of learning in actual work situation. Knowledge about the impact of training helps design a new cycle of intervention for refurbishing training (if the impact is poor) and further improvements in organisational performance (in case the impact is positive).

Training Needs Assessment

Functions mandated to the NCRPB have implications for training especially in the spheres of planning, programming, financing, monitoring of implementation and coordination amongst a multiple agencies in an inter-state jurisdiction. With a view to ascertain the subject areas of training required by the staff and officials of the agencies engaged in plan preparation, financing and implementation, a Training Needs Assessment was conducted at all the three levels viz. (i) NCRPB located in the national capital, and (ii) NCR Planning and Monitoring Cells and (iii) Implementing Agencies located in the constituent states. TNA was carried out for all the officers and the staff presently working in the three sections of the Board, viz. Planning, Finance and Administration. Besides the NCRPB, all the four NCR Planning Cells located in Ghaziabad Delhi, Jaipur, and Chandigarh were as well brought within the scope of the TNA. In view of a very large number of IAs as mentioned above, it was decided in consultation with the Project Director of this TA to take a sample of implementing agencies for conducting the TNA.

TNA yielded diverse responses in diverse subject areas of training. In many instances, the respondents gave multiple responses relating to the same subject area of training. These had to be refined and firmed up. All such responses obtained from the respondents were therefore gone through by the thematic experts in the consulting team of this TA. Distinct subject areas of training were determined, finalised and firmed up in consultation with the thematic experts. This resulted in identification of large number of subject areas of training for the Planners, Finance Managers and administrative staff. These along with the target group of participants, potential training institutions, and duration of training courses, fee and the commencement of courses are detailed out in Annexes IV & V.

Institutional Arrangement for Training

For conducting the identified training courses, potential training institutions have been identified. The identified potential training institutions constitute a mix of public and private sector institutions managed by non-government organizations. These include the reputed professional institutions in the public sector such as the Indian Institutes of Management, Indian Institutes of Technology, banking management institutes, institutions working in the field of remote sensing and GIS technology, and other institutions in the private sector. Barring centres of excellence such as IIMs, IITs, NIBM, institutional analysis for other institutions has been done to comprehend their institutional capabilities in conducting the identified training courses.

Institutionalizing Training in NCRPB

Training is not and should not be conceived as a single shot exercise simply because of the fact that learning is a continuous process. NCRPB, therefore, needs to put in place a

sustainable instructional arrangement for mainstreaming training in the Board itself. The National Training Policy as well alludes to mainstreaming of training in public organisations. This report therefore suggests basic steps for institutionalization of training within the NCRPB. These steps include budget allocation for training, designation of Training and HRD Manager, creation of a Training Advisory Committee for oversight and advising on training and HRD and concurrent and post-evaluation of training.

I. Training Needs Assessment

1.1 Introduction

1. This report sets out a training plan for the National Capital Region Planning Board (NCRPB) and other support organisations in the constituent states that are involved in the implementation of the Regional Plan for the National Capital Region (NCR). This is done for three sets of organisations viz. (i) the NCRPB located in the national capital, (ii) the NCR Planning and Monitoring Cells, and (iii) the Implementing Agencies located in the constituent states. Besides containing the subject areas of training for the functionaries working in the above mentioned organisations, it also contains a list of potential training institutions that have the required capabilities for conducting the training courses identified on the basis of a formal training needs analysis. This report is divided into six Sections.

- **Section I** contains conceptual framework for the Training Needs Assessment (TNA) for devising a training plan for the NCRPB and discusses the methodology adopted for conducting the TNA;
- **Section II** analyses training implications of the National Capital Region Planning Board by looking at the functions mandated to the Board by the NCRPB Law 1985;
- **Section III** gives an overview of the subject areas of training for the various types of functionaries in the NCRPB and the support organisations;
- **Section IV** discusses an institutional arrangement for conducting of training courses identified in the Training Plan; and
- **Section V** suggests basic steps for institutionalising training in the NCRPB.

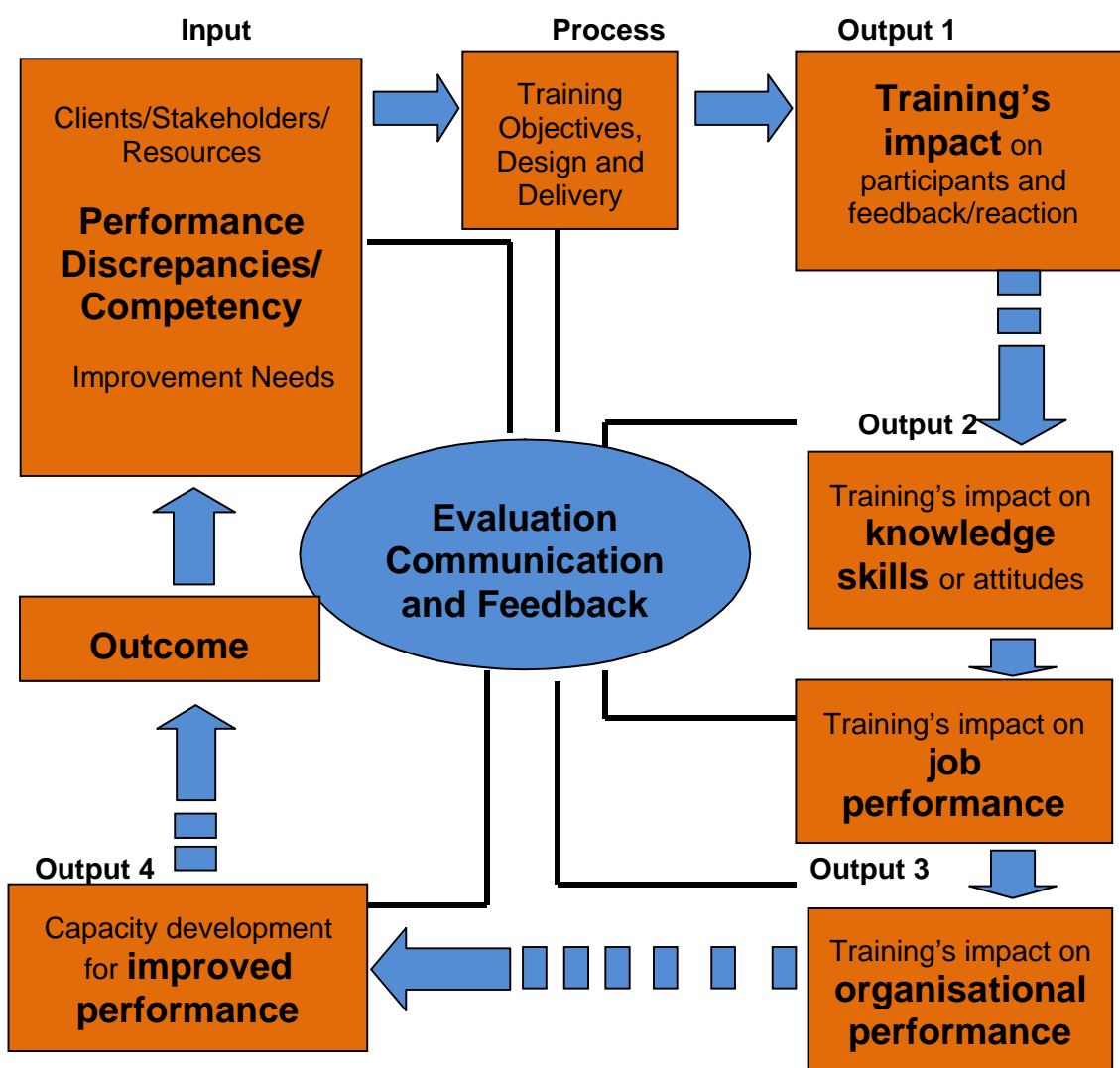
1.2 Training Needs Assessment: The Framework

2. Training constitutes an important part of the capacity development initiative. It enhances organisational skills needed to overcome gaps in performance and contributes to achievement of organisational goals. Accomplishment of organisational competence is brought about by developing competencies of individuals, groups and hence of the entire organisation as such. Therefore organisations are increasingly adopting appropriately targeted and structured training for enhancing knowledge and skills and for bringing a positive change in the attitudes of their staff and officials. Training, in order to be meaningful, needs to be driven by the demand of the functionaries at different levels for up-gradation of knowledge and skills. However, training presently is largely driven by supply; the training institutions, on the basis of their claim of having a better understanding of the training needs of human settlement organisations, structure and deliver training courses that largely are in the nature of generic training. Such generic training courses are of little help in enhancing organisational performance. Training in order to be targeted for addressing performance discrepancies in human settlement organisations, therefore, have to be based on a formal and objective training needs assessment. TNA helps in identification of the subject areas of training that are needed for developing the competencies of individuals, groups, and the organisation as a whole.

3. It needs to be mentioned that though TNA helps in identifying realistic and demand driven subject areas of training, there are other important elements for a meaningful and effective training programme. These include (i) structure of training courses, (ii) competence of the training faculty, (iii) evaluation of the impact of the training courses both concurrent and post-evaluation, and (iv) feedback received from training impact evaluation. These constitute the primary elements of a demand driven training programme. Having identified the subject areas of training, the next step in the a demand driven training programme is the structuring of the capacity building learning event such that it contains relevant training modules for up-grading knowledge and skills and inculcating a positive attitude amongst the

functionaries. A meaningful training programme therefore must be supported by training impact evaluation for assessing the extent to which the learning events are relevant for the needs of the participant trainees and the extent of actual transfer of learning in actual work situation. Knowledge about the impact of training helps design a new cycle of intervention for refurbishing training (if the impact is poor) and further improvements in organisational performance (in case the impact is positive). Such a framework of a demand driven training is depicted in the Figure 1. It depicts the outputs to be derived from an appropriately designed and delivery of training courses, the outcomes arising out of training outputs and the feedback received from appropriately structured training courses that are to be used as valuable outputs for next round of training design.

Figure 1: Systems model of a demand driven Training Plan



1.3 Training Needs Assessment: Methodology Adopted

4. With a view to ascertain the subject areas of training required by the staff and officials of the agencies engaged in plan preparation, financing and implementation, a Training Needs Assessment was conducted at all the three levels mentioned above. The methodology suggested by the UNCHS (Habitat) was used for conducting the TNA at the

three levels.¹ The UNCHS methodology suggests scanning of work situation to comprehend (i) the existing discrepancies, and (ii) the potential discrepancy. The former may persist in an organisation because the employees may not have the required skills for discharging the responsibilities entrusted to them (lack of knowledge and skills), or they do not wish to do so (lack of positive attitude). Potential performance discrepancy occurs due to gaps in knowledge or skills that may be required due to changes in organisational policy or actions initiated in the organisation such as administration of altogether new programmes. Scanning performance discrepancy is conducted through:

- i. Studying records and reports of an organisation;
- ii. Direct observation of the way the employees carry out their duties, communicate with each other; and
- iii. Asking questions (Refer [Annex-I-TNA instruments](#))

5. The methods mentioned above were used in ascertaining the training needs of staff and officials of the organisations mentioned above. This provided insights into gaps in the entry behaviour and the required behaviour of the functionaries and the staff at the three levels.

1.4 Training Needs Assessment: The Universe

6. As mentioned above, assessment of training needs was conducted at three levels viz, (i) the National Capital Region Planning Board, (ii) the National Capital Planning and Monitoring Cells located in the three constituent states and in the NCT of Delhi, and (iii) Implementing Agencies. These were therefore brought within the purview of TNA.

7. **NCRPB:** NCRPB being the nodal organisation for preparation and implementation of the Regional Plan, TNA was carried out for all the officers and the staff presently working in the three sections of the Board, viz. Planning, Finance and Administration. The Member Secretary of the NCRPB was also brought within the purview of TNA. However, TNA in case of the Member Secretary was confined to structured discussions for eliciting the training need, if any for him. For the staff other than the Member Secretary, all three methods mentioned above were used for conducting the TNA.

8. Recourse was, however, taken more to asking questions. In order to elicit the required information for TNA, a questionnaire was prepared in consultation with the NCRPB. After it was finalised and approved, the same was administered amongst the staff working at different levels. The questionnaires were developed separately for the supervisory staff and the subordinate staff. Perception of the subordinate staff relating to his/her training needs was cross checked with the perception of the supervisory staff. This was supplemented by discussion with the respondents about their work situation, the responsibilities required to be discharged by them and the gap between the existing skill and knowledge and the ones required for effective discharge of their responsibilities.

9. **NCR Planning and Monitoring Cells:** All four NCR Planning Cells located in Ghaziabad (in the state of Uttar Pradesh), Delhi (in the NCT of Delhi), Jaipur (in the state of Rajasthan), and Chandigarh (in the state of Haryana) were as well brought within the scope of the TNA. These Cells were visited for conducting the Training Needs Assessment. The methodology adopted was the same as discussed above for the NCRPB.

¹ Manual for Training Needs Assessment in Human Settlements Organizations: A Systematic Approach to Assess Training Needs, HS/114/87, ISBN 92-1-131038-5.

10. **Implementing Agencies:** A very large number of implementing agencies (IAs) are presently involved in the implementation of the NCR Regional Plan. This is evident from the Table 1 given below.

Table 1: Implementing Agencies of the Regional Plan for the NCR

S.N.	State	Implementing Agencies	
		Acronym	Name
1	Haryana	PHED	Public Health Engineering Department
2	Haryana	PWD (B&R)	Public Works Department (Building & Roads)
3	Haryana	HUDA	Haryana Urban Development Authority
4	Haryana	HSIDC	Haryana State Industrial Development Corporation
5	Haryana	HSCB	Haryana Slum Clearance Board
6	Haryana	UHBVN	Uttar Haryana Bidyut Vitaran Nigam
7	Haryana	BHBUN	Dakshin Haryana Bidyut Vitaran Nigam
8	Haryana	HVPNL	Haryana Vidyut Prasaran Nigam
9	Haryana	HPGCL	Haryana Power Generation Corporation
10	Haryana	DTE	Director Technical Education
11	Haryana	MCF	Municipal Corporation of Faridabad
12	Haryana	ID	Irrigation Department
13	Uttar Pradesh	GDA	Ghaziabad Development Authority
14	Uttar Pradesh	NNG	Nagar Nigam Ghaziabad
15	Uttar Pradesh	UPJN	Uttar Pradesh Jal Nigam
16	Uttar Pradesh	UPCL	Uttar Pradesh Power Corporation Ltd
17	Uttar Pradesh	UPSIDC	Uttar Pradesh State Industrial Development Corporation
18	Uttar Pradesh	HPDA	Hapur Pilukhwa Development Authority
19	Uttar Pradesh	BDA	Buland Shahr Development Authority
20	Uttar Pradesh	MDA	Meerut Development Authority
21	Uttar Pradesh	KDA	Khurja Development Authority
22	Uttar Pradesh	NNM	Nagar Nigam Meerut
23	Rajasthan	JVNL	Jaipur Vidyut Vitaran Nigam Ltd
24	Rajasthan	RVPN	Rajasthan Vidyut Prasaran Nigam
25	Rajasthan	RVUN	Rajasthan Vidyut Utpadan Nigam
26	Rajasthan	RIICO	Rajasthan Industrial Development & Corporation
27	Rajasthan	UITA	Urban Improvement Trust Alwar
28	Rajasthan	UITB	Urban Improvement Trust Bhiwadi
29	Rajasthan	PHED	Public Health Engineering Department
30	Rajasthan	PWD (R)	Public Works Department (Roads)
31	Rajasthan	RSRDC	Rajasthan State Road Development Corporation
32	Delhi	MCD	Municipal Corporation of Delhi

11. In view of a very large number of IAs as mentioned above, it was decided in consultation with the Project Director of this TA to take a sample of implementing agencies for conducting the TNA. It was also decided that as the Component B of the ADB TA does not have training specialist, the sample to be selected should be relevant for this component as well. As six demonstration feasibility studies and detailed project reports (DPRs) are being prepared for six different sectors with the involvement of a diverse types of IAs, it was finally decided to confine the TNA with respect to the IAs that are to be involved in implementation of the model DPRs being prepared under Component B of this TA. Accordingly, the IAs mentioned in Table 2 below were selected for conducting the TNA for the IAs.

Table 2: Projects and Implementing Agencies for Feasibility Studies and DPRs

S.N.	Sector	Town	Implementing Agencies
1	Solid Waste Management	Ghaziabad	<ul style="list-style-type: none"> ▪ Ghaziabad Municipal Corporation; ▪ U.P.Jal Nigam; ▪ Ghaziabad Development Authority
2	Traffic	Ghaziabad	<ul style="list-style-type: none"> ▪ Ghaziabad Development Authority
3	Sewerage	Hapur	<ul style="list-style-type: none"> ▪ Hapur Municipal Council; ▪ U.P.Jal Nigam; ▪ Hapur-Pilukhwa Development Authority
4	Drainage	Hapur	<ul style="list-style-type: none"> ▪ Hapur-Pilukhwa Development Authority ▪ U.P.Jal Nigam ▪ Hapur Municipal Council
5	Water Supply	Panipat Sonipat	<ul style="list-style-type: none"> ▪ Public Health Engineering Department
6	Drainage	Sonipat	<ul style="list-style-type: none"> ▪ PHED

All above IAs were visited for ascertaining the number and type of staff to be involved in project implementation and for conducting the TNA.

1.5 Nature of Responses Obtained

12. Conducting of TNA yielded a number of subject areas of training. Quite many of these, however, turned out to be duplication of the same subject area of training but described differently. Some of the respondents, for example, expressed training in “Managing Treasury Function” while another wanted training in “Treasury Management”. These subject areas, however, form part of stand alone training in Principles of Financial Management. Another respondent expressed to get training in “Ratio Analysis” while still another expressed the need to be trained in “Debt Portfolio Management”. These form part of Principles of Financial Management. Some of the responses obtained were found to be quite abstract (need for training in “Work Culture”), and the need for training in “Exposure to the Working of Joint Ventures” that could form part of a study visit. Likewise, while some of the respondents wanted to be trained in GIS, others suggested to be trained in “Arc GIS” which is a type of software for GIS.

1.6 Competency Gaps

13. TNA of the functionaries working at the Board and in the NCR Cells has revealed gaps in the existing knowledge and skills amongst all types of functionaries such as planners, finance managers, and the support staff. It has also enabled gaining insights into institutional gaps that are beyond the purview of training. As the NCRPB envisions scaling up of its project planning, financing and implementation processes, the gaps in the knowledge and skills that would be required for this widens still further. TNA has revealed gaps in competence required for (i) planning especially in the spheres of project planning, project development, and the tools for these, (ii) financial management especially in terms of financial resource mobilisation, treasury management, loan management and documentation, project appraisal and management, and (iii) Monitoring and evaluation of plan implementation and the related areas for effective implementation of the Regional Plan. TNA also threw light on gaps the very institutional arrangement in the constituent states for planning and coordination for regional plan that are beyond the purview of training and entails interventions required for institutional restructuring. The subsequent sections of this report addresses process for enhancing competencies through a need-based training intervention. The nature of gaps in institutional arrangement in the constituent states and in the NCT of Delhi as also the interventions required for addressing these gaps forms the subject matter of the next Report on Human Resource Gaps and Management.

II. Training Implications of NCR Plan

14. Training implications for the National Capital Region Plan flows from the specific functions mandated for the National Capital Region Planning Board by the National Capital Region Planning Board Act, 1985. The Act enjoins upon the Board to perform a number of functions relating to preparation, implementation and other functions incidental to these primary functions. The specific functions having training implications at the three levels mentioned above are mentioned below²:

- i. To prepare the Regional Plan and the Functional Plans;
- ii. To co-ordinate the enforcement and implementation of the Regional Plan, Functional Plans, Sub-Regional Plans and Project Plans through the participating States and the Union territory ;
- iii. To ensure proper and systematic programming by the participating States and the Union territory in regard to project formulation, determination of priorities in the National Capital Region or sub-regions and phasing of development of the National Capital Region in accordance with stages indicated in the Regional Plan; and
- iv. To arrange for, and oversee, the financing of selected development projects in the National Capital Region through Central and State Plan funds and other sources of revenue.

15. The functions mentioned above requires systematic planning and programming by the constituent states and the Union Territory of Delhi for project formulation, prioritisation of projects, phasing of development and arranging and overseeing financing of selected development projects. These constitute prime activities that have substantial training implications for the Board, the NCR Cells and the Implementing Agencies. Preparation of Regional Plan, Functional Plans by the Board and Sub-Regional Plans and Project Plans by the constituent states itself has lot of training implications for data generation, management, and analysis by taking recourse to emerging tools and technology of remote sensing, GIS and information technology. Plan implementation entails monitoring, evaluation and financing. These again require appropriate training for enhancing knowledge and skills of the functionaries in the spheres of project development, structuring, appraisal, monitoring, financial resource mobilisation for augmenting the funds for financing plan implementation, treasury management, and debt management.

16. Implementing Agencies would as well require training for effective implementation and operations and maintenance of the basic urban infrastructure such as water supply, waste water management, solid waste management, drainage, transport systems, energy, environment, etc. These would require up-gradation of skills for managing the infrastructure to be provided as part of the implementation of the Regional and Functional Plans.

17. It should be apparent that training implications of preparation, financing, implementation and monitoring of the Regional Plan, and a hierarchy of plans to be prepared and implemented under the aegis of the Regional Plan has substantial implications for training. The National Capital Region Planning Board Act, 1985 details the basic elements that must be contained in the Regional Plan. These provisos themselves are quite elaborate that require necessary knowledge and skills for plan preparation and evaluation of Sub-Regional Plans to be prepared by the constituent states³. Training needs pertain to three levels viz. (i) NCRPB located in the national capital, and (ii) NCR Planning and Monitoring Cells and (iii) Implementing Agencies located in the constituent states.

² Section 7, National Region Planning Board Act, 1985

³ Section 10 (2), National Capital Regional Planning Board Act, 1985

III. Subject Areas of Training

18. As mentioned above, Member Secretary was also brought within the fold of TNA. It is worth mentioning that since the position of Member Secretary belongs to Indian Administrative Service, the incumbents of this service are required to go through an elaborately structured training programme conceived especially for them. Current Member Secretary has already gone through a number of training in governance, administrative systems, leadership, communication and team building and other related areas of knowledge and skills. Nevertheless, as his present posting in an organisation that deals largely with regional planning and financing of infrastructure, he showed interest in environmental issues in urban and regional Planning. But the learning events in his case will have to be short in a capsule form as his presence at the NCRPB for providing leadership and drive to the Board will not enable him to attend a long duration course.

19. TNA for staff yielded diverse responses in diverse subject areas of training. In many instance, the respondents gave multiple responses relating to the same subject area of training. These had to be refined and firmed up. All such responses obtained from the respondents were therefore gone through by the thematic experts in the consulting team .of this TA. Distinct subject areas of training were determined, finalised and firmed up in consultation with the thematic experts. Distinct subject areas of training arising out of the TNA are mentioned below along with the Target Groups.

3.1. Regional Planners

20. Regional Planners at the NCRPB and the planners posted in the NCR Planning and Coordination Cells in the constituent states suggested the number of subject areas in which they would like to have training. These are mentioned below. TNA revealed that all the planners working at top, middle and lower levels should have training in subject areas dealing with planning and the planning tools.

21. Training courses on (i) Solid Waste Management, (ii) Project Appraisal, (iii) Financial Resource Mobilisation for Infrastructure Financing, (iv) Financial Structuring and Development of Projects, (v) Urban Good Governance, (vi) Project Monitoring and Evaluation, and (vii) MIS should be left as optional depending on individual choice for learning. However, the Planner(s) working in the Project Management and Coordination Cell of the NCRPB, will have to undergo training in Project Monitoring and Evaluation, Financial Structuring and Development of Projects, Project Appraisal besides the training courses in core subject areas of planning mentioned below.

- Concepts, Tools and Technology for Regional Planning
- Transport Planning Techniques and Financial Options
- Planning for Power (Energy),
- Planning and Management for Water Supply and Waste Water Disposal
- Solid Waste Management
- Geographic Information System
- Project Planning and Development
- Project Appraisal (Technical, Financial, Environmental, Social, and Institutional)
- Financial Resource Mobilisation for Infrastructure Financing
- Financial Structuring and Development of Projects
- Demographic Analysis and Projections – Tools and Techniques
- Remote Sensing and Aerial Photography
- Software and Simulation for Environment Planning
- Data Base Management
- Project Monitoring and Evaluation
- GIS (Arc GIS, Map Info etc)
- Auto Cad

- MIS and ERP System

3.2. Planning Assistants & Draughts Men

22. Planning Assistants and Draughts Men working at the NCRPB and also in the NCR Planning and Coordination Cells mentioned the following subject areas of training. Some of these are common with those suggested by Planners. It needs to be emphasized that the Planning Assistants and the Draughts Men should have training in all the subjects mentioned below except data base management that does not constitute a core function to be performed by them. They should have an option in going through these subject areas of training.

- Auto Cad
- GIS (Arc GIS, Map Info)
- Data Base Management
- Design Software (Photo Shop, 3D Max Studio etc.)

23. **Behavioural Science:** Some of the Planners and Planning Assistants also suggested getting training in behavioural aspects. These are mentioned below separately for the supervisory staff and the sub-ordinate staff. Discussion with some of the supervisory staff and also observation of work situation suggest that training in Team Building, Leadership and Communication will be desirable only for the supervisory staff who needs to build a team and work with it. This training will be desirable also for the supervisory staff in Finance and Administration.

3.3. Finance Functionaries

24. The staff dealing with financial management as well indicated an impressive list of subject areas of training for their capacity development. These subject areas together consist of concepts, principles, tools and techniques. These are mentioned below.

- Introduction to Financial Management (Ratio Analysis, Treasury Management, Working Capital)
- Project Appraisal (Technical, Financial, Environmental, Social, and Institutional)
- Project Monitoring Tools and Techniques
- Risk Management
- Project Finance
- Financing Urban Infrastructure Projects
- Credit Assessment (Credit Profiles of Borrowers and Projects)
- Accounting Principles (including DEAS)
- Computerised Financial Accounting System: Use of Tally
- MIS
- PPP for Infrastructure Projects

25. On further discussion, it was ascertained that the lower level staff who are engaged in maintaining of accounts, will need training especially in Accounting Principles including DEAS and Tally based Financial Accounting System. Even the middle level functionaries in Finance section have shown interest in learning Tally and DEAS. However, a call needs to be taken whether to hire staff in Tally or offer training to all staff members once the proposed ERP system is implemented. Hence barring the Director of Finance who heads the finance section, all the functionaries will go for training in Tally and DEAS besides the other subject areas of training mentioned above.

3.4. Administration Staff

26. The subject areas of training mentioned below are meant not only for the administrative staff of the NCRPB but of the NCR Planning and Coordination Cells located in the constituent states and the NCT of Delhi as well. Training for the administrative staff of the implementing agencies is not recommended here as the IAs do not have dedicated staff for implementation of the NCR projects exclusively.

- Office Management (including File Management)
- Use of IT in Record Management
- Inventory Management
- Vigilance and Disciplinary Procedures
- Basic Computer Skills (MS Office, Accessing the Web, E-mailing)
- Right to Information Act
- Management Information System (MIS)
- Income Tax
- Human Resource Development
- Retirement & Terminal Benefits
- Communication Skills

3.5. Implementing Agencies

27. Table 2 given above depicts that the sample IAs are of four types as mentioned below.

Table 3: Types of Sample Implementing Agencies for TNA

S.N.	Type of Implementing Agencies	Name of Implementing Agencies	State
1	Development Authority	Ghaziabad Development Authority	U.P.
		Hapur-Pilukwa Development Authority	U.P.
2	Municipal Authorities	Ghaziabad Development Authority	U.P.
		Hapur Municipal Council	U.P.
3	Para Statal	U.P. Jal Nigam	U.P.
4	State Government Department	Public Health Engineering Department	Haryana

28. TNA for these IAs was conducted keeping in view the type of projects they are to be involved with. TNA and the consequent training for the IAs therefore are project specific. Enhancing knowledge and skills of the entire staff in the IAs is not and should not be the objective of the TNA. This will require altogether different scale of raining which is also not the objective of the present TA. Training needs have therefore been assessed only for the members of the staff that are to be involved in project implementation.

29. It should be obvious from Table 3 that the nature of role of the IAs are diverse; some of them are to be involved in project formulation while others are to be involved in operations and maintenance. Development Authorities and the U.P. Jal Nigam, for example, largely perform development functions that involve formulation and implementation of projects. PHED (Haryana) is involved in both development and maintenance; having formulated and implemented the projects, it also operates and maintains the water supply systems and administers user charges. The municipal authorities are to be involved largely in operations and maintenance. This has larger implications for the nature and scale of training that is discussed subsequently in this report.

30. Training needs on the basis of the types of projects and involvement of the functionaries of the various IAs are mentioned below.

Table 4: Training Needs of Implementing Agencies of the NCR Plan

S.N.	Type of Project	Implementing Agencies	Type of Functionaries	Training Needs
1	Solid Waste Management	UPJN	Engineers	Project Planning and Development for Solid Waste Management: Technique and Technology
				Construction Management
				Project Management
		GDA	Engineers	As above
		GMC	Public Health Officer; Deputy Public Health Officer	Public Private Partnerships in SWM
Sanitary Inspectors	Primary collection and Disposal of Solid Wastes			
	Sweepers	Motivation, and Personal Safety in Effective Solid Waste Collection		
2	Traffic	GDA	Town Planners	Traffic and Transport Planning : Tools and Technique
3	Sewerage	UPJN	Engineers	Techniques and Technology for Formulation of Sewerage Projects
		HPDA	Engineers	As above
			Controller of Accounts	Computerised Accounting System (Tally)
			Accounting Staff	
HMC	Sanitation Staff	Operations and Maintenance of Sewerage System		
4	Drainage	HPDA	Engineers	Techniques and Technology for Development of Drainage Projects
		UPJN	Engineers	As above
		HMC	Public Health Supervisory Staff	Tools and Techniques of Operations and Maintenance of Drainage System
5	Water Supply	PHED	Engineers	Planning and Designing of Water Supply Projects;
				Computer based Designing of Distribution System ;
				Pricing and Cost Recovery for Water Supply
		Accounting Staff	Tally based Accounting System	
			DEAS	
	Pricing and Cost Recovery for Water Supply			

UPJN: U.P.Jal Nigam; GDA: Ghaziabad Development Authority; GMC: Ghaziabad Municipal Corporation; HPDA: Hapur-Pilukhwa Development Authority; HMC: Hapur Municipal Council; PHED: Public Health Engineering Department; DEAS: Double Entry Accounting System.

31. Besides the above mentioned subject areas of training for the various categories of staff of the IAs, some of them in particular expressed the need for training in accounting and financial resource mobilisation. These are mentioned below:

Table 5: Specific Training Needs of Some of the Implementation Agencies

S.N.	Implementing Agency	Specific Training Needs in other Areas of Municipal Management
1	Hapur Municipal Council	Municipal Financial Resource Mobilisation
		Effective Property Tax Administration
		DEAS
		Basic Computer Skill
2	PHED	Basic Computer Skills

32. HMC's training need for Municipal Financial Resource Mobilization and Property Tax Administration is impelled by its weak fiscal capability and the need for mobilisation of additional financial resources for augmentation of basic municipal services and effective operations and maintenance of services. Enhanced fiscal capacity of HMC will help effective operation and maintenance of assets to be created under the aegis of the NCRPB. Poor resource base and accompanying weak institutional capacity result in deterioration and decay of capital projects. It would be therefore advisable to help the HMC by conducting the capacity building training workshops mentioned above.

3.6 Related Subject Areas of Training

33. Though training needs based on formal TNA are contained in [Annex IV and V](#), institutional analysis of potential training institutions revealed well structured courses being conducted by some of them in the subjects that are either very similar to the ones derived from the TNA or these courses could be quite relevant especially for the functionaries engaged in financial management of the NCRPB. The NCRPB may have a look on these courses being conducted by some of the reputed centres of excellence and nominate its staff and officers in the courses relevant for its work situation.

S N	Name of the learning Event	Institution
1	Contract Management	Indian Institute of Management, Ahmadabad
2	ERP Systems; Technology Planning and Implementation	Indian Institute of Management, Ahmadabad
3	Advanced HR Management	Indian Institute of Management, Ahmadabad
4	Infrastructure Development and Financing	Indian Institute of Management, Ahmadabad
5	Leadership and Change Management	Indian Institute of Management, Ahmadabad
6	Project Management	Indian Institute of Management, Ahmadabad
7	Interpersonal Effectiveness & team building	Indian Institute of Management, Ahmadabad
8	Credit Analysis	National Institute of Bank Management, Pune
9	Credit Management	National Institute of Bank Management, Pune
10	Financing Infrastructure Projects (Focus-Project Appraisal and Risk Analysis)	National Institute of Bank Management, Pune
11	Financial Analysis for Credit Rating	National Institute of Bank Management, Pune
12	Estimation and Mitigation techniques in Credit Risk (Focus: Credit Derivatives and securitization)	National Institute of Bank Management, Pune
13	Integrated Treasury Management	National Institute of Bank Management, Pune

IV. Institutional Arrangement for Training

34. Training needs assessment for the staff and officials of the planning and implementing organisation in the previous section has indicated the need for training in diverse subject areas. In view of this, the choice for training institutions as well will have to be as diverse as the subject areas of training. This is so largely because the expertise required for conducting of capacity building training workshops in the identified subject areas of training is unlikely to be found in a single training institution.

35. In view of this, the potential training institutions have been identified by way of (i) visiting the web sites of reputed training, professional and academic institutions, (ii) visiting such institutions that are easily accessible, and (iii) by discussing with some of them on phone. Barring the IIMs, the IITs, Indian Institute of Remote Sensing Institute, Banking Management Institutes of the Reserve Bank of India, the National Financial Management Institute, Faridabad that are reputed for being centres of excellence; an institutional analysis was conducted for other training/professional institutions to ensure that these institutions do possess the required expertise for conducting of training course.

4.1 Potential Training Institutions

36. As mentioned earlier, an intuitional analysis of such training institutions is contained in [Annex II](#). Addresses and contact numbers of the potential training institutes are contained in [Annex III](#). The search for potential training institutions yielded large number of institutions that have the required expertise for conducting the training courses that are conceived for the NCRPB and other organizations involved in planning and plan implementation in the NCR. The identified potential training institutions constitute a mix of public sector, private sector and the institutions managed by the NGOs. These include the reputed professional institutions in the public sector such as the Indian Institutes of Management, Indian Institutes of Technology, Banking management institutes, institution working as part of the Space Research organization, and other institutions in the private sector. The potential training institutions identified for delivery of training plan are mentioned below:

- i. Indian Institute of Management Ahmedabad
- ii. Indian Institute of Management Calcutta
- iii. Indian Institute of Management Indore
- iv. Indian Institute of Technology Madras
- v. Indian Institute of Remote Sensing, Dehradun
- vi. School of Planning, CEPT Ahmedabad
- vii. School of Planning and Architectures, New Delhi
- viii. National Power Training Institute Faridabad
- ix. National Banking Management Institute Pune
- x. Indian Institute of Banking Management Guwahati
- xi. National Institute of Financial Management Faridabad
- xii. National Environmental Engineering Research Institute, Nagpur
- xiii. Central Road Research Institute, Delhi
- xiv. Institute of Secretariat Training and Management, New Delhi
- xv. Association of Municipalities and Development Authorities, New Delhi
- xvi. Sambodhi, Delhi
- xvii. Envirosyz, Hyderabad
- xviii. SCI Software India Pvt.Ltd
- xix. APTECH
- xx. National Institute for Information Technology (NIIT)
- xxi. ESRI

37. These institutions have a track record of conducting training in the subject areas of training identified for the NCRPB and other organizations engaged in planning and plan

implementation in the NCR. As some of the identified potential training institutions are centres of excellence, institutional analysis of these institutions has not been done as part of this report on training plan. Institutional analysis has been done, however, for other institutions ([Annex II](#)). Subject areas of training along with the suggested target groups for these, potential training institutions for conducting the identified subject areas of training and other related details for the staff and officials of the NCRPB, the NCR Planning and Monitoring Cells and the implementing agencies are presented in [Annex IV and V](#) respectively.

4.2 Delivery of Training

38. The training courses identified on the basis of TNA would need to be conducted in two ways:

- i. The TA Consultants will conduct courses on (i) Project Appraisal with separate training modules on Financial, Technical, Environmental, Social, and Institutional appraisal, and (ii) MIS Concept and Tools. The Board has agreed to conduct these courses in the NCRPB premises on closed holidays so that the usual work of the Board is not disrupted. The Project Appraisal Training will be conducted first in the beginning of March, 2009 in stages; one training module of this course will be taken up in each stage. The second training course on MIS Concept and Tools will be taken up in May, 2009, and,
- ii. Other training courses in the Training plan are to be conducted by the training/professional institutions identified in the Training Plan. The Training and HRD Manager of the NCRPB will operate with the potential training institutions identified in the Training Plan at least three month before the commencement of each training course. As suggested below, the NCRPBN will have to allocate a budget for conducting of the training courses.

39. It is important to mention that institutional analysis of training revealed that almost all the identified institutions are already engaged in their usual pre-determined professional, academic and training schedules. They therefore indicated that the request for conducting training for the NCRPB should be intimated to them at least three months in advance. Some of them also indicated the fee structure. Others indicated that the fee structure is subject to negotiation as it will depend on course duration that itself will have to be firmed up in consultation with the training institutions concerned. Some of the training institutions such as CRRRI, ISTM indicated that besides the course fee, board and lodging facilities will have to be paid separately. Some of the training institutions such Sambodhi, SCI Software do not have board and lodging facilities. NCRPB will therefore has to look for these on their own. These details are important and the NCRPB will have to look at these so that learning events are pre-meditated.

V. Institutionalising Training in NCRPB

40. It needs to be mentioned that training is not and should not be conceived as a single shot exercise simply because of the fact that learning is a continuous process. NCRPB, therefore, needs to put in place a sustainable instructional arrangement for mainstreaming training in the Board itself. It is important to mention in this regard that the broader contours of the National Training Policy and the imperatives for this also entail institutionalisation of training.

5.1 National Training Policy

41. The government of India constituted a Working Group in 1993 for formulation of a National Training Policy (NTP). The Working Group submitted its report in 1994 and after considering the report in consultation with various ministries and departments, the DoPT issued operational guidelines on various aspects of a strategy for implementation of NTP. It defined training objectives and the broader concerns of training and envisaged 'training for all' "starting, from the lowest and cutting edge to the highest in policy making". It especially stressed the need to train the front line functionaries who interact with the citizens on a day-to-day basis for delivery of public services, implementation of various public programmes at the grass root level. Besides 'training for all', it envisaged the need for induction training, training at the time of changing of jobs, promotion, and different stages of career progression.

42. The NTP suggests to create a high powered National Training Council headed by the Minister-in-charge of Personnel, Public Grievances and Pensions, Government of India, having representatives of state governments, administrative heads of major ministries and other major functional organizations of the government of India, major training institutions in and outside government and also reputed training consultants and experts for advising the central government on training policy, design and implementation. It suggests for creating similar Training Council in each state and for appointing a Training Manager in each Department, who will ensure an integrated approach to training. It is suggested in the policy that s/he he will be involved in various activities relating to organisation of training programmes such as analysis of training requirements, design of training programmes, selection of appropriate training institutions and the evaluation of training. S/he will advise on right kind of interventions required for right kind of intervention for overcoming specific problems of performance. S/he is envisaged to act as an interface between the state and the training institutions. For funding training programmes, the National Training Policy document suggests to pool 5 percent of wages and salary bills of all the Departments to create a training fund to be kept under a separate budget.

43. Such an institutional arrangement provides a sustainable framework wherein training needs of not only of the NCRPB but also of the other organisations engaged in planning and plan implementation could be managed. In order to ensure that the training becomes part of the Board's activities, it is suggested that the NCRPB should strive to institutionalise training within the Board.

5.2 Steps Suggested for Institutionalisation of Training within the NCRPB

44. The scale of training conceived as part of this strategic Training Plan and even beyond it, entails that training would need to be institutionalised within the NCRPB. Delivery of training and the processes involved in it as very briefly discussed in the preceding paragraph all the more requires institutionalising training within the NCRPB. Basic steps for this are mentioned below.

45. **Allocate Budget for Training and HRD:** Conducting of training courses as part of this Strategic Training Plan and even after the implementation of this Training Plan will require availability of funds. The NCRPB would therefore need to create a training fund.

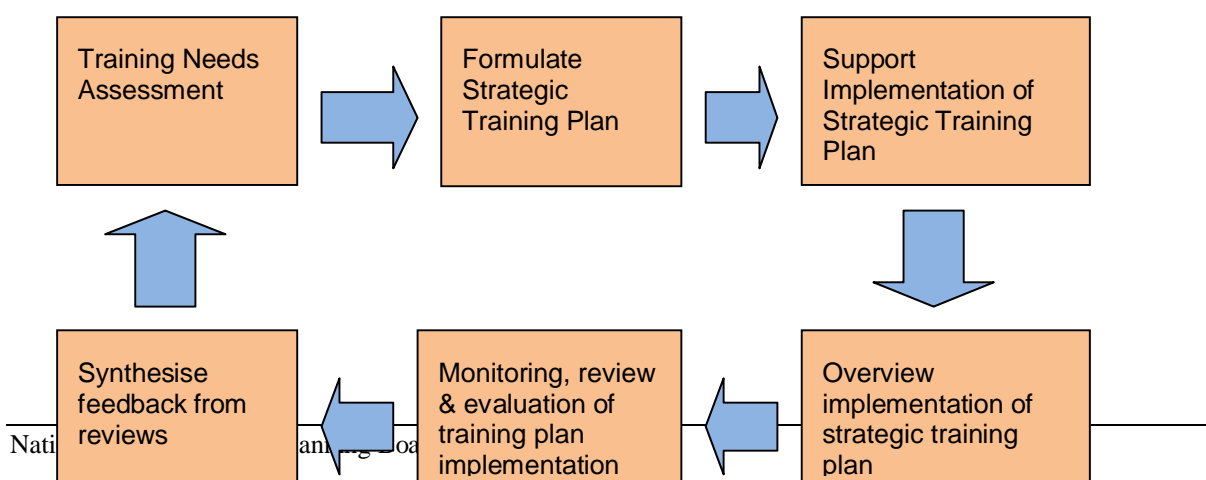
46. **Appoint HRD Manager:** The NCRPB would need to identify one of its functionaries for managing training on a sustainable basis. With a view to minimise the need for recruitment of additional staff for this, the NCRPB should entrust the responsibility of managing training and HRD related initiatives (to be elaborated in the forthcoming Report on Human Resource Management for NCRPB) to the existing Deputy Director of Administration. He will ensure that the Strategic Training Plan contained in this report is implemented by negotiating the conducting of training courses with the potential training institutions identified in this Strategic Training Plan.

47. **Train the HRD Manager in Training and HRD:** The HRD Manager will require knowledge and skills for implementing the Strategic Training Plan and human resource management. For this end in view this Strategic Training Plan has a component for training of trainer (ToT) in HRD along with the potential training institution (Annex IV). The HRD Manager (Deputy Director of Administration in the NCRPB) would subsequently need to undergo the courses on (i) Training Design, and (i) Direct Trainers' Skill. These are extremely useful training courses being conducted by the DoPT in accredited training institutions such as Uttaranchal Academy of Administration, Nainital, ISTM, Delhi, and M.P. Academy of Administration, Bhopal.

48. **Constitute a Training and HRD Advisory Committee:** Training and human resource development activities would need to be overviewed by a Training and HRD Advisory Committee on a regular basis. In order to facilitate this task, the NCRPB would need to create a Training and HRD Advisory Committee. To be chaired by the Member Secretary of the NCRPB, the Committee will have the Chief Regional Planner, the Director of Finance of the NCRPB, the Director of AMDA, and a training expert to be co-opted by the Committee as its members. HRD Manager (Deputy Director of Administration in the NCRPB) will be the Member Secretary of the Training and HRD Advisory Committee. The Committee will overview and also review operational matters relating to training and will provide policy direction, support and guidance to the HRD Manager in the spheres of training and human resource management. The Committee should meet at least twice in a year

49. **Functions of the HRD Manager:** The HRD Manager will play an important role in implementation of the Strategic Training Plan and sustaining training and HRD initiatives in future. Sustenance of training would require the HRD Manager to operate within the framework mentioned below. The framework entails that training will need to be driven by training needs of the staff and the officials of the NCRPB and even other players involved in planning and plan implementation in the NCR. For this the HRD Manager would need to go for periodical training needs assessment. The inputs from the TNA will have to be used for formulation of strategic training plan on a regular basis. This will be followed by an oversight by the NCRPB of implementation of the training plan by the identified training institutions. Conducting of training courses will have to be monitored and evaluated for identifying bottlenecks and gaps, if any, and most importantly for understanding the extent of actual transfer of learning.

Figure II: Basic Framework of Formulation & Implementation of a Strategic Training Plan



50. In view of the framework suggested above, the HRD Manager will have to perform the following functions:

- To play a crucial role in training by planning, delivery and evaluation of capacity building training and HRD initiatives in the NCRPB;
- To be responsible for all day-to-day operational matters relating to implementation, management and evaluation of training to be conducted by different training institutions;
- To modify the Strategic Training Plan on the basis of feedback to be received from the review and evaluation of the training courses conducted by the training institutions;
- Conduct training needs assessment after the Strategic Training Plan is fully implemented;
- To identify new training institutions if needed;
- To arrange and facilitate visits to the good practices in regional planning, project financing and plan implementation elsewhere in the country;
- To prepare a new training plan on the basis of fresh assessment of training needs of the NCRPB functionaries; and
- To arrange for training of the NCRPB staff and officials on induction, on promotion, and on transfer from one section to another.

5.3 Evaluation of Training

51. Preparation of a strategic training plan on the basis of inputs from a formal training needs assessment notwithstanding, the training courses to be conducted would need to be evaluated on a regular basis to get insights into (i) the usefulness of training for the participants, and (ii) transfer of learning. In order to get at the usefulness of training for the participants, the HRD Manager in the NCRPB will ensure that the participating training institutions evaluate the training courses conducted by them through **concurrent evaluation**. This entails that the concerned training institution will get the training course evaluated by the participants in terms of the extent to which:

- The course content and structure is relevant to the learning needs of the participants;
- The training course has contributed to enhancement of knowledge and skills of the participants for improving their performance;
- The resource persons were individually able to deliver the training session allocated to them;
- The training materials supported the various training sessions; and
- Training infrastructure including board and lodging facilities (if relevant) are satisfactory to the participants

52. In addition to the concurrent evaluation mentioned above, the HRD Manager will have to conduct a **post-evaluation** of the training courses after at least three months of completion of a training course. This would require getting back to the participants for administering a structured questionnaire to gain insights into actual transfer of learning. The feedback received from **concurrent evaluation** will have to be used by the training institutions concerned for restructuring of the next learning even. The feedback to be received from **post-evaluation** will be used for resurrecting the entire training plan.

In sum, it needs to be emphasised that if training has to be used for addressing performance discrepancies, which it must, the framework of training as also the basic steps for delivery of training will have to be followed in letter and spirit. Training should not be treated as a fad and go for it casually and in a rudimentary manner.

ANNEXES

Annex I: Instruments of Training Needs Assessment

**ADB Project on
Capacity Development of National Capital Region Planning Board
Training Needs Assessment**
(Questionnaire for the Chief Regional Planner)

As you now, the Asian Development Bank has given a Technical Assistance (TA) to the National Capital Region Planning Board (NCRPB) for capacity development of the NCRPB. Training being an important component of capacity development initiative, the TA envisages

putting in place a scheme of demand driven training based on training needs assessment of the NCRPB staff at all levels in the organisation. Your kind cooperation is therefore solicited for devoting some of your time for filling in this questionnaire. This will provide useful insights for assessment of training needs of the NCRPB and preparation of training plan.

Name: _____

Designation: _____

Name of the Organisation: _____

1. How long have you been working at the National Capital Region Planning Board?
_____Years
2. What do you like most about working for your organisation? (Tick the relevant statement(s).
 1. A congenial work environment
 2. Supportive Staff
 3. Contributing to the development of NCR gives me job satisfaction
 4. Being a reputed organisation, gives me a sense of pride
 5. Any other (specify) _____

3. What do you like the least about working for your organisation? (Tick the relevant statement(s).
 1. It does not have a proper work culture
 2. Sitting arrangement is not to my liking
 3. Staff is not sincere to their work
 4. Office is too noisy
 5. Any other (specify) _____

A. Training Needs for Performing Existing Jobs

4. Kindly mention the most important activities you are required to perform in your day-to-day functioning as part of your professional duties and responsibilities at the NCRPB.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

5. As you know, Training is about enhancing knowledge and skills for effective performance of your duties and responsibilities in the organisation. Do you require up-gradation of your knowledge and skills for improving your abilities for performing your duties mentioned above much more effectively and efficiently?

Yes No

6. If yes, kindly mention the subject areas of training for acquiring the required knowledge and skills for performing the most important activities mentioned above (in response to question 4 above).

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

7. Discharging official responsibilities, many often, requires working in a team. Do you like working in a Team?

Yes No

8. Do you think, working in a team requires skills for team building, communication and leadership?

Yes No

If Yes, would you like to strengthen these skill through training?

Yes No

B. Training Needs for Performing Anticipated Jobs

9. Urban and Regional Planners now have an opportunity to use a host of emerging technologies and techniques such as Digital Spatial Database, Remote Sensing, Auto Cad and new method and techniques of data management for planning and monitoring of plan implementation.

Kindly mention in which of the emerging planning concepts, tools and technologies you will like to acquire new skills?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

- 5 _____
- 6 _____
- 7 _____

C. For Supervisor only (Chief Regional Planner)

10. You have been supervising the performance of your sub-ordinates in the Planning section of the NCRPB. Kindly mention five most important areas of their working in the present work situation that they need skill up-gradation (training).

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

11. In the event of use of emerging newer tools, equipments, and new technology for plan preparation and monitoring, in which of these (kindly refer to Question 9) should your planners and planning staff acquire knowledge and skills?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

12. At times, organisational compulsions require the staff perform functions that do not form part of their job description. What according to you the members of staff overviewed by you are doing that they should not be doing?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

13. What the members of the staff overviewed by you are not doing that they should be doing?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

**ADB Project on
Capacity Development of National Capital Region Planning Board
Training Needs Assessment
(Questionnaire for Director, Finance)**

As you know, the Asian Development Bank has given a Technical Assistance (TA) to the National Capital Region Planning Board (NCRPB) for its capacity development. Training being an important component of capacity development initiative, the TA envisages putting in place a scheme of demand driven training based on training needs assessment of the NCRPB officials and staff at all levels in the organisation. Your kind cooperation is therefore solicited for devoting some of your time for filling in this questionnaire. This will provide useful insights for assessment of training needs of the NCRPB and preparation of a training plan for its functionaries.

Name: _____

Designation: _____

Name of the Organisation: _____

1. How long have you been working at the National Capital Region Planning Board?

2. What do you like most about working for your organisation? (Tick the relevant statement (s)).
 1. A congenial work environment
 2. Supportive Staff
 3. Contributing to the development of NCR gives me job satisfaction
 4. Being a reputed organisation, gives me a sense of pride
 5. Any other (specify) _____

3. What do you like the least about working for your organisation? (Tick the relevant statement(s)).
 1. It does not have a proper work culture
 2. Sitting arrangement is not to my liking
 3. Staff is not sincere to their work
 4. Office is too noisy
 5. Any other (specify) _____

A. Training Needs for Performing Existing Jobs

4. Kindly mention the most important activities you are required to perform in your day-to-day functioning as part of your professional duties and responsibilities at the NCRPB.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

5. As you know, Training is about enhancing knowledge and skills for effective performance of your duties and responsibilities in the organisation. Do you require up-gradation of your knowledge and skills for improving your abilities for performing your duties mentioned above much more effectively and efficiently?

Yes No

6. If yes, kindly mention the subject areas of training for acquiring the required knowledge and skills for performing the most important activities mentioned above (in response to question 4 above).

1. _____
2. _____
3. _____
4. _____
5. _____

7. Discharging official responsibilities, many often, requires working in a team. Do you like working in a Team?

Yes No

8. If yes, do you think, working in a team requires skills for team building, communication and leadership?

Yes No

If Yes, would you like to strengthen these skill through training?

Yes No

B. Training Needs for Performing Anticipated Jobs

9. An organisation is evolving on a continuous basis due to a host of reasons such as changes in technology, external environment, and above all due to changes in policy or actions instituted by the management. For example, new skills may be required to work with a newly introduced technology or new systems of management.

In the event of increase in the scale of NCRPB’s present operation in financing a very large number of projects as targeted for the 11th Five Year Plan and thereafter, kindly mention the areas/aspects of financial management, treasury management, prudential norms and the like in which you would like to acquire new skills.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C. For Supervisor only (Director, Administration and Finance)

10. You have been supervising the performance of your sub-ordinates. Kindly mention five most important areas of their working in the present work situation that they need skill up-gradation (training).

1. _____
2. _____
3. _____
4. _____
5. _____

11. In the event of scaling up of NCRPB’s financing of projects, in which of these (kindly refer to Question 9) should your staff acquire knowledge and skills?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

12. At times, organisational compulsions require the staff perform functions that do not part of their job description. What according to you the members of staff overviewed by you are doing that they should not be doing?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

13. What the members of the staff overviewed by you are not doing that they should be doing?

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

Annex II: Institutional Analysis of Potential Training Institutions

Calendar of the proposed learning events ([Annex III & IV](#)) for enhancing knowledge and skills of the functionaries engaged in formulation of Regional Plan and its implementation contains names of potential training institutions that could be roped-in for conducting of various training course contained in the Training Plan. Quite many of the potential training institutions are quite reputed institutions of learning such as the IIMs, the IITs, Indian Institute of Remote Sensing, Dehradun; School of Planning, Delhi; School of Planning, CEPT, Ahmedabad; National Institute of Banking Management, Pune; and Indian Institute of Banking Management, Guwahati. These institutions being already reputed institutions of learning do not require institutional analysis of their institutional competence in imparting training. Training Plan, however, also contains a few institutions and organisations that are not as reputed as the ones mentioned before. An institutional analysis of these institutions is therefore presented below.

Chennai Metropolitan Water Supply and Sewerage Board

Chennai Metropolitan Water Supply and Sewerage Board (Metro Water) is created by the State Government of Tamil Nadu for management of water supply and waste water in the metropolitan city of Chennai. Over the years, it has grown from a government dependent entity to a dynamic, consumer oriented demand driven, Water utility, backed by a highly autonomous operational, environmental and stable financial strength. This growth had been possible due to a committed, competent, and result oriented management. This has received accolades from the World Bank as well. Realising the need to consolidate the gains achieved in the areas of operational practices, consumer orientation, technical competence and managerial efficiency and for effectively utilising them for the future, it has created a centre for extension and excellence called "Resource Centre". It was created in 1979 and since then it has acquired skills in structuring and conducting of training courses for capacity building of functionaries working in water supply undertakings in Tamil Nadu and even outside the State. The Resource Centre has been imparting training to its staff covering all the categories including field works for more than two decades the orientation was mainly in the direction of improving the operational practices. Training activities are structured on operational practices and managerial aspects.

Association of Municipalities and Development Authorities (AMDA)

AMDA was created in 1983 as a sequel to the realisation in a meeting of Urban Development Authorities held in 1982 under the chairmanship of the Secretary of the then Ministry of Works and Housing, Government of India as part of interventions in planning, management, and governance of urban areas. Initially created as the Association of Metropolitan Development Authorities (AMDA), it was envisaged to function as a focal point for exchange of ideas on urban planning and development with an active support of the Metropolitan Development Authorities in the country. After the enactment of the Constitution (Seventy-fourth Amendment) Act, 1992, AMDA was restructured and renamed as "Association of Municipalities and Development Authorities (AMDA). Its vision envisaged it to be a centre point for frontier research, a treasure house of information on urban issues, a platform to share views and experiences and a think tank for planned development of cities and towns. Its vision also includes making it a forum for advocacy of progressive development and management policies through the process of regional planning based on rural-urban continuum and an advocate of decentralisation with citizen participation in local governance.

AMDA's vision envisages it to act as a centre point for frontier research, a treasure house of information on urban issues, a platform to share views and experiences and a think-tank for

planned development of cities and towns. It also entails the AMDA to be a forum for advocacy of progressive development and management policies through the process of regional planning based on rural-urban continuum and an advocate of decentralisation with citizen's participation in local governance. The vision of AMDA has led it to strive for accomplishment of the following objectives.

- To carry out research in matters pertaining to improvement in efficiency of Municipal Governments and Development Authorities;
- To build capacity and organise training programmes for upgrading the knowledge and skills of officials of its member organisations with special emphasis on the latest technical tools;
- To facilitate coordination amongst members for evolving common practices, norms and standards;
- To facilitate exchange of information on various aspects relating to urban development; and
- To promote city-to-city cooperation.

Core Competencies: Being an association of municipalities and development authorities, it has the benefit of having a pool of resources in its member organisations. The expertises available in its member organisations are pooled in discharge of its activities whether it is needed for conducting of research or training courses. It has competencies in knowledge management in the areas of urban and regional planning, urban governance and advocacy, research studies, building partnerships and networking, and data base on municipal governance. Its Centre for Training and Capacity Building has been engaged in a number of professional activities such as conducting of seminars and workshops on key issues in urban governance, capacity building training courses in housing, urban infrastructure, urban finance, land development etc, and undertaking research projects on contemporary urban problems. In the past it has conducted research on land development, urban planning and development, decentralisation and urban governance.

It has built partnerships and networks with the following national and international organisations.

- National Housing Bank
- National Institute of Urban Affairs
- School of Planning and Architecture
- Jawaharlal Nehru University
- Indira Gandhi National Open University,
- Human Settlement Management Institute
- Indian Institute of Public Administration
- CITYNET
- UN-HABITAT

Its thrust areas of training include (i) Urban and Regional Development and Management, (ii) Urban Governance and Advocacy, (iii) Urban Water, Sanitation and Infrastructure, (iv) Urban Environment Management, (v) Urban Poverty and Slums, (vi) Urban Finance, (vii) Urban sociology, and (viii) administration.

Professional Expertise: AMDA has a rich knowledge pool and large number of research persons and professionals in reputed institutions in India and abroad. Besides its member Development Authorities, these include School of Planning and Architecture, Delhi; Amity School of Urban Management, NOIDA; HUDCO; Asian Development Bank; School of Design and Environment, Singapore; Department of Geography, University of Delhi and many others.

Track Record of Training: AMDA has **conducted** several capacity building training courses from time to time. Some of the training courses conducted recently by it include Formulation of Land Development and Shelter Projects, Housing and Urban Infrastructure Projects and Urban Infrastructure Projects – Resource Mobilisation, Privatisation, Pricing and Cost Recovery.

Sambodhi

Sambodhi is a private sector research and training centre located in Delhi. It was established in 2005. It is engaged in developing and disseminating knowledge ware products and services through customised and syndicated processes. Sambodhi has proficiency in developing knowledge based products encompassing sectoral know-how as well as data management and analytic solution and disseminating the knowledge through capacity building services to a variety of organizations. The perfect interweave between these core competencies enable it to develop a self sufficient system for integrated support to organizations working on development issues.

Its activities broadly pertain to (i) Development Advisory, (ii) Research, (iii) Parivartan, and (iv) Strategic Business Initiatives. Under Development Advisory, Sambodhi provides Management Consulting, Training and Resources to help organisations improve performance and deliver projects successfully. Its activities pertaining to research, consulting and analytical support are performed through conducting cutting edge research in marketing, social and financial research sectors. Its capacity development services are delivered through customised and syndicated training courses that encompass the entire project cycle and associated management functions. It provides project management support through developing individual and institutional capacities and providing long term techno-managerial support to development and commercial organisations.

Core Competency: Sambodhi has internal capacities on providing conceptual clarity of Monitoring and Evaluation (M&E) and integration of M&E systems in project designs with concurrent development of skills for devising and operationalising M&E systems for development projects; and analyses and interpretation of M&E information. Within this domain of expertise, Sambodhi has provided technical assistance on monitoring and evaluation to agencies like MPRLP, DFID, World Bank, ULIPH, CARE India, Water Aid, and Clinton Foundation. Sambodhi has been established as a leading institution in South Asia on project management functions specifically M&E. Being the foremost technical M&E and research agency we are providing syndicated and customized services to the sector.

Through a multidisciplinary team of researchers, analysts and field professionals Sambodhi render services in the following sub-sectors:

- Health and Nutrition
- HIV/AIDS
- Water and Sanitation
- IEC and Communications
- Gender and Development
- Poverty and Livelihoods
- Micro-finance
- Forestry and Natural Resources Management
- Climate Change

Training: Sambodhi has been conducting trainings courses that have been subscribed by leading agencies and projects as well as independent professionals. Training courses conducted by it are given below:

- Monitoring and Evaluation of Development Projects (April 2006, August 2006, August 2007, January 2008, August 2008, January 2009)

- Basic and Advanced Data Analysis using SPSS (July 2006, October 2006, May 2007, August 2007, November 2007, April 2008, July 2008, January 2009-Forthcoming)
- Qualitative Analytics for Participatory Monitoring and Evaluation (July 2007, March 2008)
- Monitoring and Evaluation of HIV/AIDS projects (May 2007, September 2007)
- Training of Trainers for Design and Delivery of Trainings (November 2007, December 2008)
- International Training Programme on Logical Framework Analysis for Development Project (February 2008)
- Market Research for Microfinance Institutions (March 2008)

Its clientele includes DFID, World Bank, UNICEF, UNDP, CRS, IFAD, Water Aid, GTZ, USAID, UNWFP, UNIFEM, OXFAM GB, UNODC, UNESCO, AfganAid, CARE India, CRY, IGSSS, World Vision FHI, PSI, KHPT, SNV Bhutan, Winrock, Norweigan Church Aid (NCA), AfghanistanRoyal Education Council Bhutan, Ministry of Education. Govt. of Botswana, Ministry of Plan Implementation Srilanka, State Government of Madhya Pradesh, Orrisa, Chattisgarh, Jharkhand, Uttarakhand, Maharastra, Karnataka, Andhra Pradesh

Institute of Secretariat Training and Management

The Institute of Secretariat Training and Management (ISTM) is a public sector training, research, and consultancy organisation located in Delhi. Located in the old Jawaharlal Nehru University campus, it functions as an attached office under the Department of Personnel and Training of the Government of India. It is headed by a Director who is officer of the level of Joint Secretary to the government of India.

ISTM was created in 1948 as a multi-disciplinary organisation with specialisation in capacity building, consultancy, and research support particularly to the Central Secretariat. Its primary concern is to help develop professional competence of officials of not only the Central Government but also of the State Governments, Public Sector Undertakings, and Autonomous bodies. ISTM has been conducting foundation and refresher training courses. It also has peripatetic teams that travel to the various States and the Union Territories for fulfilling its mandate. Since the last year (2008), it is also involved in implementation of CSS Cadre Training Plan which envisages organising mid career mandatory training having linkages with career progression up to Director level officers.

Track Record of Training

ISTM conducts about 114 training courses and 31 mid-career training programmes under the CSS Cadre Training Plan. Training courses conducted by it can be grouped under the following subject areas.

- Personnel Administration and Office Management;
- Right to Information;
- Financial Management;
- Management Services;
- Information-Communication Technology;
- Behavioural and Secretarial Skills; and
- Training of Trainers.

Resources:

ISTM has faculty strength of 22 experienced training professionals that are drawn from the various Central Services. It has modest video collection and two computer labs. It has built up a rich reservoir of training materials for use in the various training courses conducted by

it. Though it has modest hostel facility for lodging of participants on a twin basis, it is mostly occupied through out the year due to crowding of training courses.

The Central Road Research Institute

The Central Road Research Institute (CRRI) is an IS/ISO 9001:2000 R&D organisation. It was established in 1952 as a constituent laboratory of the Council of Scientific and Industrial Research (CSIR). It is a premier national research organisation for conducting research and development work in the field of highways, bridges, traffic and transportation planning and the related areas. It has been recognised as a centre for excellence for carrying out R&D, consultancy, and training of professionals in highway and transport. Its areas of activities include (i) Bridge and Instrumentation Engineering, (ii) Geotechnical Engineering, (iii) Pavement Engineering and Materials, (iv) Road Development Planning and Management, and (v) Traffic and Transportation Planning and Engineering.

Quality Objectives of the CRRI: The Institute has quality policy and quality objectives. Whereas its quality policy relates to customer satisfaction by providing globally acceptable R&D and professional consultancy services in the roads and road transportation sector, its quality objectives are mentioned below:

- Undertake world class R&D work in the pertinent areas of the Institute;
- Provide consultancy and testing services to the satisfaction of clients;
- Motivate personnel for professional excellence through HRD;
- Encourage team building; and
- Implement fully ISO: 9001 Quality Management System.

It is an apex R&D organisation in the road sector and has been in the forefront for exploring new frontal and emerging areas and has been providing guidance to the highway and transportation profession in solving complex highway and transportation engineering problems. It offers a wide range of specialised consultancy and technical services to the profession in the country in Indian and abroad. The Institute also undertakes user supported R&D works in thrust areas of highway engineering through sponsored and collaborative projects. Its services have been availed by reputed organisation like UNDP, WHO, UN, ESCAP, World Bank, ADB and some of the governments abroad. It has served as the principal technical agency for developing technological package for implementation of the Pradhan Mantri Gram Sadak Yojna. It is also involved in a number of projects under the National Highway Development Programme.

Training: The Institute is involved as an important and valued activity. It offers about two dozen regular training and skill development programmes and about a dozen customer oriented tailor made training programmes that are suited to the requirement of the different target groups. So far, it has trained more than 10,000 in-service highway and transportation engineers. Recently, it has also undertaken comprehensive World Bank and ADB sponsored training programmes on Highway Development and Management model for participants from countries from the Asian region.

Institutional Strength: The Institute has a sprawling campus in Delhi with well equipped laboratories, class rooms with modern projection and audio-visual facilities and hostel for board and lodging. It has 140 highly qualified and experience multi-disciplinary scientists. It has almost the similar number of qualified technical staff who provides support to laboratories and the filed.

Its clientele group in the country include Union Ministry of Road Transport, National Highway Authority of India, Ministry of Rural Development, Ministry of Environment and Forests, Boarder Roads Organisation, CPWD, PWDs of State Governments Urban Development Authorities and so on.

Centre for Environment Planning and Technology (CEPT), Ahmedabad

The School of Planning, Ahmedabad form part of the Centre of Environment Planning and Technology (CEPT) that was created by the Ahmedabad Education Society (AES), a premier voluntary non-profit organization, with the support of the State Government, in 1962 along with a School of Architecture. Subsequently, School of Planning, School of Building Science and Technology and School of Interior Design were established in 1972, 1982 and 1991 respectively. Now a deemed University, CEPT offers three undergraduate programmes of five-year duration and Seven Post Graduate courses of two years duration. The programmes at CEPT are recognized by the All India Council for Technical Education (AICTE), Government of India and Government of Gujarat. The School of Planning (SP) was established with the financial support from the Government of India, the Government of Gujarat, the Ford Foundation, and AES, which are its sponsors. From its inception, the primary focus of the academic program has been on sustainable development of human settlements and improving the quality of life of the urban and rural populace through better access to employment opportunities, infrastructure services and housing. The School offers two-year masters programmes in Urban and Regional Planning, Housing and Environmental Planning. The School is a full member of the Asian School's of Planning Association.

For its academic program, the School collaborates with reputed educational and research institutions in Ahmedabad, like the Space Application Centre, Gujarat Institute of Development Research, Entrepreneurship Development Institute, Gandhi Labour Institute, Indian Institute of Management, Sardar Patel Institute of Economic and Social Research, Vastu-Shilpa Foundation and Centre for Environmental Education. Professionals from private, public and other civil society institutions in Ahmedabad are also invited as visiting faculty to strengthen the academic program.

Its Masters programme in Urban and Regional Planning offers specialisation in (i) Urban and Regional Planning, (ii) Environmental Planning, and (iii) Housing. Core Course in Urban and Regional Planning and Environmental Planning include the following subject areas of study:

- Social Analysis for Planners
- Economic Analysis for Planners
- Environmental Planning
- Quantitative Research Methods
- Transportation Planning
- Project Planning, Appraisal, and Management
- Regional Planning
- Urban Infrastructure Planning
- Urban and Regional Economics
- Rural Development
- Planning Law and Legislation
- Urban Land Policies
- Urban Management
- Remote Sensing and GIS
- Environmental Planning
- Environmental Science
- Environmental Economics
- Environmental Impact Assessment
- Environment Management Systems and Technology
- Environmental Policy and Legislation
- Urban Management

The following is a list of elective courses, which can be opted by students of any discipline and are offered subject to availability of faculty.

- Geographic Information Systems
- Advanced Transportation Planning
- Highway Planning and Management
- City Matter
- Urban Disaster Management
- Sustainable Water Resources Management
- Common Property and Natural Resource Management
- Participatory Planning and Community Development

Apparently, the above mentioned subject areas are of direct relevance for the planners of the NCRPB and the NCR Planning and Coordination cells that are functioning in the constituent states and the NCT of Delhi.

Infrastructure: The CEPT has its own campus of about 3.65 ha (9 acres) situated near the Gujarat University, Navrangpura area. It has hostel facility, a library with about 40,000 volumes on architecture, urban and regional planning, environmental planning and humanities. It also has a computer laboratory that is capable of handling statistical analysis, architectural and graphic design, geographic information system, and other computer applications. Besides, the School has the following laboratories:

Remote Sensing Laboratory: This laboratory, established with support from AICTE, is equipped with sophisticated optical instruments such as Procams, high magnification enlargers, large format optical enlarger, and optical reflecting projector. It is also equipped with light tables, stereoscopes, and various other instruments for interpreting aerial photographs and satellite images.

Environment laboratory: Energy Set up with the objective of supporting energy conservation programs under thrust area programme of AICTE, this laboratory is equipped with sophisticated equipments for conducting energy audits and for energy environmental testing. It is equipped with facilities for conducting water and wastewater quality tests and air quality monitoring. The laboratory has been modernized in the year 2004.

Transportation Laboratory: A transportation laboratory equipped with instruments for traffic speed and TRIPS software has been established under AICTE support.

GIS and DIP Laboratory: The geographical information systems (GIS) and digital image processing (DIP), lab is functioning with software such as Arc/Info, TNP Mips, Geomedia, etc., for GIS applications and EASI/PACE, ILWIS for GIS & DIP work.

Faculty: The School of Planning has (i) Advisory Faculty, and (ii) Adjunct and visiting faculty consisting of eminent persons besides a very competent core faculty of about a dozen well experience persons.

Envirosyz India Pvt Ltd, Visakhapatnam

Envirosyz India Pvt Ltd is private sector organisation engaged in focused consultancy services and training in Solid Waste Management for the staff and officials of the urban local bodies. Its strength lies in the fact that a former Commissioner of the Surya Pet Municipal authority in Andhra Pradesh who won several laurels because of his initiative to make Surya Pet a zero garbage city, is one of the members of the team of experts. Envirosyz India Pvt. Ltd. is committed to improving the quality of life in urban communities. Its core work is focused around empowerment of municipal governments by enhancing their institutional capacity for successfully making them compliant with the Municipal Solid Waste Rules laid out by the Supreme Court of India and the Central Pollution Control Board.

Envirosyz has done quality pioneering work in Solid Waste Management. Its core technical and professional competencies include the following:

- Solid Waste Management Consultancy

- Surveying & Mapping - Preparation of Detailed Project Reports
- Resource Optimization
- Advocacy, Awareness and Training
- Training Programmes for Muncipal Staff - Self Awareness, Team building, Motivation
- Door-to-Door Waste collection, Lifting of waste
- Recycling
- Composting
- Rehabilitation of Rag-pickers and communities engaged in Sanitation
- Research and Development

Its clientele include the following:

- BHEL township - Covered 5000 households - 2001
- Dr.Reddys Labs, Bollaram - Canteen Waste, Vermi composting and recycling - 2001
- Janachaitanya Exnora, Vizag - 6000 households - 2001
- Indra Part (Manda Market Waste) - 2002
- Range Engine, Aziz Nagar - 2002
- ITC, Bhadrachalam township - 2003
- Quthbullapur Municipality - 2003
- Suryapet Municipality - Training inputs, awareness and documentation

Recently it conducted Training of Trainer courses for the State Government of Madhya Pradesh for training the trainers who now are engaged in training of sweepers in the cities of Bhopal, Gwalior, Indoor, and Jabalpur. Envirostyl continues to work with:

- USAID
- Andhra Pradesh Urban Services for the Poor
- Municipal Corporation of Hyderabad
- Municipal Corporation of Vishakapatnam
- Kadapa Muncipal Corporation

National Power Training Institute, Faridabad

National Power Training Institute (NPTI) has been set up by the Government of India under the Ministry of Power, to function as the National Apex Body for Human Resources Development of the Power Sector. Its corporate office is located at Faridabad but it also has regional centres located at Neyveli (Tamil Nadu), Durgapur (West Bengal), Badarpur (New Delhi), Nagpur (Maharashtra), Guwahati (North Eastern Region), Power Systems Training Institute (PSTI), Bangalore, Hot Line Training Centre (HLTC), Bangalore and the 'Centre for Advanced Management and Power Studies' (CAMPS), Faridabad. A Hydro Power Training Centre is also being set up at Nangal, Punjab, which will also house a Hydro Simulator and various laboratories.

Training Activities and Core Competence

It conducts several long – term and short – term training courses in the areas of Thermal, Hydro, T & D and Management etc. are being conducted in the various Institutes of NPTI. Since its inception, NPTI has shared its engineering and technology expertise with over 1, 20,000 Power Professionals at various levels across the country. Because of a constant demand for groomed manpower due to the enormous growth of the power industry. Keeping this in view and to meet the on-going commitments of the Power Sector, NPTI is presently conducting the following highly successful 100% Campus Placed Academic-Industry-Interfaced programs:

AICTE Approved Academic Programs at NPTI:

- 2-Year MBA in Power Management Program (2002) at Faridabad
- 4-Year B.E. / B.Tech. in Power Engineering (2001) at New Delhi (2001), Nagpur (2001), Durgapur (2002) Institutes
- 1-Year Post Graduate Diploma Course in Thermal Power Plant Engineering (1996) at New Delhi, Nagpur, Neyveli and Durgapur Institutes (for Graduates in Engg.)

Other Academic Programs:

- 1-Year Post Diploma Course in Thermal Power Plant Engineering for Supervisory level at New Delhi, Nagpur, Neyveli and Durgapur Institutes (2001) (for Diploma holders in Engg.)
- 26-Week O & M of Transmission and Distribution Systems at Nagpur & Bangalore (2005) (for Graduates in Engg.)
- 39-Week Post Graduate Diploma Course in Hydro Power Plant Engineering at New Delhi (2007) (for Graduates in Engg.)
- 1-Year Post Graduate Diploma Course in GIS & Remote Sensing at Faridabad (2007)

These programs are being run with the objectives directed at creating a pool of committed and competent professionals equipped with appropriate technical skills to steer the Indian Power Sector and run it on techno-commercial lines who are in much demand in the Power Sector companies

All the students of the academic and modular training courses are picked up through Campus recruitment by renowned companies

NPTI also provides Consultancy in the field of Human Resources Development including Training Need Assessment, Manpower Planning, and Recruitment, Setting up of Training Institutions, Development of Modular Training Programs, and Conduction of Customized Training Programs etc.

Training infrastructure

The Training Institutes at Badarpur and Nagpur are equipped with full-scope, digital, real-time, high-fidelity fossil fuel fired 210 MW Thermal Power Plant Simulators providing off-job, hands-on training. The Corporate Office at Faridabad also houses a similar state-of-the-art 500 MW Simulator and a 430 MW Combined Cycle Gas Turbine Simulator. The Power Systems Training Institute (PSTI) at Bangalore houses a Load Dispatch Training Simulator.

NPTI has also imparted training to transnational trainees from Afghanistan, Bangladesh, Bhutan, Cambodia, Colombia, Ecuador, Ethiopia, Guyana, Iraq, Kenya, Malaysia, Mexico, Myanmar, Nepal, Nigeria, Oman, Phillipines, Syria, Sudan, Turkey, Zambia, Zimbabwe, etc.

The Training Institutes at Badarpur and Nagpur are equipped with full-scope, digital, real-time, high-fidelity fossil fuel fired 210 MW Thermal Power Plant Simulators providing off-job, hands-on training. The Corporate Office at Faridabad also houses a similar state-of-the-art 500 MW Simulator and a 430 MW Combined Cycle Gas Turbine Simulator. The Power Systems Training Institute (PSTI) at Bangalore houses a Load Dispatch Training Simulator.

NPTI has also imparted training to transnational trainees from Afghanistan, Bangladesh, Bhutan, Cambodia, Colombia, Ecuador, Ethiopia, Guyana, Iraq, Kenya, Malaysia, Mexico, Myanmar, Nepal, Nigeria, Oman, Phillipines, Syria, Sudan, Turkey, Zambia, Zimbabwe, etc.

Annex III: Addresses of Potential Training Institutions

School of Planning
Centre for Environmental Planning and Technology,
Kasturbahi Lalbhai Campus,
Navarangpura, Ahmedabad – 380 009
Tel: (0790) 26302470; Fax: (079) 26302075
E-mail: anjanavyas@yahoo.com

Association of Municipalities and Development Authorities (AMDA)
7/6, Sirifort Institutional Area,
August Kranti Marg,
New Delhi – 26494486, 26496487, 26487973, 26496837; Fax: 26491675
E-mail: india738@nda.vsnl.net.in

School of Planning and Architecture
4-Block-B, Indraprastha Estate,
New Delhi – 110 002
Tel: 2372 4383; 2370 2382
E-mail: dr.bains@spa.ac.in

Indian Institute of Remote Sensing
4- Kalidas Road,
Dehardun – 248 001
Tel: (0135) 2744583; 2741267; Fax: (0135) 741987
E-mail: dean@iirs.gov.in

National Environmental Engineering Research Institute
Nehru Marg, Nagpur – 440 020
Tel: (0712) 2249885; 2249970
Fax: (0712) 2249900
E-mail: director@neeri.res.in

Manager, Management Development Programme
Indian Institute of Management Ahmedabad
Vastrapur, Ahmedabad – 380 015
Tel: (079) 66324071 – 7; Fax: (079) 26300352
E-mail: mdp@iimahd.ernet.in

The Chief Programme Officer
Indian Institute of Management Bangalore
Bannerghatta Road, Bangalore – 560 076
Tel: (080) 26993742; 32643475
Fax: (080) 26584004
E-mail: edp@iimb.ernet.in

Manager
Centre for Management Development Programme
Indian Institute of Calcutta
Diamond Harbour Road, Joka
Kolkata – 700 014
Tel: (033) 24678300 – 06; 24679189; Fax: (033) 4267 7851
E-mail: mgrmdp@iimcal.ac.in

Programme Officer
Management Development Programme
Indian Institute of Indore
Pigdamber, Rau, Indore – 453 331
Tel: (0731) 4228400; (750); Fax: (0731) 4228800
E-mail: mdp@iimidr.ac.in

Central Road Research Institute
Mathura Road,
New Delhi – 110 020
Tel: 26848917; 26823437; Fax: 26845943
E-mail: director@cscrri.ren.nic.in; crrri@crridom.org

National Power Training Institute
Sector 33, Faridabad – 121 003
Tel: (0129) 2275308; 2275475; Fax: (0129) 2277412

The Director
Training centre,
Chennai Metropolitan Water Supply & Sewerage Board (Metro Water)
(Behind Kilpauk Water works, New Avadi Rd.)
56, Raji Street, Ayanavaram, Chennai. 600023
Phone: 044 26442611 , 044 26473326
E-mail : cmwssbrc@yahoo.co.in

Envirosyz,
Door No: 27-3-118,
Gajuwaka,
Visakhapatnam,
A.P.- 530046.
Tel No: +91-891-6545009; Mobile No: +91-9246624639
Email ID: envirosyz@gmail.com

National Power Training Institute,
Sector– 33, Faridabad– 121 003,India
Phone: 0129-2275308, 2275475; Fax:0129-2277412

ESRI India (NIIT GIS Ltd)
A-43, Mohan Cooperative Industrial Estate
Mathura Road,
New Delhi – 110044
Tel: 4669 4888; Fax: 4669 4833

Aptech Ltd
Aptech House
A-65, MIDC, Marol
Andheri (E)
Mumbai- 400 093
Tel: (022) 28272300; Fax: (022) 2827 2399

NIIT South Extension Centre
D5, South Extension, Part I
New Delhi - 110049

Annex IV: Subject Areas of Training, Target Groups of Training and Potential Training Institutions for Planners of the NCRPB and NCR Planning and Coordination Cells located in Constituent States

S.N.	Subject Area of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
A: Regional Planning, Project planning and Project Development						
	Concepts, Tools and Technology for Regional Planning	Planners of NCRPB, NCR Cells & Asstt. Director (AD), PMC of NCRPB,	School of Planning, CEPT, Ahmedabad AMDA Delhi School of Planning Delhi	5 days Subject to negotiation	N.A. Subject to negotiation	
	GIS (Arc GIS, Map Info etc)	Planners of NCRPB, NCR Cells, AD of PMC of NCRPB	School of Planning, CEPT, Ahmedabad ESRI India and Other Such Vendors	Subject to negotiation	Subject to negotiation	
	Remote Sensing & Photogrametry	Planners of NCRPB, and NCR Cells	Indian Institute of Remote Sensing, Dehradun School of Planning, CEPT, Ahmedabad	Subject to negotiation	N.A.	
	Environmental Planning	Planners of NCRPB and NCR Cells	NEERI Nagpur	Subject to negotiation	Subject to negotiaton	
	Population of Database, Database, Database Upkeep, and Data Management (Storage, retrieval etc.)	Planners of NCRPB and NCR Cells	School of Planning, CEPT, Ahmadabad IIM Ahmedabad Vendor after procurement	Subject to negotiation	Subject to negotiation	
	MIS: Concept and Tools	AD of PMC, Director (F), AFO, DD & AD(Admn) & AD (Estt) and Planners including AD	In-House by ADB thematic Consultant or IIM Ahmedabad	-	-	

S.N.	Subject Area of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
		(Planning)		3 days	50,000	
	Use of ERP System	Planners including AD (Planning), AD of PMC, Director (F), AFO(F), DD & AD(Admn) & AD (Estt)	By Vendor after Procurement	- 3 days	- 3 days	
	Transport Planning Techniques and Financial Options	Planners of NCRPB and NCR Cells	CRRRI Delhi	Subject to negotiation	Subject to negotiation	
	Planning for Power (Energy)	Planners of NCRPB and NCR Cells	National Power Training Institute, Faridabad	Subject to negotiation	Subject to negotiation	
	Planning and Management for Water Supply and Waste Water Disposal	Planners of NCRPB and NCR Cells	Chennai Water Authority, Chennai AMDA Delhi	Subject to negotiation	Subject to negotiation	
	Solid Waste Management	Planners of NCRPB and NCR Cells	Envirosyz, Hyderabad; NEERI Nagpur AMDA Delhi	Subject to negotiation	Subject to negotiation	
	Project Planning & Development	Planners of NCRPB, NCR Cells & Asstt. Director (AD), PMC of NCRPB,	Sambodhi Delhi ¹ AMDA	Subject to negotiation	- ¹	
	Project Appraisal (Technical, Financial, Environmental, Social, and Institutional)	Planners of NCRPB, NCR Cells, Director (F), AFO, AD, & PMC of NCRPB	In-House by TA Consultants, IIM Ahmedabad, IIM Calcutta IIT Madras AMDA Delhi Sambodhi Delhi ¹	- 6 days 5 days 5 months Subject to negotiation	- 70,000 30,000 N.A. - ¹	
	Financial Resource Mobilisation for	Planners, Director (F), AFO of	IIM Ahmedabad	6 days	70,000	

S.N.	Subject Area of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
	Infrastructure Financing	NCRPB	AMDA Delhi	Subject to Negotiation	Subject to negotiation	
	Financial Structuring and Development of Projects	Planners of NCRPB, NCR Cells, AD of PMC of NCRPB	Sambodhi Delhi ¹ AMDA Delhi	5 days Subject to Negotiation	-1	
	Demographic Analysis and Projections – Tools and Techniques	AD (Planning) of NCRPB	Sambodhi Delhi ¹	Subject to negotiation	- ¹	
	Project Monitoring & Evaluation	AD(PMC), Planners of NCR Cells, Director (F) & AFO of NCRPB	Sambodhi Delhi ¹ AMDA Delhi	Subject to negotiation	- ¹	
	Auto Cad	Planning Asstt. and Draughtsman of NCRPB	School of Planning< CEOPT, Ahmedabad, ESRI, NIIT	Subject to negotiation	Subject to negotiation	
	Data Base Management	Planners of NCRPB & NCR Cells	School of Planning, CEPT Ahmedabad	Subject to negotiation	Subject to negotiation	
	Design Software (Photo Shop, 3D Max Studio etc.)	Planning Asstt and Draughtsman of NCRPB	NIIT, APTECH	Subject to negotiation	Subject to negotiation	
B: Finance and Financial Management						
	Introduction to Financial Management (Ratio Analysis, Treasury Management, Working Capital)	Director(F) AFO and Asstt Director (F) of NCRPB	NIBM Pune AMDA Delhi	13 days Subject to negotiation	46,000 Subject to negotiation	
	Project Monitoring Tools and Techniques	AFO and AD (PMC) of NCRPB	Sambodhi Delhi ¹ AMDA Delhi	Subject to negotiation	- ¹	
	Risk Management	Director (F), AFO, and AD (F) of NCRPB	NIBM, Pune IIBM Guwahati	6 days 4 days	26,000 Subject to negotiation	

S.N.	Subject Area of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
			AMDA Delhi	Subject to negotiation		
	Projects Finance	Director (F), AFO, & AD(F) of NCRPB	IIM Ahmedabad NIBM Pune AMDA Delhi	6 days Subject to negotiation	70,000 N.A Subject to negotiation	
	Financing Urban Infrastructure Projects	Director (F), AFO, & AD(F) of NCRPB	AMDA New Delhi	5 days	Subject to negotiation	
	Credit Assessment (Credit Profiles of Borrowers and Projects)	Director (F) & AFO of NCRPB	NIBM Pune AMDA Delhi	6 days Subject to negotiation	26,000 Subject to negotiation	
	Treasury Management	Director (F), AFO, & AD (F) of NCRPB	NIBM Pune	10 days	37,000	
	Accounting Principles (including DEAS)	AFO, AD (F), and Accounting Assistants of NCRPB	NIFM Faridabad, Sambodhi Delhi ¹ AMDA Delhi	Subject to negotiation	-1	
	Computerised Financial Accounting System: Use of Tally	AFO, AD(F) & Accounting Assistants of NCRPB & Accounts Officers in NCR Cells	Sambodhi Delhi ¹ and Vendor	On-the job Training	-	- ¹
	MIS	AFO, AD(F) & Accounting Assistants of NCRPB & Accounts Officers in NCR Cells	NIFM Faridabad	Subject to negotiation	Subject to negotiation	
	PPP for Infrastructure Projects	AD(Planning), AD (PNC) AFO & AD(F) of NCRPB	AMDA Delhi P3 Washington DC	Subject to negotiation	Subject to negotiation	

S.N.	Subject Area of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
C: Administration						
	Office Management (Including File Management)	DD(Admn), AD (Estt), AD(Admn) of NCRPB, Administration staff of NCR Planning Cells	ISTM Delhi ²	Subject to negotiation 2 days	- ² 8,000	
	Use of IT in Record Management	DD(Admn), AD (Estt), AD(Admn) of NCRPB	ISTM Delhi ²	Subject to negotiation	- ²	
	Inventory Management	Director, AD (Admn) & Store Manager of NCRPB	ISTM, New Delhi ² Sambodhi Delhi ¹	Subject to negotiation	- ²	
	Vigilance and Disciplinary Procedures	Director, AD(Admn) and AD(Estt) of NCRPB	ISTM New Delhi ²	Subject to negotiation	- ²	
	Basic Computer Skills (MS Office, Accessing the Web, E-Mailing)	Assistants and Clerical Staff who do not have these skills	ISTM New Delhi ²	Subject to negotiation	- ²	
	Right to Information Act	Information Officer, Director, AD((Adm) of NCRPB	ISTM New Delhi ²	Subject to negotiation	- ²	
	Management Information System		ISTM New Delhi ²	Subject to negotiation	- ²	
	Training of Trainers in Human Resource Development	DD (Admn) of NCRPB	NIBM Pune Sambodhi Delhi ¹	6 days Subject to negotiation	26,000 - ¹	
	Retirement & Terminal Benefits	DD, AD(Admn) & AD(Estt) of NCRPB	ISTM New Delhi ²	Subject to negotiation	- ²	
D: Behavioural						
	Communication Skills	AD (Planning), DD, AD(Admn)	IIM Calcutta	3 days	30,000	

S.N.	Subject Area of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
		& AD(Estt) of NCRPB	Sambodhi Delhi ¹	Subject to negotiation	- ¹	
	Motivation, Team Building & Leadership	CRP, Director(Finance), FAO	IIM Indore	5 days	23,000	
	Leadership & Change Management	CRP, Director (F)	IIM Ahmedabad	5 days	65,000	
	Improving Communication and Inter-personal Effectiveness	AFO, DD(Admn) of NCRPB	IIM Calcutta	3 days	30,000	

1: Smabodhi, Delhi: I week course with minimum 25 participants – Rs. 2,5 lakhs. Fee decreases proportionately if the course duration is less than one week. Sambodhi will expect receiving request for conducting of training course at least three months before the conducting of a learning event.

2: Delhi: Fee structure for 25 participants: one day course – Rs 60,000; 2 days course – 1.05 lakh; 3 days course Rs. 1.5 lakhs; 2 day course – Rs. 1.05 lakhs. 4 days course – Rs 2.10 lakhs. The fee structure will remain the same even if the number of participants is less than 25. Request for conducting training courses should reach ISTM three months before the start of the training course.

Annex V: Subject Areas of Training, Target Groups of Training and Potential Training Institutions for Implementing Agencies

S.N.	Subject Areas of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
1	Project Planning and Development for Solid Waste Management: Techniques and Technology	Public Health Engineers	NEERI Nagpur	Subject to negotiation	Subject to negotiation	
2	Construction Management	Engineers,	NICMAR Pune IIT Madras	Subject to negotiation	Subject to negotiation	
3	Project Management	Engineers	IIM Ahmedabad IIM Calcutta IIT Madras	Subject to negotiation	Subject to negotiation	
4	Public Private Partnerships in Solid Waste Management	Public Health Officer; Deputy Public Health Officer	AMDA Delhi Envirosyz Hyderabad	Subject to negotiation	Subject to negotiation	
5	Primary collection and Disposal of Solid Wastes	Sanitary Inspectors	Envirosyz Hyderabad	Subject to negotiation	Subject to negotiation	
6	Motivation, and Personal Safety in Effective Solid Waste Collection	Sweepers	Envirosyz Hyderabad	Subject to negotiation	Subject to negotiation	
7	Traffic and Transport Planning : Tools and Technique	Town Planners in ULBs and in Development Authorities	CRRRI Delhi IIT Madras (Chennai)	Subject to negotiation	Subject to negotiation	
8	Techniques and Technology for Formulation of Sewerage Projects	Engineers in ULBs, Development Authorities, State PHED	Chennai Water Authority	Subject to negotiation	Subject to negotiation	
9	Computerised Accounting System: Use of Tally Software	Account Officers and Accounting Staff in	Sambodhi Delhi	Subject to negotiation	Subject to negotiation	

S.N.	Subject Areas of Training	Target Group	Potential Training Institute	Course Duration	Fee	Start Date
		Implementing Agencies	Vendor			
10	Operations and Maintenance of Sewerage System	Sanitation Staff	Delhi Jal Board	Subject to negotiation	Subject to negotiation	
11	Techniques and Technology for Development of Drainage Projects	Engineers in Sanitation Departments of ULBs, In Development Authorities and in State PED	Chennai Water Authority Delhi Jal Board	Subject to negotiation	Subject to negotiation	
12	Tools and Techniques of Operations and Maintenance of Drainage System	Public Health Supervisory Staff	Delhi Jal Board	Subject to negotiation	Subject to negotiation	
13	Planning and Designing of Water Supply Projects;	Engineers in ULBs, Development Authorities and in the State PHED	Chennai Water Authority Chennai	Subject to negotiation	Subject to negotiation	
14	Computer based Designing of Distribution System ;	Engineers in ULBs, Development Authorities and in the State PHED	Chennai Water Authority Chennai	Subject to negotiation	Subject to negotiation	
15	Pricing and Cost Recovery for Water Supply	Revenue Officers in Implementing Agencies	AMDA Delhi	Subject to negotiation	Subject to negotiation	
16	Double Entry Accrual Based Accounting System	Accounts Officers and Staff in ULBs	National Institute of Financial Management Faridabad	Subject to negotiation	Subject to negotiation	
17	Municipal Financial Resource Mobilisation	Revenue Staff of ULBs	AMDA Delhi	Subject to negotiation	Subject to negotiation	
18	Valuation, Assessment and Collection of Property Tax	Revenue Staff of ULBs	Indian Institute of Public Administration Delhi	Subject to negotiation	Subject to negotiation	
19	Basic Computer Skills	Staff from PHED and ULBs	ISTM Delhi	-	-	