

**OFFICE OF THE REGISTRAR :: ASSAM AGRICULTURAL UNIVERSITY ::  
JORHAT – 785 013.**

No. AAU/RG/ACAD(BoM)/2023-24/ 4349 Dated 06/07 /2023


**NOTIFICATION**

As recommended by the 245<sup>th</sup> meeting of the Academic Council held on April 05, 2023, the 262<sup>nd</sup> meeting of the Board of Management of Assam Agricultural University, held on May 20, 2023, has approved for implementation of the **Assam Agricultural University Human Resource Development (AAU HRD) Policy** with immediate effect. The Policy Document is appended at **Appendix I.**

Sd/-Registrar  
Assam Agricultural University  
Jorhat – 785 013

No. AAU/RG/ACAD (BoM)/2023-24/ 4350-370 Dated 06/07 /2023  
Copy forwarded for information and necessary action to:

1. The Secretary to the Hon'ble Vice Chancellor, AAU, Jorhat.
2. The Dean, Faculty of Agriculture/Community Science/Veterinary Science/ Fisheries Science, AAU, Jorhat/Khanapara/Raha.
3. The Director of Post Graduate Studies, AAU, Jorhat.
4. The Director of Research (Agri./Vety.), AAU, Jorhat/Khanapara.
5. The Director of Extension Education, AAU, Jorhat.
6. The Director of Students' Welfare, AAU, Jorhat.
7. The Director of Physical Plant, AAU, Jorhat.
8. The Chief Librarian, AAU, Jorhat.
9. The Comptroller, AAU, Jorhat.
10. The Associate Dean, BNCA, Biswanath Chariali/SCSCA, Dhubri/Lakhimpur College of Veterinary Science, North Lakhimpur/ College of Horticulture & FSR, Nalbari.
11. The Joint Registrar (Academic), AAU, Jorhat/Khanapara.
12. The OSD (i/c), College of Sericulture, AAU, Titabar.
13. The Webmaster, AAU, Jorhat. He is requested to upload the AAU HRD Policy in AAU- Website.

  
Registrar  
Assam Agricultural University  
Jorhat – 785 013

# **HRD Policy**

**Training and Capacity Development**

**Assam Agricultural University**

**Jorhat, Assam**

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## **Prologue**

The Government of India brought out the National Training Policy (NTP) in January, 2012. The guidelines for implementation of the NTP by all the Central Government Ministries and Departments were issued in July, 2012. The Indian Council of Agricultural Research (ICAR) also brought out a Human Resource Management (HRM) Policy in 2018. The two salient features of both these documents are to develop competencies and training for all. Subsequent to this, the Mission Karmayogi, a National Programme for Civil Services' Capacity Building (NPCSCB), was launched in September, 2020 by the Govt. of India. One of the objectives of the Mission Karmayogi is: "Moving from a Rules-Based to a Roles-Based HR Management System". The programme approach hinges on six pillars of the Mission Karmayogi: i) Policy Framework, ii) Competency Framework, iii) Institutional Framework, iv) iGOTKarmayogi, v) E-HRMS, and vi) Monitoring and Evaluation Framework. A competent and future ready human resource only can make any organisation vibrant, contemporary, resilient, relevant and useful for the society. The Human Resource Development Policy (HRD Policy) of the Assam Agricultural University intends to actualize this philosophy and prepares a road map for its implementation. Competencies encompass core competencies, functional competencies, behavioural competencies and domain knowledge across the functions. This policy is based on the principle of 'competency-based training for all' meaning thereby that all categories of employees of the AAU should get adequate opportunities for training and capacity building covering the entire career span so that they become capable of meeting the current and future requirements of their jobs. This policy aims at providing the guidelines on competency framework, nature of training, training targets and their objectives, role of AAU and various training institutions, trainer development, in-country and foreign training, funding, implementation, monitoring, and evaluation.

The present document tries to present model training and capacity building schemes for the teaching, technical, administrative, accounts and other supporting staff of various faculties, directorates, and establishments of the Assam Agricultural University (AAU).

## **1. The genesis**

- 1.1** The Government of India issued the National Training Policy in April 1996 through a set of Operational guidelines, procedures, and strategies for the enhancement of the competencies of human resources of the nation. Subsequent to the liberalization of the Indian economy through deregulation and de-licensing, which began in 1991 and the 73<sup>rd</sup> and 74<sup>th</sup> amendments of the Constitution, which took effect in 1993 thereby creating a changed socio-economic environment in the country the new challenges of governance emerged and placed newer demands on the public institutions and the public servants so that the development objectives of the state are met. In the light of these shifts, the Govt. of India brought about the National Training Policy 2012 for its employees. The scenario of agricultural education, research and extension also witnessed substantial shift after the enactment of two prominent Acts, *i.e.*, ‘Protection of Plant Varieties and Farmers Rights Act, 2001 (PPV& FR Act, 2001)’ and the ‘Biological Diversity Act, 2002’ and the emergence of agricultural research in the private sector.
- 1.2** Globalization, liberalization, climate change, intellectual property right (IPR), advent of disruptive technologies and the aspirations of people of India and its leadership to make the country a global leader and economic powerhouse made the situation more complex and challenging which required a Human Resource which can respond more efficiently and effectively to the needs of the farmers, stakeholders and people of the state and the nation as a whole.
- 1.3** Over this period, the Human Resource Management function has also undergone a paradigm shift. Organizations are giving tremendous importance to learning and development for creating a workforce which is competent, adaptable and has an aptitude for learning, so that the organization is endowed with the needed “Human Capital” in the words of Prof. Gary S. Becker, the noted economist and Nobel laureate. There is an increasing recognition that the individual in an organisation is a key resource and should not simply be looked upon as a cost.
- 1.4** The AAU follows to a great extent its own systems of personnel administration that continues to focus largely on the rules and procedures governing recruitment, retention and career development of its employees. Training is mainly organized for the newly recruited teachers while many other non-teaching employees receive only infrequent training, if any at

all. This necessitates that a Systematic Approach to Training (SAT), which involves: developing an Training & Development Policy for the organization, mapping the competencies across all streams, levels and functions, Training Need Analysis (TNA), Design of Training (DoT), scheduling and Implementation, Evaluation and Impact assessment, be adopted, so that the Training function is institutionalized.

- 1.5 For a transformational change of the institution, it is imperative to move to a sustainable, strategic, competency-based and technology enabled Human Resource Management System, which will look at the individuals, both the teachers and the non-teaching employees of the AAU, as a vital resource to be valued, motivated, developed and enabled to achieve the goals and objectives of the University. Within this transformational progression, it is essential to match competencies of the individuals with the jobs assigned for a “Results Based Performance Management”.

## **2. Competency Framework**

- 2.1 In any organization people are required to manage their own work, interpersonal relationships in the workplace and when the need arises; manage others, as well as the stakeholders at large. For this, they are required to be endowed with needed competencies, knowledge, skills, attitude, and other attributes. To manage their work efficiently and effectively, they need to upgrade their technical skills, human skills as well as conceptual capabilities, encompassing all the three Competencies viz. Core competencies, Functional-behavioural competencies and Domain Knowledge for ensuring their performance at the desired levels. The “HRD Policy: Training and Capacity Development” aims to actualize this philosophy and prepares a road map for its implementation.
- 2.2. At AAU, there has been no comprehensive review or classification of posts in the hierarchy in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to perform the functions associated with the role in that position has not been addressed so far. For moving to a competency-based approach, it would be necessary to classify the distinctive role and responsibilities of the posts and competencies required for ensuring standard of performance in the given role. This would not only help in assessing the suitability of a candidate at the time of recruitment, but also in career advancement and placement.

- 2.3. For sustainable Human Resource Management, once the competencies are mapped and the Framework for Roles, Activities and Competencies (FRACS) delineated, the strategy for training and capacity building of every employee can be drawn up more objectively for the current or future requirements of the jobs. The global environment is more complex today. In India too, the aspirations of people are not the same now. There is a paradigm shift in how public institutions function today. Whereas “minimum government and maximum governance” is the guiding philosophy for service delivery by the Government, the pace of change in terms of “Technology, Geo-political situation, need for Diversity, Equity and Inclusion” have necessitated altogether a different strategy for provisioning of Training and Capacity Building in the institutions. Hence, there is a need for creating an “Organisational Learning Climate” rather than keeping personal and professional development dependent on Training Institutes only. This entails that a considerable part of Learning & Development may take place on-the-job and by creating a digitally enabled Learning Resource Centre for synchronous and asynchronous learning of the employees, in line with the “Mission Karmayogi”.
- 2.4. To keep the workforce future ready, there is a need to institutionalise Competency-based Training Need Identification on continuous basis, once in three (03) years, based on the individual training needs as well as cadre-based training plan (CTP). Subsequently, a calendar of Training Programmes could be prepared in advance and be sent to the respective colleges/research stations/KVKs/other establishments for informing their HRD managers & employees about the Training Programmes. The HRD Cell of AAU and its Units at College/Research Station/ KVK level shall take up this responsibility. The HRD Cell will run from the Head Quarter of the AAU, while the HRD units will be at Colleges/ Research Stations/ KVKs/ Establishment located in the other campuses/outstations. For instance, there will be a HRD Unit at SCS College of Agriculture, Rangamati which will be under the HRD Cell stationed at HQ.

### **3. Training Objectives**

The objectives of training and capacity development will be to develop professional, impartial and efficient AAU personnel that are responsive to the needs of the farmers, citizens and other stakeholders and help in realizing organisational mandates and vision. In doing so, care shall be



taken to emphasize the development of proper ethics and commitment to work. Also, succession planning shall be an integral part of the training and development process in the University, wherein the in-house mentors shall play a significant role. The competency framework shall be used to ensure that personnel have the requisite knowledge, skills, attitude and the attributes to perform the job roles, they are entrusted with, effectively. The success of training will lie in actual improvement in the performance of employees.

#### **4. Training Target**

**4.1** All AAU teachers and other employees shall be provided with training to equip them with the competencies for their current or future job roles. Such training shall be imparted:

- i. At the time of their entry into service, and
- ii. At appropriate intervals during their careers as indicated in the policy or as prescribed by the competent authority

**4.2** Such training shall be made available for all non-teaching employees (Administrative, Accounts, Library, Medical & Health Care, Technical, Laboratory & Field and Multi-Tasking) also in the AAU for the functionaries at different pay band levels & Categories (Annexure 3).

**4.3.** The opportunities for training shall not be restricted only at mandated points in a career but would also be made available to meet the needs as they arise through a mix of conventional and e-learning courses.

#### **5. Training Programmes**

##### **5.1 Training Programmes for Teachers**

The teachers of AAU may be broadly categorized into five pay matrices and thereby in to five different academic levels. For teachers, there are five different academic levels namely, Assistant Professor (Academic Level 10 with a pay matrix of Rs. 57,700 – 1,82,400), Assistant Professor (Academic Level 11 with a pay matrix of Rs. 68,900 – 2,05,500), Assistant Professor (Academic Level 12 with pay matrix of Rs. 79,800 – 2,11,500), Associate Professor (Academic Level 13A with pay matrix of Rs. 1,31,400 – 2,17,100) recruited directly or through lateral entry, or promoted through CAS, and Professor (Academic Level 14 with pay matrix of Rs. 144,200 – 2,18,200) either promoted through CAS or recruited directly or through lateral entry.

The training will be of various types ranging from Induction/Foundation training meant for teachers joining newly in a position to technical training for improving individual competencies through technical excellence in the areas of mandated work and cutting-edge technology (see Annexure 1). The Induction/Foundation course mentioned above is to impart training in personality development, interpersonal relationships, teamwork & collaboration, research project management, financial management, information and communication management, transfer of technology, orientation to global and national agricultural research systems and scenario, as well as hand-on experience in the subject matter area. The technical training would be undertaken in the mandated area of work for strengthening of fundamentals and exposure to cutting-edge science and technology in the respective field of specialization. At least one training may be imparted to the teachers of various categories within one year of their joining in the relevant posts. In general, a teacher must have more than two years of service left to undergo any sort of training.

**(i) Assistant Professor at Academic level 10 with rationalized entry pay of Rs 57,700/-:**

(a) Foundation/Induction training of 1 (one) week's duration at AAU and 3 (three) weeks in training institutes. The latter may include academic/research and financial management modules of 1 week which may also be delivered through online mode, (b) Two refreshers/research methodology courses/ summer institutes/ winter schools/ training programmes of **2-3** weeks duration in the relevant areas/disciplines. The duration of short-term training programmes with duration of less than two weeks specified and approved by ICAR/ UGC/ other Councils/ Universities/ Institutions of Govt. of India / Govt. of Assam may also be counted to meet the requirement of minimum total duration of **4-6** weeks; and (c) Number of foreign trainings, if any, to be availed by a person under sponsorship programme shall be limited to **one** in a year. The teachers will be eligible to avail the training under (b) and (c) after completion of one year in the service.

**(ii) Assistant Professor at Academic level 11 with rationalized entry pay of Rs 68900/-:**

(a) One training of 3 weeks' duration which may be refreshers course /research methodology workshop/ summer institute/winter school/ training programme/ teaching-learning evaluation technology programme/ faculty development programme or other similar/relevant course. The duration of short-term training programmes with duration of less than three weeks specified and approved by ICAR/ UGC/ other Councils/ Universities/ Institutions of Govt. of India /

Govt. of Assam may also be counted to meet the requirement of minimum total duration of 3 weeks, (b) Need-based advanced training abroad for 3-6 months for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training of 3 weeks for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and a dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 3 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc.; and (c) Foreign training may be facilitated to teachers in the event of availability of sponsorship for such a training in the area specified. This provision (c) should be considered supernumerary so that the teachers to be selected based on the norms mentioned above (see (b)) are not affected. However, the maximum number of foreign trainings under (c) to be availed by a person under this programme should be limited to *one* in a year.

**(iii) Assistant Professor at Academic level 12 with rationalized entry pay of Rs 79800/-:**

(a) One training of minimum duration of 2 (*two*) weeks in relevant field from among the categories of - methodology workshop, training, teaching-learning evaluation technology programme, and faculty development programme or other similar/relevant field. It should also include inputs of relevant area and managerial and behavioural skills; (b) Need-based advanced training abroad for 3-6 months for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training of 3 weeks for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and a dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 3 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc.; (c) As in (c) of Sl. No. (ii) under Assistant Professor at Academic Level 11.

**(iv) Associate Professor at Academic level 13A with rationalized entry pay of Rs 131400/-:**

(a) One training of minimum duration of **2 (two) weeks** in relevant fields from among the categories of - methodology workshop, training, teaching-learning evaluation technology programme, soft skill development programme and faculty development programme or other similar/relevant field. It should also include aspects of relevant area and few aspects on leadership, communication, collaboration, networking, behavioural and related skills; (b) Need-based advanced training abroad for **3 months** for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training of **3 weeks** for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and a dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of **3 weeks** for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc.; (c) As in (c) of Sl. No. (ii) under Assistant Professor at Academic Level 11.

**(vi) Professor at Academic level 14 with rationalized entry pay of Rs 144200/-**

(a) A training of minimum duration of **1 (one) week** in academic / scientific leadership, programme and scheme management, institution building, and domain specific competencies in Indian and global agril. context, etc.; (b) Need-based advanced training abroad for **2 weeks** for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training of **2 weeks** for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 2 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc. (c) As in (c) of Sl. No. (ii) under Assistant Professor at Academic Level 11.

**(viii) Academic Management Positions (AMPs):**

1. Executive Development Programme of 2 weeks at a training institute of eminence and the period of training may include 1 week in the form of foreign component. This training will include academic, research and extension management and resources, fund and administrative management.

**Annexure-1. Frequency and duration of training for Teachers at different cadres**

<b>Designations of teachers with Academic Level and Pay matrix in 7<sup>th</sup> Pay Commission</b>	<b>Period of Service required for undergoing training</b>	<b>Minimum Duration of Training</b>
<p>(i) Assistant Professor at Academic level 10 with rationalized entry pay of Rs 57700/- (Pay matrix of Rs. 57,700 – 1,82,400) <i>(Erstwhile Assistant Professor (Stage 1) with grade pay of Rs. 6000 as in 6<sup>th</sup> Pay Commission)</i></p>	<p>Joining as level 10 The teachers will be eligible to avail the trainings under (b) and (c) after completion of one year in the service</p>	<p>(a) Foundation/Induction training of 1 (one) week’s duration at AAU and 3 (three) weeks in training institutes. The latter may include academic/research and financial management modules of 1 week which may also be delivered through online mode. (b) Two refreshers/research methodology courses/ summer institutes/ winter schools/ training programmes of <b>2-3</b> weeks duration in the relevant areas/disciplines. The duration of short-term training programmes with duration of less than two weeks specified and approved by ICAR/ UGC/ other Councils/ Universities/ Institutions of Govt. of India / Govt. of Assam may also be counted to meet the requirement of minimum total duration of <b>4-6</b> weeks. (c) Number of foreign trainings, if any, to be availed by a person under sponsorship programme shall be limited to <b>one</b> in a year.</p>
<p>(ii) Assistant Professor at Academic level 11 with rationalized entry pay of Rs 68900/- (Pay matrix of Rs. 68,900 – 2,05,500) <i>(Erstwhile Assistant Professor (Stage 2) with grade pay of Rs. 7000 as in 6<sup>th</sup> Pay Commission)</i></p>	<p>One training preferably within one year of promotion to Academic Level 11</p>	<p>(a) One training of 3 weeks’ duration which may be refreshers course /research methodology workshop/ summer institute/winter school/ training programme/ teaching-learning evaluation technology programme/ faculty development programme or other similar/relevant course. The duration of short-term training programmes with duration of less than three weeks specified and approved by ICAR/ UGC/ other Councils/ Universities/ Institutions of Govt. of India / Govt. of Assam may also be counted to meet the requirement of minimum total duration of <b>3</b> weeks. One training will be completed within 3 months of getting promoted to Stage 2. (b) Need-based advanced training abroad for <b>3-6</b> months for up to a</p>

		<p>maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training of <b>3 weeks</b> for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 3 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc.</p> <p>(c) Foreign training may be facilitated to candidates in the event of availability of sponsorship for such a training in the area specified. This provision should be considered supernumerary so that the teachers to be selected based on the norms mentioned above are not affected. However, the maximum number of foreign trainings to be availed by a person under this programme should be limited to <b>one</b> in a year.</p>
<p>(iii) Assistant Professor at Academic level 12 with rationalized entry pay of Rs 79800/- (Pay matrix of Rs. 79,800 – 2,11,500) (<i>Erstwhile Assistant Professor (Stage 3) with grade pay of Rs. 8000 as in 6<sup>th</sup> Pay Commission</i>)</p>	<p>One training preferably within one year of promotion to Academic Level 12</p>	<p>(a) One training of minimum duration of <b>2 (two)</b> weeks in relevant field from among the categories of - methodology workshop, training, teaching-learning evaluation technology programme, and faculty development programme or other similar/relevant field. It should also include inputs of relevant area and managerial and behavioural skills.</p> <p>(b) Need-based advanced training abroad for <b>3-6</b> months for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training <b>3 weeks</b> for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 3 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of</p>

		India/ State Govt., Private Sector Institutions of repute etc.  (c) As in (c) of Sl. No. (ii) under Assistant Professor at Academic Level 11.
(iv) Associate Professor at Academic level 13A with rationalized entry pay of Rs 131400/-  (Pay matrix of Rs. 1,31,400 – 2,17,100)  <i>(Erstwhile Associate Professor (Stage 4) with grade pay of Rs 9000 as in 6<sup>th</sup> Pay Commission)</i>	One training preferably within one year of promotion to Academic Level 13A	(a) One training of minimum duration of 2 (two) weeks in relevant field from among the categories of - methodology workshop, training, teaching-learning evaluation technology programme, soft skill development programme and faculty development programme or other similar/relevant field. It should also include aspects of relevant areas and few aspects on leadership, communication, collaboration, networking, behavioural and related skills.  (b) Need-based advanced training abroad for 3 months for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training of 3 weeks for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 3 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc..  (c) As in (c) of Sl. No. (ii) under Assistant Professor at Academic Level 11.
(v) Professor at Academic level 14 with rationalized entry pay of Rs 144200/-  (Pay matrix of Rs. 144,200 – 2,18,200)  <i>(Erstwhile Associate</i>	One training preferably within one year of promotion to Academic Level 14	(a) A training of minimum duration of <b>1 (one)</b> week in academic / scientific leadership, programme and scheme management, institution building, and domain specific competencies in Indian and global agril. context, etc.  (b) Need-based advanced training abroad for <b>2 weeks</b> for up to a maximum of 25% of the teachers in emerging areas of agricultural sciences with cutting edge technology subject to availability of fund and in-country training for the rest of the teachers in their own areas of specialization/emerging areas with cutting-edge technology. Significant



<p><i>Professor (Stage 5) with grade pay of Rs. 10000 as in 6<sup>th</sup> Pay Commission)</i></p>		<p>attainments in one's own discipline/specialization as evidenced through AAR, publications, patents etc. and dire need of manpower in a new area/discipline may be considered in choosing trainees for foreign training. In-country training of 2 weeks for the rest may be imparted in advanced institutes such as ICAR-NAARM, ICRISAT, CIMMYT-India, CFTRI, IISc, IIM, IIT, IARI, IVRI, NDRI, Other Training Institutes of Govt. of India/ State Govt., Private Sector Institutions of repute etc..</p> <p>(c) As in (c) of Sl. No. (ii) under Assistant Professor at Academic Level 11.</p>
<p>(vi) Academic Management Position (AMP) (Heads, Chief Scientists, Associate Directors, Associate Deans, Deans, Directors and equivalent posts held by teachers (Professor rank)</p>	<p>Preferably within 6 months of joining in the position</p>	<p>1. Executive Development Programme of 2 weeks at a training institute of eminence and the period of training may include 1 week in the form of foreign component. This training will include academic, research and extension management and resources, fund and administrative management.</p>

**Annexure 2. Non-teaching posts of Assam Agricultural University (AAU) in various pay bands as per Common Pay Commission, 2017**

Group	Pay Band	Grade pay	No. of Designations as per ROP	Various designations for the posts in this pay band
I	PB-1 (12000-37500)	4400	29	Peon, Chowkidar, Hospital Bearer, Khalashi, Boatman, Fisherman, Lab. Helper, Sweeper, Messenger, Gate Keeper, Kitchen Attendant, Waterman Cattleman, Nurseryman, Water Pump Attendant, Hatchery Attendant, Farm Attendant, Poultry Attendant, Bull Keeper, Room Attendant, Animal Attendant, Hostel Attendant, Grade-IV Tea Garden Labour, Hospital Attendant, Mali, Library Bearer, Guest House Attendant, Bus Helper and Ambulance Helper
II	PB-2 (1) (14000-49000)	5000	7	Helper to Electrician, Helper to Plumber, Nynor, Helper to Blacksmith, Helper to Carpenter, Helper to Welder, Tractor Helper and Cook.
III	PB-2 (2) (14000-49000)	5600	33	Mechanic Helper, Dryer Helper, Witchering Through Helper, Rolling Cum Foremen Helper, Skilled Mali, Janitor, Chowkidar Supervisor, Janitor Cum Book Arranger, Gas Plant Operator, Water Pump Operator, Xerox Operator, Ferrier, Dark Room Attendant, Bus Conductor, Handyman, Gestate Operator, Xerox Opt (HSLC), Gestatner Opt.(HSLC), Laboratory Attendant, Drafty, Work Asstt, Jamadar, Binder, Machine Man II, Crop Weather Counter, Dresser, Record Storer cum Drafty, Library Attendant, Counter Attendant, and Book Arranger.
IV	PB-2 (3) (14000-49000)	6200	26	Dryer Operator, Power Tiller Operator, Elect. Rolling Machine, Bicet. Kon Operator, Record Keeper, Cinema Projector Operator, Photographer Cum Projector Operator, Driver, Assistant Matron, PBX Operator, Carpenter, Tracer, Section Assistant, Compositor Gr. II, Mini Bus Driver, Sorting Man, Tractor Operator, Transport Assistant, Road Roller Driver, Compositor, Jr. Electrician, Typist Scribe, Fitter, Plumber, Machine-man-II and Mechanic cum-Machine operator
V	PB-2 (4) (14000-49000)	8700	28	JAA, J r. Acct, Lab. Assistant, Vety Field Assistant, Demonstrator, Steno-III, Store Assistant, Curator, Milk Recorder, Grafter, Crop weather Observer, Museum Keeper, Compositor Gr-1, Piggery Assistant, Radiographer, Demonstrator of Bee keeping & Fisheries, Senior Carpenter, Pharmacist, Field

				Astt-Grade III, Mechanic Grade-III, Music Teacher, Met. Observer, Nursery School Teacher, Lab. Technician. (Medical), Nurse, Dark Room Assistant and Exhibition Assistant.
VI	PB-3 (1) (22000-87000)	9100	23	Surveyor, Draftsman, Library Assistant, Electrician(Sr.), Assistant Artist, Mechanic Gr.-11, SAA, Field Assistant, Assistant Farm Manager, Jr. Technical Assistant, Security Supervisor, Sr. Lab. Assistant, Counter Assistant, Plant Controller, Poultry Overseer, Specimen Collector, Mech. Vety. Manufacturing Assistant, Translator, Photographer, Sr. Acctt, Computor and Sr. Pharmacist.
VII	PB-3 (2) (22000-87000)	9700	11	Jr. Engineer, Artist, Steno Grade-II, Draftsman Gr.-1, Audio Visual Specialist, Mechanic Gr.-1, Electrical Supervisor, Cataloguer, Classifier, Sr. Tech. Assistant and Assistant Section Officer.
VIII	PB-3 (2) (22000-87000)	11500	10	Section Officer (Supt.), Dy. Audit Officer, Dy. Acctt. Officer, Accountant, Field Asstt. Grade-I, Foreman, Sr. Lab Assistant Gr.-I, Instructress, Programme Assistant and Farm Manager.
IX	PB-4 (1) (30000-110000)	12700	6	Estate Officer, Audit Officer, Accounts Officer, Lady Welfare Officer, Lecturer & Equivalent, and Assistant Engineer.
X	PB-4 (2) (30000-110000)	12700	1	Steno. Grade-I
XI	PB-4 (3) (30000-110000)	13300	11	Medical officer, Subject Matter Specialist, Chief Instructor, Public Relation Officer, Assistant Comptroller, Administrative Officer, Asstt. Executive Engg., Assistant Registrar, Assistant Librarian, Documentation officer and Manager, Printing Press.
XII	PB-4 (4) (30000-110000)	14500	10	Dy. Librarian, Executive Engr., Sr. Medical Officer, Dy. Comptroller, Sr. Estate Officer, Planning & Eva. Officer, Dy. Registrar (P), Dy. Director Farms, P.S. to V.C. and P.S. to Registrar.
XIII	PB-4 (5) (30000-110000)	15700	1	-
XIV	PB-4 (6) (30000-110000)	16900	3	Supdt. Medical Officer, Supdt. Engr. And Jt. Comptroller.
XV	PB-4 (7) (30000-110000)	17500	3	Chief Librarian, Director, Physical Plant, and Comptroller
XVI	PB-5 (1) (65000-112000)	18500	1	Registrar

**Annexure-3. Cadre-based training plan for the non-teaching employees of AAU**

<b>Cadre</b>	<b>Type of training</b>	<b>Duration<sup>\$</sup></b>
1. Administrative*	Induction training (within 6 months of joining)	1 week (in-house training)
	Refresher training	1 week
	After-promotion training	1 week
	Functional training (need-based)	2 weeks**
2. Accounts*	Induction training (within 6 months of joining)	1 week (in-house training)
	Refresher training	1 week
	After-promotion training	1 week
	Functional training (need-based)	2 weeks**
3. Library*	Induction training (within 6 months of joining)	1 week (in-house training)
	Refresher training	1 week
	After-promotion training	1 week
	Functional training (need-based)	2 weeks**

4. Medical and Health Care*	Induction training (within 6 months of joining)	1 week (in-house training)
	Refresher training	1 week
	After-promotion training	1 week
	Functional training (need-based)	2 weeks**
5. Technical*	Induction training (within 6 months of joining)	1 week (in-house training)
	Refresher training	1 week
	After-promotion training	1 week
	Functional training (need-based)	2 weeks**
6. Laboratory and Field*	Induction training (within 6 months of joining)	1 week (in-house training)
	Refresher training	1 week
	After-promotion training	1 week
	Functional training (need-based)	2 weeks**
7. Multi-Tasking	Attitudinal training	2 days (one in-house training per annum)

\*Employees belonging to different categories other than multi-tasking.

\*\* Functional training may include 1 week's training abroad for the selected non-teaching officers subject to availability of fund

\$ the training to be imparted at different stages in the service career of an employee in accordance with the CTP and ATPs to be developed by HRD Cell separately (see Section 5.2)

## **5.2 Training for non-teaching staff**

The non-teaching staff encompassing cadres in administrative, accounts, library, medical & healthcare, technical, laboratory & field and other supporting services in the AAU may be broadly categorized in to sixteen different groups based on their grade pay and these groups belong to five different pay bands as per the ROP for the university prepared by Common Pay Commission, 2017 (Annexure 2). The present policy incorporates training needs for technical, administrative, accounts & finance, library, medical & health care and other non-teaching employees in the pay band from 1 to 5(1). These staff of various departments/ establishments shall be encouraged to undergo trainings at different stages in their service career as per the CTP & the ATPs. The nature of service rendered and competency required vary according to the grades. Taking this into consideration, a variable mix of induction training and refresher training is proposed as per broader framework given below and the training plan is suggested in Annexure 3. There shall be a foundation/induction training of 1 week for the newly recruited non-teaching employees also. The various components to be covered in this induction training would be a judicious mix of technical, administrative and finance aspects or job-related areas with components of behavioural, attitudinal, and human skills. The refresher training of 1 week to non-teaching employees, other than Multi-Tasking cadre, shall be for job-specific activities in the areas of laying out of experiments, field management, solving specific problems, etc. for technical service and use of IT tools, digitization of documents, written and oral language proficiency, service orientation or any such capacity building programme relevant to the job/cadre in general. The training under these categories will also include exposure and visit of trainees to field situations relevant to the job. The HRD Cell of AAU will take an appropriate view in case the capacity building programmes reasonably vary from the prescribed duration mentioned in Annexure 3. However, the training to be imparted at different stages in the service career of a non-teaching employee will be in accordance with the CTP and ATPs to be developed by HRD Cell separately. In general, an employee must have more than two years of service left to undergo any sort of training. These trainings will be relevant to both promotion and role-based skill upgradation of non-teaching employees through improvement of individual competencies which will finally upgrade a unit/department/ establishment and thereby contribute to strategic human resource management of AAU. The HRD Cell will find out the requirement and type of

training based on the standard of educational qualification of the employee engaged in different cadres. However, only an in-house induction training of 2 days will be imparted per year to the non-teaching employees of multi-tasking cadre which belong to the cadres other than the administrative, accounts, library, medical & healthcare, technical, and the laboratory & field. This training of 2 days' period will primarily be imparted for improving the behavioural or attitudinal aspects of the employees engaged in multi-tasking cadre and the type of training will depend upon nature of job, educational level of the employee and the expertise required (refer to Annexure 3 ).

The non-teaching employees of the AAU are in the pay bands starting from payband 1 to payband 5 (Annexure 2). There are employees with different nature of jobs within a payband. Therefore, cadre-based training plans need to be prepared for the non-teaching employees under the following seven cadres: I. Administrative Cadre, II. Accounts Cadre, III. Library Cadre, IV. Medical and Health Care Cadre, V. Technical Cadre, VI. Laboratory and Field Cadre, and VII. Multi-Tasking Cadre. Four types of training will be conducted in each cadre of the employees belonging to the Administrative, Accounts, Library, Medical and Healthcare, Technical, and Laboratory & Field cadres. These training are: induction training (1 week), refreshers training (1 week), after-promotion training (1 week) and functional training (2 weeks) and shall be in accordance with the CTP & ATPs. Induction training of 1 week shall be conducted within 6 months of joining and this will include only in-house (internal) training. The HRD Cell will segregate the non-teaching employees into two categories: employees at the rank of officer and employees below the rank of officer in each of the Administrative, Accounts, Library, Medical and Healthcare, Technical, and Laboratory & Field cadres. This segregation will help the HRD Cell organize training for the two different groups separately. However, for training in core behavioural competencies inter-group nominations may be done. The non-teaching employees working in the position of officers in various cadres may be given a short-term training of one week abroad depending upon training need analysis and their performance at work place as reflected in the Annual Confidential Report (ACR). This foreign component of training of 1 week for the non-teaching officers could be a part of their need-based functional training. The inclusion of foreign training as a component of functional training to non-teaching officers and the number of officers to be selected for exposure to foreign country through such training will be subject to availability of fund.

## **6.HRD Cell**

In order to implement the HRD Policy, the AAU will endeavour to adopt a systematic approach to training and it will set up an HRD Cell with needed human resource and capacity building professionals. The HRD Cell of AAU will collect inputs on training needs and benchmark of performance from the controlling officers of various departments/ establishments, compile the information and plan and schedule trainings for teaching and non-teaching employees for specific individual competencies within a cadre and accomplishing the goal of strategic human resource management of the university across the cadres and establishments. The HRD Cell may organize, if need be, brainstorming session(s) across departments/ faculties/establishments for identification of training needs based on strategic needs of the university and prepare detailed CTP & ATPs. The future training programmes/courses shall be implemented accordingly. Monitoring and evaluation and impact studies shall also be undertaken for ensuring effectiveness and resource use efficiency, so that competency based Human Resource Management is institutionalised. TheHRD Cell, the nodal agency for the purpose, will propose from time to time for a revision of the training plans depending upon change in mandate and priorities of the AAU as well as on account of new policies, plans, technological disruptions and/or new hires. The HRD Cell may take up the matter of revision of the policy or its certain sections subject to suggestions/comments from the Board of Studies and the Academic Council.

### **6.1. Organizational set up of HRD Cell at AAU**

The following organizational set up is proposed for the functioning of AAU HRD Cell:

- i. An officer of the rank of Professor will be appointed/entrusted as the Nodal Officer of HRD Cell who will be responsible for systematic and timely training and capacity building initiatives of the entire AAU.
- ii. There will be a Nodal Officer at each unit situated outside Jorhat and he/she should be a teacher/officer in the rank of Professor/ Associate Professor in Colleges/ Research Stations/ KVKs.



## 6.2. Role of HRD Cell

The following roles and activities will be performed by AAU HRD Cell from time to time and as and when necessary.

- i. To work out competency mapping for the teachers and the non-teaching employees
- ii. To classify all posts with a clear job description and competencies required. Gradually, the entire human resource management (HRM) function could be linked with the Framework of Roles, Activities & Competencies (FRAC).
- iii. To develop and execute Cadre-based Training Plans (CTPs) and Calendar based on the competencies required and training needs for ensuring that all cadres in the AAU have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory.
- iv. To ensure that the desired number of teachers and other personnels can be spared for training while keeping sufficient employees at work. Thus, one-fourth to one-fifth (25-20%) of the total employees in each cadre in the HQ/outstations/colleges may be trained every year.
- v. To link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions. Training shall also be linked with annual assessment and career advancement. Monitoring & Evaluation of Training should be put in place. The proposal for next training should consider, as far as possible, how previous training has been effectively utilized.
- vi. To ensure that any non-training interventions that need to accompany training interventions are also taken up suitably; here, it is important to ensure that mechanisms other than training are put in place in the university to enhance the performance of the employees. Such mechanisms may include performance appraisal, review discussions, feedback-counseling sessions, role analysis exercises, communication policies, mentoring, job rotations, career development systems, rewards, job enrichment, OD interventions, motivational and spiritual speech, and counseling. Counseling for stress management may also include an ergonomic component. However, mechanisms like job rotation should not detract a teacher/ non-teaching employee from his/her area of

- specialization/expertise he/she acquired/developed from his/ her academic qualification and specialized training accomplished earlier.
- vii. To ensure that the staff working under a supervisor of a unit is appropriately trained to perform effectively and efficiently.
  - viii. To ensure that suitable training under the training provision of a new scheme/project is imparted for its proper implementation and sustainability. Sponsorship, if available, should be used for training of teachers outside Assam and even in foreign countries (see Annexure 1).
  - ix. The HRD Cell will prepare cadre-based training plans (CTPs), organize in-house training, outsource training from external agencies, and/or provide advisory or consultancy services to the employees of AAU. Nodal Officer of HRD Cell will coordinate the training and capacity building activities through identification and involvement of trainers from various units, departments and establishments of the AAU. There will be Training Cell at AAU under the HRD Cell for organizing the trainings. Where feasible, the services of the Institutions like ICAR-NAARM, Hyderabad, CGIAR institutes, CFTRI, IISc, IITs, IIMs and other ICAR, Central- and State government and other competent training institutes/organisations will be utilized for the purpose. The HRD Cell will coordinate in organising training programmes at various directorates/colleges/establishments/research stations/KVKs located in main campuses as well as in the outstations of the AAU.
  - x. Detailed Cadre-based Training Plan (CTP) and Annual Training Plan (ATP) for the teaching and non-teaching staff shall be prepared by the HRD Cell in consultation with the controlling officers of various departments/units/ colleges/faculties/research stations/establishments/ KVKs and the Nodal Officers of the Units.
  - xi. ATP will be implemented by using the resources of the college/research station/KVK/establishments under AAU as well as of the institutes/organisations outside the AAU so that the limited internal capacity for training and other resources do not constrain the implementation of the CTP & the ATP.
  - xii. To explore adequate fund to enable employees to undergo appropriate trainings in proper time.

- xiii. The AAU/its various establishments /colleges /research stations/KVKs shall incorporate a section/chapter in their respective Annual Reports on training and capacity building activities undertaken during a financial year. However, all these reports will be finally compiled in the Annual Report of the HRD Cell.
- xiv. To provide induction/ foundation training to the new entrants and prepare and upload the induction material on the website of the AAU for easy accessibility.
- xv. ‘On the Job’ (‘In-house’)training will be organized by the AAU through its HRD Cell as and when these are required. The HRD Cell shall strive to develop a network of training institutions to meet the current and future training needs of its teachers and non-teaching employees. A panel of training organizations and institutes will be prepared by HRD Cell for the purpose.
- xvi. The AAU HRD Cell will formulate trainer development programme for different expertise and develop a pool of in-house master trainers at the AAU.
- xvii. To establish a Training Cell under the HRD Cell for organizing various trainings at the AAU
- xviii. To identify and select training managers who are preferably a management professional. Training managers will organize training under the Training Cell of the HRD Cell.
- xix. To identify training institutions of local, national and international repute
- xx. To identify specific areas of training such as leadership, behavioural skill, communication skill, networking, and specific technical skills.
- xxi. AAU may collaborate with ICAR, CSIR, CGIAR institutes, Banks, and other national and international organizations to establish a forum for exchange of information relating to agricultural issues with reference to training, education, and research.
- xxii. To monitor and assess the impact of training and capacity building programmes/courses.

### **6.3. Training**

- i. Training should be organized at local levels at the University or outside the university or the employees can avail training with directives from the HRD Cell or on their own effort more particularly on online mode. An officer of the rank of Professor/ Associate Professor shall be appointed/entrusted as the Nodal Officer (Training) who will look after

the activities of the Training Cell and be responsible for conducting the trainings at the AAU.

#### **6.4 Assistance from Training Institution(s)**

The HRD Cell shall facilitate in non-the-job/in-house training to the employees of the AAU. The Cell will also collaborate with training institutions of state, national and international level for preparing CTPs/ATPs and other organisations in organizing the trainings. Collaboration with the training institutions such as ICAR-NAARM, other ICAR institutes, IITs, IIMs, IISc, CFTRI, IRRI, CIMMYT, ICRISAT, etc. shall be done in advance by The AAU HRD Cell for scheduling training. These organizations/agencies will be the store house of the expertise extracted from various practical fields. The quality and manner of their functioning will have a direct impact on what their trainees would instill and take with them. The HRD Cell shall identify and collaborate with training institutions of repute to assist in the following functions:

- i. To become a Centre of Excellence for Learning & Development
- ii. To prepare a Competency Dictionary based on the Competencies mapped
- iii. To provide technical assistance and advice in preparation of strategy for implementation of Competency based training & capacity building, Cadre Training Plan/ Annual Training Plans and identifying a suitable institution/organization for training for the employees of AAU
- iv. To assist in developing a suitable platform/network for distance and e-learning courses for continuous professional development.
- v. To assist in creating a critical mass of in-house trainers through a Trainer development Plan (TDP).
- vi. To develop the required Training modules.
- vii. To assist in developing a roadmap for monitoring & Evaluation of Training and impact assessment.

#### **7. Trainer Development**

There should be a pool of master trainers for different competencies so that in-house training programmes could be organized by the Training Cell within AAU. Trainer should be generic as well as subject matter specialist. A pool of master trainers should be there at AAU to

complement the resources from outside AAU. IT-based Learning Resource Centres (LRCs) may also be developed for capacity building.

## **8. Foreign Training**

**8.1.** The Government of India as well the Government of Assam has the provisions/schemes to train teachers/employees in foreign countries. Such a provision may also be made at the AAU by making provision of funds for the purpose and encouraging teachers/employees to avail the funds from AAU's training budget, state or central govt training schemes and explore fellowship directly from institutions abroad for advanced training.

**8.2.** All foreign trainings for the teachers of different categories (see Annexure I) and for the non-teaching officers will be finalized at the AAU level by the HRD Cell with final approval from the Hon'ble Vice-Chancellor of AAU. Upto a maximum of 25 per cent of teachers/officers will be allowed for foreign training programmes subject to availability of fund.

## **9. Funding**

The AAU shall make provision of funds to meet the requirements on account of training. For training activities, a separate budget line may be created by the AAU. Following the missions in the line of Mission Karmayogi, 2022, the AAU may allocate a budget for domestic training and a separate budget for international training for capacity building of its employees.

## **10. Implementation and Coordination**

**10.1** The HRD Cell of the AAU shall be the nodal agency for coordination and implementation of the HRD policy and shall issue appropriate guidelines from time to time to issue clarifications and facilitate its implementation. Each HRD Unit will be the implementing unit for the HRD Policy at college/station/establishment levels located in different campuses/outstations as mentioned above.

**10.2** The HRD Cell of the AAU would need to enhance its own capacity (in terms of staff and their competencies) for providing the leadership in detailing the manner in which the work is to be done, providing guidance and hand holding support to the AAU and its various colleges and establishments in the Head Quarter as well as in the outstations. The HRD Cell should have competent leaders and staffs to monitor the progress so that the standards or quality in mapping

and developing the competencies are adhered to and the task is completed in a reasonable period. The Nodal Officer, HRD Cell, AAU shall supervise proper coordination, implementation, monitoring and evaluation of all training programmes under the purview of the Cell. The AAU needs to provide technical support to its various establishments in the development of need-based training courses/programmes through creation/augmentation of training infrastructure, faculty development and outsourcing of training.

**10.3 Distance and E-Learning:**Distance- and e-learning provide unparalleled opportunities for meeting the training needs of large number of teachers/scientists, technical, administrative and finance/other supporting staff of AAU dispersed in different districts in the state. The HRD Cell of AAU may take a major step in this direction by tying up with institutes of national and international repute to facilitate distance- and e-learning in a wide range of subjects and courses.

## **11. Monitoring and Evaluation**

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

**11.2** Evaluating the effectiveness of training is very important but is usually a difficult aspect of training administration. Often, the evaluation in training institutions is limited to post-course questionnaires inviting trainees to comment on the course, trainers and the training material. This simply cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to have a comprehensive impact evaluation in the training eco-system where evaluation is not only confined to the quality of training programmes or the learning derived by the participants but also to the changes in the job behaviour that will result from the training programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens. The Nodal officer of HRD Cell of AAU shall undertake steps for Monitoring and Evaluation processes with the support from experts of AAU as well as external agency such as ICAR-NAARM, Hyderabad or any other suitable organization and put in place a Training Management Information System (TIMS).

### **11.3 Role of HRD Cell of AAU in M&E**

The HRD Cell will take up the following activities for monitoring and evaluation

- i. Monitoring the implementation of the HRD Policy: Training and Capacity Development.
- ii. Feedback on training through evaluation of trainees who attended the training.
- iii. The HRD Cell will have to have a database on online training management system.
- iv. Issuance of advisories from time to time so that training programmes are conducted based on 'Systematic Approach to Training'.
- v. Ensure that HRD Nodal Officers are appointed/nominated in all the HRD Units for capacity building and accomplishment of related work in close coordination.