



सत्यमेव जयते

# Reimagining Civil Service Capacity Building for Transformative Governance

VOLUME 1

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## Chairperson's Note

The Government of India seeks to align civil service capacity building with the objectives of transformative, citizen-centric, and future-ready governance. This Committee is honoured to present this report which lays out a comprehensive blueprint for reshaping India's Civil Service Training Institutions (CSTIs) into entities that better prepare civil servants to be responsive to citizens' needs and aspirations as well as the challenges and opportunities of the 21<sup>st</sup> century.

This report is a response to the government's clarion call to fundamentally re-envision the way India capacitates its civil servants - the bedrock of its governance architecture - for the monumental tasks that lie ahead. CSTIs have been operating with conventional approaches and paradigms. In India's quest to become a developed nation, the need of the hour is a reimagination of CSTIs to re-align with the dynamic landscape of modern and citizen-centric governance. *Viksit Bharat@2047* sets forth an aspirational vision - a future where every citizen feels the benefits of governance. To realise this vision, the capillaries of our administrative system must pulsate with new life, fresh thinking must inform decisions at every level, and agility must be re-introduced. India's civil servants must not be *Karmacharis* but emerge as *Karmayogis* - the embodiment of knowledge, integrity, dedication to duty, and *seva bhav* towards citizens.

This report is a testament to the government's commitment to drive excellence in civil service capacity building. It urges CSTIs to expand beyond their traditional scope, amplify their scale of impact, increase their speed and efficiency, and embrace a culture of continuous improvement to achieve high standards. The chapters that follow outline the goals of India's civil service, the role of CSTIs in achieving these goals, and the implementation blueprint for change that CSTIs must follow. This report also outlines roles for Cadre Controlling Authorities, the Department of Personnel and Training, Ministries, the Capacity Building Commission, and Karmayogi Bharat, in creating an environment that empowers and equips CSTIs to transform effectively.

The reforms envisaged in this report are actionable, expansive, and radical, and should be seen as a guiding force for positive transformation. CSTIs must emerge as crucibles of effective capacity building, fostering role-based competencies that will empower civil servants to drive citizen-centric change. Confident strides towards reinventing institutions are imperative in an era of governance that prizes innovation, values capability, and rewards excellence.

The Committee would like to extend its gratitude to the wide range of stakeholders consulted in the formulation of this report, including officials from the Department of Personnel and Training, Cadre Controlling Authorities, the leadership, faculty members and administrative staff at several CSTIs, and retired, serving and newly inducted civil servants. As we stand on the cusp of a new age for the civil service in India, change must be viewed as an opportunity to reignite effective, efficient, and empathetic governance. Embracing this ethos of continuous evolution will ensure that as India takes steps towards its centenary of independence, it recasts itself into a beacon of governance to give rise to a truly *Viksit Bharat*.



Dr. R. Balasubramaniam  
Chairperson

# Terms of Reference for the Committee

No. T-28/90/2023-iGOT  
Government of India  
Ministry of Personnel, Public Grievances and Pensions  
Department of Personnel & Training  
(Training Division)  
\*\*\*\*\*

Block-IV, Old JNU Campus  
New Delhi -110067  
Dated the 28<sup>th</sup> March, 2024

## OFFICE MEMORANDUM

**Subject: Aligning Civil Service Training with the objective of citizen centric governance.**  
\*\*\*\*\*

This is in continuation of the OM of even number dated 10<sup>th</sup> October, 2023 (copy enclosed) vide which a committee was created to study six Civil Service Training Institutions (CSTIs) and to appraise how these CSTIs have evolved or adapted in response to the need to produce Civil Servants who are imbued with a sense of citizen centricity and are equipped with the skills and competencies required in the era of *Amrit Kaal* to work with a whole of government approach and contribute in achieving the vision of making Bharat a developed nation by 2047.

2. In furtherance of the same objective, the undersigned is directed to convey that the scope of work of the said committee is extended to also make recommendations regarding:
- Revamping the training structure and training design in the three All India Services (AIS) and three Central Civil Services (CCS) in order to produce civil servants who, emerge as agents for development of the nation.
  - Suggest a framework for revamping the training structure and design for all Group 'A' CCS.
  - Suggest a framework for impact assessment of training courses in the said six CSTIs.

These recommendations may be with respect to the Induction Training as well as continuous or periodic in-service training.

3. The Committee may additionally recommend training structure and design for all other categories of Civil Servants.

4. The other terms of the above OM shall remain the same.

Encl. (1)

  
(Arun Kr. Singh)  
Under Secretary to the Government of India  
Tele: 011-26165682

To,

1. Dr. R. Balasubramaniam, Member (HR), CBC
2. Shri Surendra Nath Tripathi, Director General, IIPA
3. Additional Secretary, DoPT
4. Director, Lal Bahadur Shastri National Academy of Administration, Mussoorie
5. Director, Sardar Vallabhbhai Patel National Police Academy, Hyderabad
6. Director, Indira Gandhi National Forest Academy, Dehradun
7. Dean, Sushma Swaraj Institute of Foreign Service, New Delhi

Contd...

8. Director General, National Academy of Direct Taxes, Nagpur
9. Director General, National Academy of Customs, Indirect Taxes & Narcotics, Faridabad

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3. Chairman, CBDT/Chairman, CBIC
4. AS(S&V), DoPT/ AS(Police), MHA/ AS (Admin), MEA/ IG(Forest), MoEF
5. PPS to JS(Trg.), DoPT

No. T-28/90/2023-iGOT  
Government of India  
Ministry of Personnel, Public Grievances and Pensions  
Department of Personnel & Training  
(Training Division)  
\*\*\*\*\*

Block-IV, Old JNU Campus  
New Delhi -110067  
Dated the 10<sup>th</sup> October, 2023

**OFFICE MEMORANDUM**

**Subject:** Aligning Civil Service Training with the objective of citizen centric governance  
\*\*\*\*\*

The undersigned is directed to refer to the subject mentioned above and to state that the Mission Karmayogi - National Programme for Civil Service Capacity Building (NPCSCB) was launched in September, 2020 with the objective of developing a citizen-centric and future ready civil service. The Karmayogi guidelines issued by the DoPT on 28.07.2023, recognizing the pivotal role that the Civil Service Training Institutions (CSTIs) play in developing competencies in Government, prescribe specific roles for the CSTIs that includes putting in place a mechanism for conducting impact study of the training programmes and, thus, strive to improve the quality of programmes for better impact.

2. Accordingly, a study of the following Civil Service Training Institutions is proposed to be conducted:

- a. Lal Bahadur Shastri National Academy of Administration (LBSNAA),
- b. Sardar Vallabhbhai Patel National Police Academy (SVNPA),
- c. Indra Gandhi National Forest Academy (IGNFA),
- d. Sushma Swaraj Institute of Foreign Service (SSIFS),
- e. National Academy of Direct Taxes (NADT), and
- f. National Academy of Customs, Indirect Taxes & Narcotics (NACIN).

3. A Committee with the following composition is constituted to carry out this study:

- I. Dr. R. Balasubramaniam, Member (HR), Capacity Building Commission (CBC): Chairman;
- II. Shri Surendra Nath Tripathi, Director General, IIPA: Member;
- III. Additional Secretary, DOPT: Convenor; and
- IV. Additional Secretary/ Joint Secretary in-charge of the cadre controlling authority with respect to the cadres being catered to by the said CSTIs: Member.

The Committee may co-opt other experts as needed. The Committee may furnish its report within a period of 3 months.

4. The proposed study will appraise how these CSTIs have evolved or adapted in response to the need to produce Civil Servants who are imbued with a sense of citizen centricity and are equipped with the skills and competencies required in the era of *Amrit Kaal* to work with a whole of the Government approach and contribute to achieving the vision of making Bharat a developed nation by 2047. The Committee may study the mechanisms deployed or proposed to

be deployed in these CSTIs for meeting the objectives as set out in the guidelines of the Mission Karmayogi. An objective of the present exercise is also to apply the learnings to other Training Institutions.

5. Accordingly, the scope of work for the study is as under:

- To study the general environment of the academy in terms of instilling esprit de corps, personal and professional probity, and a sense of national ethos.
- To study the pedagogy, overall approach and training methods used by the CSTIs listed herein and the effectiveness thereof in creating dynamic, efficient and future ready officers.
  - The framework for updating the course content and frequency of revision of the curriculum.
  - The mechanism for selection of guest speakers/faculty.
  - The contents of the libraries.
- To study the training related activities – whether there is a systematic plan for training and competency enhancement of officers at different levels of experience and a study of performance of these programme
- To evaluate how these institutions leverage the iGOT infrastructure to enhance the training experience and recommend mechanisms to further enhance its effectiveness.
- To study how these CSTIs have evolved since they were set up in terms of the practices of etiquette, general deportment and inclusivity.

6. The six CSTIs mentioned above and the respective cadre controlling authorities are requested to extend necessary support to the Committee for conducting the study.

*Kumar Abhinav*  
10/10/2023

(Kumar Abhinav)  
Deputy Secretary to the Government of India  
Tele: 011-26165058

To,

1. Dr. R. Balasubramaniam, Member (HR), Capacity Building Commission (CBC)
2. Director, Lal Bahadur Shastri National Academy of Administration, Mussoorie
3. Director, Sardar Vallabhbhai Patel National Police Academy, Hyderabad
4. Director, Indira Gandhi National Forest Academy, Dehradun
5. Dean, Sushma Swaraj Institute of Foreign Service, New Delhi
6. Pr. Director General, National Academy of Direct Taxes, Nagpur
7. Director General, National Academy of Customs, Indirect Taxes & Narcotics, Faridabad
8. Shri Surendra Nath Tripathi, Director General, IIPA

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2. All Secretaries of the Ministries/ Department of Government of India
3. Chairman, CBDT/ Chairman, CBIC
4. AS(Trg.), DoPT/ JS(Trg.), DoPT

## Executive Summary

At this pivotal moment in our history, India's civil servants need to rise to the opportunities and challenges to achieve the goal of *Viksit Bharat@2047*. They must be equipped with appropriate skills and mindsets and supported by an enabling environment to perform in a fast-evolving local and global context. Their performance should be regularly assessed so that they take ownership of their self-growth. This assessment should then be used to provide targeted capacity building support and to make data-driven human resource (HR) decisions such as promotions, transfers, and postings based on demonstrated competencies and performance.

Achieving this requires marked shifts in the capacity building and HR management landscape in the Government of India, with Civil Service Training Institutions (CSTIs) playing an integral role as the primary custodians of civil service capacity building in India. CSTIs need to be ably supported and guided by the entire capacity building ecosystem. Other stakeholders within this ecosystem, including Cadre Controlling Authorities (CCAs), the Department of Personnel and Training (DoPT), Ministries, Capacity Building Commission (CBC), and Karmayogi Bharat have to take significant responsibility and ownership of empowering India's civil servants to perform well.

Before civil service capacity is built, the goals which the civil service needs to achieve must be defined. Chapter 1 of this report outlines four goals: enhancing performance, delivering citizen-centric governance, being future-ready, and ensuring accountability.

The first goal is enhancing the performance of individual civil servants so that each Ministry realises its vision. Ministries should first set SMART<sup>1</sup> annual goals - anchored in national priorities and the respective Ministry's plans - for each of its departments and divisions. These goals should cascade into individual-level targets for each civil servant, and performance must be measured against these targets using the Annual Performance Assessment Report (APAR). Once individual targets are specified, the Capacity Building Unit (CBU) within each Ministry should specify the competencies<sup>2</sup> required by each civil servant to achieve their stated targets. Civil servants should then be assessed against these competencies, and provided capacity building support to fill any identified competency gaps. This record of demonstrated performance and competencies for each civil servant will then inform HR decisions such as promotions and postings.

The second goal is to make governance more citizen-centric. As the Hon'ble Prime Minister has noted, the process of policymaking and execution should embody a spirit of partnership by recognising and prioritising the voice of the citizens. This will need to happen through both supply and demand-side interventions. Supply-side interventions include making the government's functioning more citizen-centric by building the citizen-centric ethos outlined in the Karmayogi Competency Model among civil servants, and evaluating government programmes using the Citizen Centricity Toolkit. Demand-side interventions include using platforms such as MyGov to make concrete *Jan Bhagidari* and create the space for citizens to articulate their expectations and aspirations from their government.

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<sup>1</sup> SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

<sup>2</sup> The Karmayogi Competency Model provides a dictionary of behavioural and functional competencies that CBUs should use. Domain competencies should be developed by Ministries with their CCAs and the CBC.

The third goal is creating a future-ready civil service that proactively anticipates, plans for and enables the nation to benefit from social, economic, geopolitical and technological changes. Future-readiness implies that civil servants are able to navigate ambiguity, show resilience in the face of unexpected changes, and act decisively when the need for a rapid response emerges. The capacity building ecosystem must identify emerging trends and competency needs among civil servants through close collaboration with Ministries, the CBC, the private sector, and policy and research divisions.

Fourth, in the process of working towards these goals, the civil service must ingrain accountability within itself. Individual civil servants must be held accountable through existing institutional mechanisms including the work allocation order, the APAR, and the Karmayogi Competency Passbook. These mechanisms should be strengthened: the work allocation order should become a digital document containing individual targets that is updated as these targets change, the APAR should be redesigned based on Mission Karmayogi's principles and used to track performance and identify capacity building needs, and the Karmayogi Competency Passbook should reflect these needs. In addition, the CCAs also bear the responsibility of ensuring that their cadre members have the competencies required to successfully perform their roles. To fulfil this responsibility, CCAs should ensure that competencies have been mapped at each stage of a civil servant's career, that CSTIs design and deliver targeted capacity building interventions, and that the performance of civil servants belonging to their cadre is being regularly assessed and improved. Finally, CSTIs must be held accountable to whether they are fulfilling the required capacity building needs of the government, measured through systematic impact assessments of capacity building interventions. The assessments should take into account in-service performance of civil servants.

To achieve these four goals, and in line with the 4S mantra articulated recently by the Hon'ble Prime Minister, Chapter 2 outlines four areas in which CSTIs should improve - Scope, Scale, Speed, and Standards.

First, the scope of each CSTI's capacity building efforts should fill the competency gaps identified among civil servants through high-quality learning materials. CSTIs should also establish Centres of Excellence (CoEs) dedicated towards conducting research into capacity building requirements, generating learning material, and forging institutional partnerships. The Directors of CSTIs should be appointed through committees set up by DoPT with representation from the CCA, CBC, the CSTI, and sector experts.

Second, CSTIs should expand the scale of their capacity building interventions by establishing themselves as hubs for their areas of specialisation for other CSTIs and cadres, use technology to share knowledge and provide effective offsite sessions, and collaborate with international organisations and universities to offer their expertise globally.

Third, the speed and efficiency at which CSTIs function should be improved through better integration within the capacity building ecosystem. This integration should happen with a technological platform established by Karmayogi Bharat that enables real-time collaboration by facilitating the sharing of resources between CSTIs.

Fourth, CSTIs should aspire to the ambitious standards and benchmarks articulated in the National Standards for Civil Service Training Institutions (NSCSTI). To understand the extent to which they are meeting these standards, CSTIs should participate in the accreditation through the NSCSTI

framework in a time-bound manner, following which they will be able to create quality improvement plans with the support of the CBC and work towards becoming world-class institutions of learning.

Subsequently, Chapter 3 sets out actionable measures and frameworks that CSTIs should adopt to engender these improvements in their Scope, Scale, Speed, and Standards. There are three key areas of transformation that CSTIs need to go through: (i) designing and delivering competency-based capacity building interventions, (ii) evaluating the impact of these interventions, and (iii) developing linkages to integrate the capacity building ecosystem. This chapter provides a clear blueprint and detailed frameworks that CSTIs should follow to incorporate these reforms.

Finally, Chapter 4 outlines the roles that other stakeholders in the civil service capacity building ecosystem need to play. These key stakeholders include CCAs, DoPT, Ministries, CBC, and Karmayogi Bharat. The role of CCAs is given particular emphasis since they exercise functional and administrative control over CSTIs' operations. CCAs are the bridge between Ministries, who are served by the civil servants, and CSTIs, who build the capacity of these civil servants. This position of CCAs within the ecosystem enables them to have a nuanced understanding of the activities conducted by Ministries, to identify existing competency needs, and to ensure these needs are met by the capacity building efforts of CSTIs. Hence, CCAs should take greater ownership of the capacity building process going forward.

India's civil service capacity building ecosystem stands at a critical juncture. To meet the aspirations and needs of the citizens, and to manifest the vision of *Viksit Bharat@2047*, India needs a well-performing, citizen-centric, future-ready, and accountable civil service. Guided by the objectives of Mission Karmayogi, this report advocates for a civil service capacity building ecosystem that empowers civil servants to evolve from *Karmacharis* to *Karmayogis*. The pace of this evolution hinges on CSTIs delivering high-quality, well-targeted capacity building interventions for civil servants, and an enabling environment for these institutions that both creates the conditions for their success and holds them accountable for it. In accurately identifying the capacity building needs of our civil services, thoughtfully designing interventions to meet these needs, building a robust ecosystem which holds them accountable, and meeting standards outlining by the NSCSTI framework, the CSTIs will play an instrumental role in accelerating the pace of this evolution and propelling the nation towards securing its goals. The report discusses these proposed enhancements in the scope, scale, speed, and standards of CSTIs in more detail. While the recommendations made in this report are targeted at the Government of India, state governments are also encouraged to adopt these recommendations for their civil service ecosystem.

## Chapter 1

# Goals of a Well-Performing Civil Service

At this pivotal moment in our history, India's civil servants need to rise to the opportunities and challenges to achieve the goal of a *Viksit Bharat@2047*. They must be equipped with appropriate skills and mindsets, and supported by an enabling environment, to perform in a fast-changing local and global context. Their performance should be regularly assessed so that they take ownership of their self-growth. This assessment will enable the government to provide targeted capacity building support and to make informed human resource (HR) decisions such as promotions, transfers, and postings based on demonstrated performance. Achieving all this requires marked shifts in the capacity building and human resource management landscape in the Government of India, with Civil Service Training Institutions (CSTIs) playing a pivotal role in the transformation.

This chapter outlines the vision of well-performing civil service for *Viksit Bharat* - guided by Mission Karmayogi's objectives of enhancing performance, delivering citizen-centric governance, being future-ready, and ensuring accountability - and the role of capacity building in achieving these objectives.

Figure 1: Goals of a Well-Performing Civil Service



## 1.1. Enhancing Performance

For governance to improve the lives of India's 144 crore citizens, every Ministry<sup>3</sup> and every civil servant should perform their allocated roles effectively. For Ministries, this means working to achieve the sectoral goals and outcomes within their mandate as per the Allocation of Business Rules of the Government of India. To achieve this, each Ministry should specify annual goals and targets - anchored in national priorities - for each of its departments and divisions. These goals should cascade into individual-level goals and targets for each civil servant. Targets for individual civil servants should comprise SMART indicators,<sup>4</sup> thereby improving upon the existing government practices of goal-setting. Individual performance should then be measured against these targets using the Annual Performance Assessment Report (APAR), with good performance rewarded appropriately. Where performance targets have not been met, a problem diagnosis approach should be used to identify and resolve the underlying constraints.

<sup>3</sup> In this report, "Ministries" is used to refer to all Ministries, Departments, and Organisations in the Government of India.

<sup>4</sup> SMART indicators are Specific, Measurable, Achievable, Relevant, and Time-bound.

One requirement for effective performance is that civil servants possess the competencies (skills, attitudes, behaviours, and knowledge) required to perform all the activities required for their role. Therefore, once individual-level goals and targets are specified, the Capacity Building Unit (CBU) within each Ministry should specify the competencies required by each civil servant to achieve their stated goals and targets. This will also enable the civil servants to work with a whole-of-government approach, learn to leverage new technologies and adopt a citizen-centric mindset, in turn creating a positive impact on citizens' welfare.

The competencies required by civil servants are classified into domain, functional, and behavioural competencies.<sup>5</sup> The Karmayogi Competency Model (KCM) outlines a comprehensive set of functional and behavioural competencies that are required to perform successfully within the government. Domain competencies should be developed by Ministries as part of their Capacity Building Plans (CBPs), in consultation with Cadre Controlling Authorities (CCA) and the Capacity Building Commission (CBC).

Once the competencies required for each role have been identified, civil servants should be assessed on whether they possess the competencies required for their roles. Mission Karmayogi outlines an assessment approach for competencies which combines learning assessments with workplace assessments provided by the stakeholders with whom the civil servant interacts. Such assessments will inform the government as to whether each civil servant has the competencies required for their role, which competencies need to be built through capacity building interventions, and what organisational support is needed to enable performance.

The output of the competency identification and assessment exercise will enable two things. First, CSTIs will be able to calibrate capacity building efforts towards the areas where each civil servant needs to grow to enhance their performance. Civil servants learn competencies through different modes - experiential, relational, and informational. The design and delivery of capacity building interventions by CSTIs should, therefore, use a range of methods - classroom sessions, immersion programmes, and peer-to-peer interactions among others - to ensure acquisition of the required competencies. The precise methods used will vary based on the competencies that need to be built. Second, HR decisions within the government, such as promotions and postings, will be informed by demonstrated competencies rather than the current rules-based approach which relies largely on tenure.

In addition to a lack of competencies, other constraints limit individual and Ministry performance, such as short tenures, inadequate workplace conditions, poor managerial environment, inadequate attention to civil servants' physical and mental health, among others. Some of these are discussed in Chapter 4 of this report.

## **1.2. Delivering Citizen-Centric Governance**

In the spirit of P2G2 – Pro-People Proactive Good Governance – put forth by the Hon'ble Prime Minister, the work of governance is to improve the lives of all citizens. Every civil servant should imbibe this mindset, even if they do not directly interface with citizens in their role. To make

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<sup>5</sup> Domain competencies refer to specialised knowledge, skills, and abilities applicable to a specific sector or position within an MDO; functional competencies are cross-cutting skills required to perform effectively in various roles across the government; behavioural competencies describe the values and behaviours that enable effective performance. The Karmayogi Competency Model (KCM) includes behavioural and functional competencies needed by all civil servants.

governance more citizen-centric, the government should conceptualise both supply-side and demand-side interventions.

Supply-side interventions apply at multiple levels. For the individual civil servant, the KCM specifies several citizen-oriented competencies, including the competency of citizen-centricity (related to themes of design thinking, citizen partnering and collaboration, and political, economic, social and technological consciousness). Ministries, CCAs, CSTIs, and civil servants themselves should use these competencies to understand their strengths and areas for improvement and build these competencies. Building these competencies will enable civil servants to demonstrate the *Gunas of Sahakāryatā* (collaboration and inclusivity) and *Svadharma* (intrinsic duty towards citizens), as set out in the KCM. At the programmatic level, Ministries should use the CBC's Citizen Centricity Toolkit to evaluate their schemes and programmes along the dimensions of transparency, participation, accountability, responsiveness, and continuous improvement. Such tools offer Ministries a structured and scientific basis to evaluate and improve the citizen-centricity of their schemes.

Demand-side interventions create the space for citizens to articulate their expectations and aspirations from the government. Platforms such as MyGov are transforming how citizens engage with the government. Many more localised, context-specific apps have been developed for citizens to give feedback on the quality of public services, to express their governance priorities, and to brainstorm collective solutions to complex problems (such as water scarcity). Apps such as these make concrete the idea of *Jan Bhagidari* - a partnership model of governance where citizens are involved in governance as equal partners. Such governance increases the accountability and efficiency of the civil services while building trust, ownership and satisfaction for the government within the society. CSTIs - along with Ministries and other key actors - should play an important role in making civil servants aware of these technologies and build their capacity to deploy such technologies through case-study approaches, for example by leveraging the Amrit Gyan Kosh, a knowledge repository of teachable case studies. Understanding and leveraging technology and other tools that create spaces for citizen-government interactions will enable the civil service to forge citizen partnerships and ensure citizen-centricity in public service delivery.

### **1.3. Being Future-Ready**

The COVID-19 pandemic delivered a sharp lesson that the world changes quickly and the civil service must be prepared to manage these changes. A future-ready civil service proactively anticipates, plans for and therefore enables the nation to benefit from social, economic, geopolitical and technological changes. Future-readiness also means that civil servants are capable of navigating ambiguity, showing resilience in the face of unexpected changes, and acting decisively when they need to respond rapidly.

The ecosystem must facilitate capacity building requirements emerging from the civil servants - constituting the demand-side - to make the civil service future-ready. It must fulfil these capacity building needs regularly identified by Ministries, groups of Ministries, and the CBC which are proximate to these changes and are, therefore, well placed to identify these needs. Following the example of civil service reforms in countries such as Australia, South Korea and Singapore, these needs should also take into account cutting-edge standards set by the private sector to remain up to date with global trends and benchmarks. Further, the role of CBUs within the Ministries should move beyond the implementation of the identified capacity building needs and interventions, and integrate with policy and research divisions to determine cross-cutting sectoral needs that are

benchmarked to global demands. CBUs should become the identifiers of future needs, tools, and frameworks - with the CBC serving as a knowledge partner - required to bridge gaps and enable capacity building provision on these frontiers.

For example, the advent of Artificial Intelligence (AI) and Machine Learning (ML) allows several government processes to be automated to save time and fiscal resources, and create a better service delivery experience for citizens. However, adapting to AI and ML requires every civil servant to understand these technologies and how they need to be adapted for improving the efficiency of their day-to-day work. A similar rationale applies to capacity building related to cutting-edge technologies such as drones, semiconductor chips, and CRISPR<sup>6</sup> among others, as well as to other sociological and ecological processes that civil servants will have to contend with, including geopolitical risks and climate change.

It is imperative that CSTIs leverage internal and external expertise to enable the creation of capabilities and mindsets in civil servants geared towards manoeuvring future trends. Close partnerships among CSTIs, their CCAs, and all Ministries will enable CSTIs to regularly identify and fulfil these emerging capacity building needs.

#### **1.4. Ensuring Accountability**

With greater expectations from citizens and greater scrutiny of government work, it is essential that civil servants ingrain and value accountability towards themselves, their colleagues, their Ministries, the government as a whole, and ultimately, the citizens they serve. For example, the advent of social media and heightened public awareness has changed expectations from public servants. Balancing these expectations with the realities of administrative processes poses a significant challenge for new entrants.

Accountability operates at multiple levels. For individual civil servants, accountability mechanisms enable them to stay true to the needs of their roles and to feel accountable for their own growth, learning and development. This should take place through existing institutional mechanisms of the work allocation order and the APAR, which should be redesigned to adapt to the principles of Mission Karmayogi. These institutional mechanisms ought to be supplemented with digital tools such as the Karmayogi Competency Passbook.

The work allocation order should become a digital document which specifies the roles and responsibilities of the civil servant and which is regularly updated to reflect the fast-changing nature of government work. These roles and responsibilities should be linked to individual-level goals and targets, which cascade from programmatic goals and targets and citizen-level outcomes as described above. These individual targets should be tracked using the redesigned digital APAR form. The APAR report should then be used to identify the capacity building needs for the civil servant, which will be reflected in the civil servant's digital Karmayogi Competency Passbook. This Passbook will be hosted on the iGOT platform and will delineate the competencies required by civil servants, as well as the competencies that they have been certified to possess. Such data will enable the Ministry to facilitate capacity building support where needed, and make informed HR decisions on promotions, transfers and postings.

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<sup>6</sup> CRISPR - which stands for Clustered Regularly Interspaced Short Palindromic Repeats - is a genome editing technology with wide-ranging applications including in medicine and agriculture.

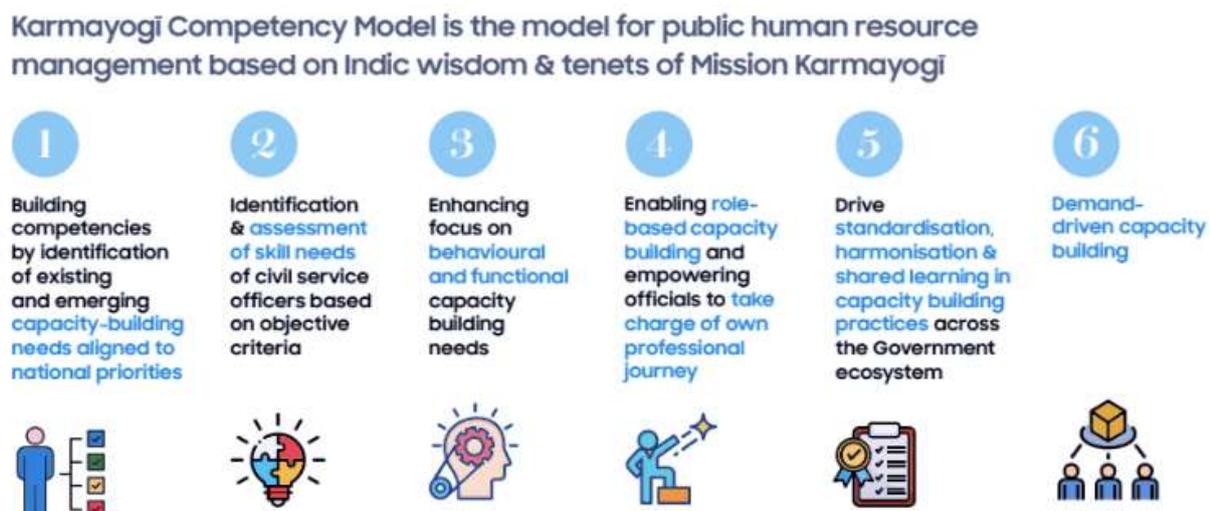
For CCAs, accountability means ensuring that their cadre members have the competencies required to successfully perform their roles at every stage of their career. For this, CCAs need to ensure that competencies have been mapped out in the work allocation orders and at each stage of the civil servants' career, that CSTIs are delivering capacity building interventions based on those competencies, and that the performance of civil servants belonging to their cadre is being regularly assessed and improved.

At the level of the CSTIs, accountability mechanisms help the CSTIs and their respective CCAs understand whether they are fulfilling the required capacity building needs of the government. A systematic impact assessment of capacity building - including in-service performance - will increase the accountability of training institutions and enable them to provide more targeted capacity building interventions. The National Standards for Civil Service Training Institutions (NSCSTI) framework, an accreditation framework for CSTIs developed by the CBC, should be used for this purpose. The NSCSTI framework spans the following aspects: training needs and course design, faculty development, resource and training targets, trainee support, digitalisation and training delivery, collaboration, training evaluation and quality, and operations and governance. The framework enables CSTIs to identify their quality improvement needs and work towards becoming better institutions.

### 1.5. The Role of Capacity Building in Strengthening the Civil Service

Capacity building plays a vital role in empowering the country's civil service and advancing the prosperity of India's citizens. The KCM offers an overarching framework that makes salient the linkages between the civil service capacity building ecosystem and the achievement of the vision of *Viksit Bharat@2047*. The KCM focuses on building public human resource capacity by identifying needs aligned with national priorities and focusing on role-based capacity building. It promotes a harmonised approach towards capacity building across the entire government ecosystem.

Figure 2: Overview of the Karmayogi Competency Model



The KCM takes inspiration from the *Pāñch Praṇ* which directly translates into duties, and the four *Sankalp* which outline a set of principles that every Karmayogi, as a representative of the

government, should internalise and actively demonstrate. These Sankalps are *Vikasa*, *Garva*, *Kartavya* and *Ekata*.

Figure 3: The Four Sankalp under the Karmayogi Competency Model



**Vikasa** is the resolve to make India a developed country. Each civil servant should build human and social capital to produce inclusive economic consequences, build infrastructure for economic growth, promote Nari Shakti for holistic development, foster a LIFE economy, and work towards the promotion and development of the Indian start-up ecosystem.

**Garva** is about taking pride in the Indian legacy and developing a decolonised mindset. Civil servants should be proud of *Bhārata's* tangible and intangible heritage based on Indian Knowledge Systems, learn about the *Bhāratīya Jivana Drishti* (Indian worldview), and nurture and promote our civilizational spirit through their thoughts, speech, decisions and actions.

**Kartavya** promotes an understanding and fulfilment of duties and responsibilities - towards oneself, towards teams, and towards the greater good of the public. It fosters a movement from a rule-based to a role-based system of working, prioritising *Jana-Hita* (citizens' well-being), *Ātma-Jñāna* (self-knowledge), and the pursuit of self-improvement.

**Ekata** focuses on unity underlying our national diversity for making decisions that involve the common good, and moving forward with collective resolve to achieve the vision of *Viksit Bharat@2047*.

To attain the goals of a well-performing civil service outlined earlier, and evolve from *Karmacharis* to *Karmayogis*, civil servants should further inculcate the following four *Gunas* or virtues:

**Svādhyāya:** A Karmayogi civil servant is self-aware and knows their strengths, weaknesses and aspirations, and inspires people towards shared goals.

**Sahakāryatā:** A Karmayogi civil servant encourages collaborative working to ensure the inclusion of a diverse set of stakeholders.

**Rājyakarma:** A Karmayogi civil servant complies with the rules and regulations, is committed to promote transparency, and ensures the creation of sustainable outcomes.

***Svadharna:*** A Karmayogi civil servant persistently works for all by providing timely and helpful advice, creating mission-oriented reforms, formulating progressive and transformative policies, and is citizen-centric in their approach.

The transformation of civil service capacity building in the country will enable civil servants to imbibe these *Gunas*, and demonstrate performance, accountability, future-readiness and citizen-centricity. This will result in the accomplishment of the *Sankalp*, contributing to the realisation of India's vision of becoming a developed country.

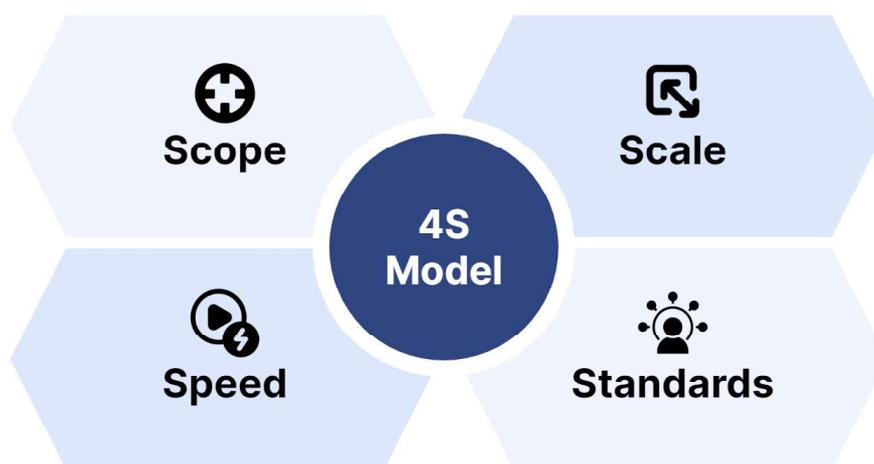
## Chapter 2

# Reimagining Civil Service Training Institutions

The civil service capacity building ecosystem in India comprises numerous institutions, including 25 Central Training Institutions (CTIs); 33 Administrative Training Institutions (ATIs); several other national, regional and zonal institutions for civil service training; and research centres. These training institutions build the capacity of over 30 lakh civil servants in the Union Government across Group A, Group B and Group C services. Within this, Civil Service Training Institutions (CSTIs)<sup>7</sup> are tasked with ensuring that Group A civil servants are equipped with the competencies required to perform their roles.<sup>8</sup>

In line with the 4S mantra recently articulated by the Hon'ble Prime Minister, CSTIs require improvements in four areas – Scope, Scale, Speed, and Standards.

Figure 4: The 4S Model for Guiding Reforms



First, the scope of each CSTI's capacity building efforts should enhance life-long learning among civil servants through improved targeting of these efforts to fill identified competency gaps within civil servants, and by creating high-quality learning material to fill these gaps. These competency gaps should be based on the requirements of the current roles of individual civil servants and tailored to address existing competency gaps. In addition, CSTIs should continuously evaluate and update the scope of their capacity building efforts by establishing Centres of Excellence (CoE). These CoEs will enable CSTIs to become knowledge hubs by conducting research into new capacity building requirements and methods, generating learning materials, and forging institutional partnerships to strengthen CSTIs' capacity building efforts. Finally, to achieve the goals within their scope, CSTIs should have committees that systematically appoint their Directors. These committees should be constituted by the Department of Personnel and Training (DoPT) and have

<sup>7</sup> In line with the Terms of Reference, this report uses the term "CSTIs" throughout to refer only to those institutions pertaining to the capacity building of civil servants from Group A services.

<sup>8</sup> In addition to training institutions, the civil service capacity building ecosystem includes other organisations such as Cadre Controlling Authorities, MDOs, the Capacity Building Commission, and Karmayogi Bharat. Each of these organisations have distinct roles to play to strengthen the ecosystem by creating an enabling environment for CSTIs; developing better incentives for learners through promotions, postings, and career planning; and providing greater flexibility for learners to learn as per their schedules and availability. Without these organisations playing their parts, the impact of CSTIs' efforts will remain limited. These roles are discussed in Chapter 1 and Chapter 4.

representation from the CCA, CBC, the CSTI, and experts who are familiar with the role of the cadres served by the CSTI.

Second, while CSTIs often conduct some capacity building interventions for different cadres, each CSTI largely functions at the scale of the cadre it serves. CSTIs should expand this scale by establishing themselves as hubs for their areas of specialisation for other CSTIs and cadres, using technology to share knowledge and provide effective offsite capacity building sessions, and collaborating with international organisations and universities to offer their expertise globally.

Third, the speed and efficiency at which CSTIs function should be improved through better integration within the capacity building ecosystem. Currently, CSTIs largely operate independently of each other, with some isolated collaborative efforts between them. These partnerships need to be expanded and institutionalised to enable more optimal use of capacity building resources, and greater consistency and quality in the capacity building efforts at each CSTI and for all services. Frictionless sharing of data and learning resources between CSTIs and cadres will enable real-time collaboration across the capacity building ecosystem.

Fourth, the entire capacity building ecosystem itself needs to set itself ambitious standards and benchmarks. The NSCSTI framework provides a set of standards for enhancing the capacity of CSTIs. CSTIs should get accredited through the NSCSTI framework, following which they will be able to create quality improvement plans with the help of the CBC and work towards becoming world-class institutions of learning.

The following sections of this chapter discuss these proposed enhancements in the scope, scale, speed, and standards of CSTIs in more detail. While the recommendations made here are targeted at the Government of India, state governments are also encouraged to adopt these recommendations for their civil service ecosystem.

## **2.1. Scope of the Capacity Building Ecosystem**

### **2.1.1. Targeting Capacity Building Using a Competency-based Approach**

The capacity building efforts of individual CSTIs are most effective when they are targeted to fill specific competency gaps that exist. Three steps need to be taken to enable this targeting.

First, as outlined in Chapter 1, CBUs within Ministries should systematically define the behavioural, functional, and domain competencies needed by civil servants to perform their role at different stages of their careers. These competencies need to be defined on the basis of the goals that each civil servant needs to achieve, and the competencies that are required by the civil servant to achieve their goals. For behavioural and functional competencies, CBUs should use the Karmayogi Competency Model (KCM), which describes 13 behavioural and 21 functional competencies that civil servants require in their roles. These competencies enable the civil servant to imbibe the four *Gunas* critical for every civil servant - *Svadhyaya*, *Sahakaryata*, *Rajyakarma*, and *Svadharm*a - to become a Karmayogi.

Second, each cadre should undertake a Training Needs Analysis (TNA) and measure the extent to which the required competencies are already present within individual civil servants. This measurement should happen through a combination of administrative data on a civil servant's performance; feedback from their supervisor, supervisees, and peers; and competency-based

assessments. This measurement exercise should be led by CCAs with the support of the CBC, Ministries, CSTIs, iGOT, and other assessment providers.

Third, the capacity building programmes developed at CSTIs should fill existing competency gaps identified through these assessments. The CBC should ensure that the capacity building efforts at each CSTI are well-targeted. This will require CSTIs to undertake reforms in programme design, capacity building methods, faculty development, and use of digital tools. A blueprint for CSTIs to incorporate these changes is outlined in Chapter 3.

### **2.1.2. Developing Centres of Excellence**

CSTIs should develop attached Centres of Excellence (CoE) that specialise in key fields and serve as policy research institutes that conduct nimble, cutting-edge research on policy formulation, implementation, monitoring, and evaluation. This research will enable CoEs to design appropriate capacity building programmes by staying abreast of emerging developments and new technologies in their domains. In addition, CoEs should support Ministries and CCAs with on-demand research and practitioner support in their areas of specialisation. Finally, CoEs should develop a knowledge repository of teachable best practices, to be housed within the Amrit Gyan Kosh.

### **2.1.3. Creating Committees to Hire CSTI Directors**

CSTI Directors guide and oversee all activities at a CSTI, and have a significant role to play in enabling the CSTI to achieve the goals within its scope. Directors need to understand the nuances of the roles played by the cadre the CSTI serves, the role of CSTIs in strengthening the cadre, the operational details of CSTIs, how effective capacity building programmes are designed based on the context and the needs of learners, and how to measure whether their capacity building programmes are impactful and adapt these programmes accordingly. They must also be able to lead their team of faculty and administrative staff, and collaborate with other actors across the capacity building ecosystem. Hence, the selection of Directors is an important process, and this process needs to be made systematic and robust so that highly qualified individuals are selected for this role.

The process of selecting CSTI Directors should be strengthened by establishing a committee for each CSTI that is responsible for the selection of the Director of that CSTI. These committees should be constituted by the DoPT and have representation from the CCA, CBC, the CSTI, and experts who are familiar with the role of the cadre served by the CSTI.

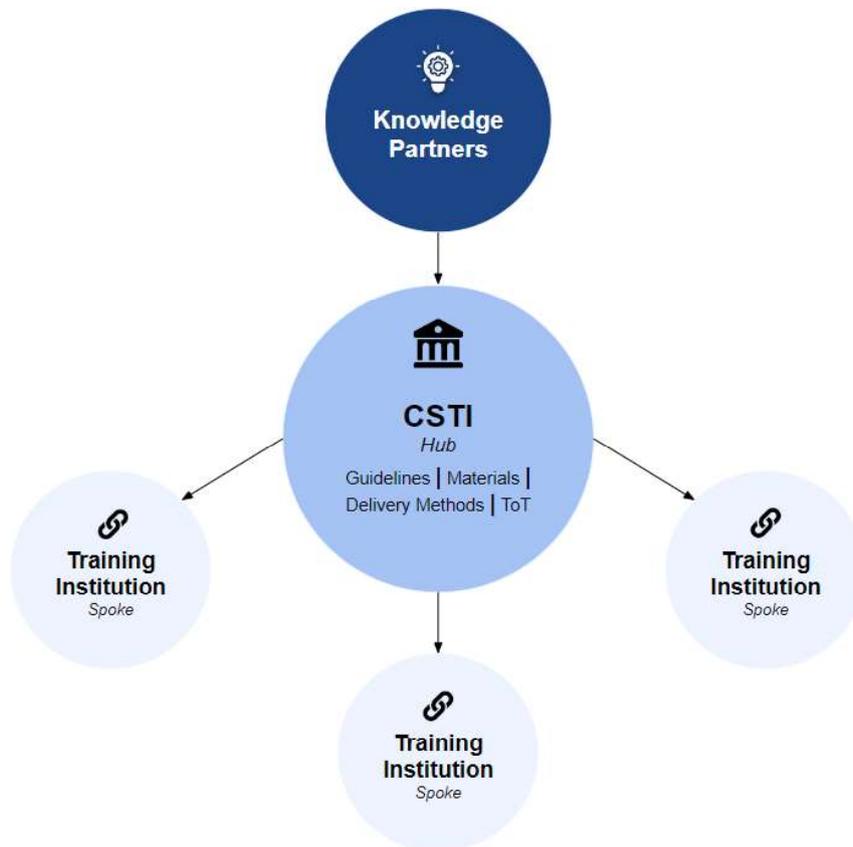
## **2.2. Scale of the Capacity Building Ecosystem**

### **2.2.1. Establishing a Hub-and-Spoke Model**

The hub-and-spoke model will enable high-quality capacity building across locations, while ensuring responsiveness to local contexts. Here, CSTIs are 'hubs' that are in charge of framing content and delivery guidelines in their areas of specialisation, developing in-classroom and online learning materials, and overseeing the training of trainers. The 'spokes' are associated satellite institutions that rely on the CSTIs' guidance and customise any material developed by the CSTI when designing their own capacity building interventions. CSTIs should act as hubs for specific areas where they have particular expertise, and as spokes in others where there is scope to learn

from the expertise of other CSTIs. In addition, the hub CSTI should support its spokes in getting accredited through the NSCSTI framework, and improving its rating along that framework by addressing any identified quality improvement needs.

Figure 5: Hub-and-Spoke Model for Extension of Support by the CSTIs



### 2.2.2. Leveraging Technology to Facilitate Knowledge Sharing and Maintain Quality

CSTIs should use technology to deliver capacity building programmes at scale while maintaining consistency and high quality in the delivery of these programmes. There are two ways in which CSTIs should do this.

First, CSTIs should leverage technology platforms such as iGOT to use learning material that is already available, share their own learning material with others, and enable anytime, anywhere learning among civil servants. Given their rich experience in the realm of civil service capacity building, CSTIs should become frontrunners in contributing to iGOT course development. Several CSTIs have already begun onboarding courses onto iGOT, with more under development.

Second, CSTIs should use technology to ensure that sessions that are delivered in locations away from the CSTI are of high quality. AI and ML tools allow CSTIs to gather immediate learner feedback, gauge learner attention, and ascertain whether trainers are deploying appropriate training methods in classrooms. This information provides rapid feedback to trainers, and helps maintain high standards even when in-person monitoring is not feasible. For example, in the

Haryana Karmayogi training programme, a mobile application was used to track learning outcomes among participants which allowed facilitators to receive live feedback and nudges, and adapt their training methods accordingly to achieve better learning. CSTIs should develop or source these tools with the help of Karmayogi Bharat, the National Informatics Centre, or private software firms.

Figure 6: Haryana Karmayogi Programme - Technology-Enabled Enhancement of Capacity Building Quality



### 2.2.3. Collaborate with International Organisations, Universities, and Civil Service Training Institutions

CSTIs should network with international partners to pave the way for India's emergence as a leader of global capacity building efforts. This will allow Indian civil servants to gain access to global best practices and tailor them to meet the country's distinctive needs. Collaborating with international organisations, universities, and civil service training institutions will facilitate cross-pollination of ideas and experiences. CSTIs should use India's intellectual strengths and unique development experiences to build the capacity of civil servants from other countries, establishing India as a *Vishwaguru* and in the spirit of *Vasudhaiva Kutumbakam*. Some examples of this already exist, such as the National Academy for Customs, Indirect Taxes, and Narcotics, which serves as the Regional Training Centre for Asia-Pacific for the World Customs Organisation (WCO).

Sharing capacity building resources with global stakeholders incentivises CSTIs to ensure that these resources are of a high standard and updated regularly as per global trends. In addition, partnering with foreign institutions enables Indian civil servants to benefit from capacity building programmes provided at these institutions and learn from global expertise and experiences. For example, Indian civil servants should participate in existing global summits as well as organise global summits themselves which facilitates learning and sharing of ideas, building connections, and expanding their networks.

## **2.3. Speed of the Capacity Building Ecosystem**

### **2.3.1. Integrating the Ecosystem into a Unified Whole Through a Technological Platform**

CSTIs operate largely independently of each other, with isolated collaborative efforts where CSTIs come together to co-design capacity building programmes. This leaves significant room for CSTIs to use each other's resources and expertise more effectively. This should be addressed through better ecosystem-wide integration using a common technological platform such as iGOT. This will facilitate de-siloisation and harmonisation of the capacity building ecosystem by enabling CSTIs to share infrastructure, materials, faculty, and expertise with each other.

This technological platform will require each CSTI to provide updated information on what infrastructure and resources they possess, and when this infrastructure or resources is available for use by other CSTIs. This allows each CSTI to view all the infrastructure and resources present at other CSTIs, refer to a calendar which shows details of when particular infrastructure is available for use, and book the required infrastructure as needed for their use. This transparent flow of information across CSTIs will enable more optimal utilisation of capacity building infrastructure.

In addition to physical infrastructure, the platform will enable CSTIs to benefit from each other's domain expertise through resource sharing and co-designed capacity building initiatives. Further, since functional and behavioural competencies required by various services tend to overlap, CSTIs that specialise in certain competencies should share their capacity building materials with other CSTIs through this unified platform.

Finally, such a platform should host a repository of guest speakers who have expertise in different areas. This will help CSTIs develop updated guidelines for selecting and retaining speakers, share feedback on guest speakers with each other, and allow a CSTI to identify and invite high-quality guest speakers when required.

## **2.4. Standards of the Capacity Building Ecosystem**

### **2.4.1. Accreditation through the NSCSTI Framework**

The NSCSTI framework, developed by the CBC, provides a set of standards that CSTIs should strive towards. The NSCSTI framework provides accreditation to CSTIs across eight pillars as shown in Figure 5.

*Figure 7: Eight Pillars of Excellence of the NSCSTI Framework*



CSTIs should participate in the accreditation exercise in line with the framework in a time-bound manner. Following the accreditation exercise, CSTIs will be better able to assess their own performance across these eight pillars. All CSTIs should get accredited through this framework and develop tailored quality improvement plans with the support of the CBC. This will enable them to address any identified quality improvement needs, to continuously enhance their ability to provide the required capacity building support to India’s civil servants, and to work towards becoming world-class institutions of learning. To further incentivise CSTIs, additional funds should be allocated based on the accreditation exercise and quality improvements by the CSTIs.

### Chapter 3

## From Vision to Action: Implementing the Roadmap for Change in CSTIs

The previous chapters laid out a vision for a well-performing Indian civil service, and the role of CSTIs in accomplishing this vision. This chapter sets out actionable measures that CSTIs should adopt to strengthen the capacity building interventions for the civil service.<sup>9</sup> There are three key areas of transformation that CSTIs need to go through: (i) designing and delivering competency-based capacity building interventions, (ii) evaluating the impact of these interventions, and (iii) developing linkages to integrate the capacity building ecosystem.

To undergo these transformations, CSTIs will need an enabling environment around them comprising CCAs, DoPT, Ministries, CBC, and Karmayogi Bharat. In particular, the role of CCAs is critical to the success of CSTIs’ capacity building interventions since they exercise functional and administrative control over CSTIs’ operations. CCAs are also the bridge between Ministries, who are served by the civil servants, and CSTIs, who build the capacity of these civil servants. This position

<sup>9</sup> In addition to CSTIs, other stakeholders including CCAs, Ministries, CBC, and Karmayogi Bharat have a significant role to play in strengthening the capacity building ecosystem by creating an enabling environment for CSTIs. The role of these organisations is described in more detail in Chapter 4.

of CCAs within the ecosystem enables them to have a nuanced understanding of the activities conducted by Ministries, to identify existing competency needs, and to ensure these needs are met by the capacity building efforts of CSTIs. Hence, CCAs should take greater ownership of the capacity building process going forward. The specific roles that CCAs should play is described in more detail in chapter 4.

### 3.1. Designing and Delivering Competency-Based Capacity Building Interventions

Competency-based capacity building programmes systematically identify the competencies required by civil servants to perform their roles, assess competency levels, and target gaps in the required competencies. To execute such programmes, CSTIs will have to undertake reforms in four areas: (i) programme design, (ii) training methods, (iii) faculty development, and (iv) the provision of trainee support. These methods apply to all types of capacity building programmes such as classroom sessions, structured group discussions, field immersions, and physical activities. This section provides a blueprint that CSTIs should follow to incorporate reforms in each of these areas.

#### 3.1.1. Programme Design

While designing capacity building programmes, CSTIs should anchor their course offerings to the specific competency needs of civil servants. In particular, they should target the gap between the competencies that civil servants need to perform their roles well and the competencies they possess. The following four-step process outlines how programme design should be undertaken.

1. **Identifying required competencies:** CSTIs should facilitate the identification of competencies required by civil servants whose capacity they are responsible for building. This process should be led by the respective CCAs and Ministries. The identification of competencies for an individual should be based on the role that individual needs to play and the activities they need to carry out so that their Ministry achieves its objectives.<sup>10</sup> Since civil servants from the same cadre will play similar roles at a similar stage of their career, CSTIs should plan their capacity building activities by the stage of a civil servant's career. This should include specifying the modes of capacity building, which will vary by career stages and should be geared towards life-long learning of civil servants. These modes include in-person capacity building, immersive sessions, and digital learning through iGOT and other platforms. Table 1a below provides a template for carrying out such planning, and Table 1b illustrates how this template should be used through the examples of the Indian Administrative Service (IAS) and the Indian Postal Service (IPoS). Table 1a should be customised for other services.

*Table 1a: Identifying competencies required by civil servants from the IAS*

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<sup>10</sup> 'Roles' refer to the positions and associated responsibilities that civil servants hold in a Ministry within the government. 'Activities' comprise the specific tasks that civil servants discharging a particular role need to undertake. 'Competencies' are attitudes, skills, and knowledge required by a civil servant to execute their assigned activities well.

<b>Career Stage<sup>^</sup></b>	<b>Role</b>	<b>Activity</b>	<b>Domain Competencies &amp; Capacity Building Modes</b>	<b>Behavioural Competencies* &amp; Capacity Building Modes</b>	<b>Functional Competencies* &amp; Capacity Building Modes</b>
<b>First Stage - Operational Roles (approximately 0-5 years of service)</b> Sub-Divisional Magistrate and similar positions					
<b>Second Stage - Operational Roles (approximately 5-10 years of service)</b> District Magistrate and similar positions					
<b>Third Stage - Tactical to Strategic Roles (approximately 10-20 years of service)</b> Joint Secretary and similar positions					
<b>Fourth Stage - Strategic Roles (approximately 20+ years of service)</b> Principal Secretary and similar positions					

<sup>^</sup> These career stages are illustrative and should be reviewed and recategorised as required. In 'Operational' roles, civil servants are responsible for implementing government policies and programmes. In 'Tactical' roles, civil servants are no longer implementers, but are responsible for translating strategies into execution by developing operational plans, and providing leadership within their jurisdictions to ensure that policies and programmes are implemented well. In 'Strategic' roles, civil servants design government policies and programmes, and provide guidance and thought leadership.

\* Behavioural and functional competencies emerging from this identification process should be based on the KCM.

Table 1b: Identifying competencies required by civil servants from the IAS and IPoS - Illustrative examples

Career Stage	Role	Activity	Domain Competencies & Capacity Building Modes	Behavioural Competencies & Capacity Building Modes	Functional Competencies & Capacity Building Modes
<b>First Stage of civil servants from the IAS - Operational Role</b>  Tenure as a Sub-Divisional Magistrate (SDM)	Maintenance and management of land records	Settlement of land disputes	Knowledge of Real Estate Laws  <i>Capacity Building Mode: In-Person Induction Training</i>	Solution Orientation Communication Outcome Orientation Collaboration Service Orientation Decision Making  <i>Capacity Building Mode: In-Person Induction Training</i>	Citizen Centricity Grievance Redressal  <i>Capacity Building Mode: In-Person Induction Training</i>
<b>First Stage of civil servants from the IPoS - Operational Role</b>  Tenure as a Senior Superintendent of Post Offices (SSPO)	Effective management and monitoring of postal services and operations in the postal division	Supervision of postal services in the division	Knowledge of Postal Services and Laws Contextual Knowledge of their Division Supply Chain Management  <i>Capacity Building Mode: In-Person Induction Training</i>	Personal Effectiveness Solution Orientation Communication Outcome Orientation Collaboration Service Orientation Operational Excellence Team Leadership Decision Making  <i>Capacity Building Mode: In-Person Induction Training</i>	Citizen Centricity Project Management Digital Fluency Office Management  <i>Capacity Building Mode: In-Person Induction Training</i>

Note: SDMs and SSPOs perform multiple roles and activities. Table 1b shows only one of these roles and activities for each as an illustration.

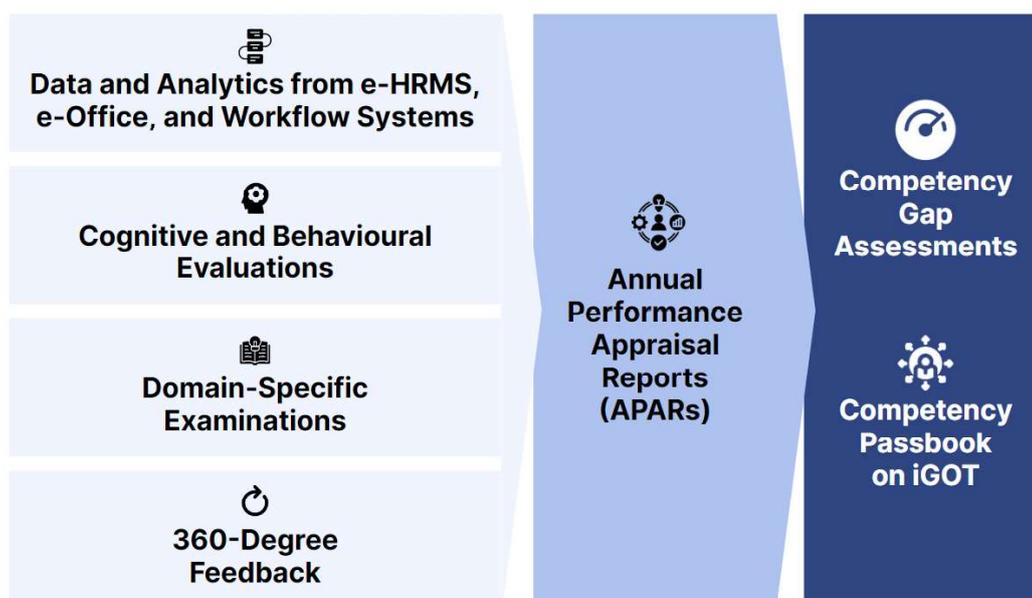
Each Union Ministry has embedded Capacity Building Units (CBUs) that also identify competencies to inform their Capacity Building Plans (CBPs). For civil servants who work with Union Ministries, CCAs should work with these Ministries and their CBUs to ensure that these required competencies are identified. This process should use the competency identification

already completed by CBUs when creating CBPs. In addition, when civil servants work with state governments, CCAs should consult the state governments to identify the competencies.

2. **Assessing competency gaps:** After identifying what competencies are needed for each role, each cadre should conduct a Training Needs Analysis (TNA) to clearly articulate the context of civil servants in the cadre, measure the extent to which the required competencies are already present within individual civil servants, and identify competency gaps. CCAs should lead this process, and use assessment tools developed by iGOT, CSTIs, or other assessment providers. The CBC should provide support as a knowledge partner for the TNA.

Depending on the competency being assessed, these assessments should include analytics from e-HRMS and e-Office, performance data from workflow systems, cognitive and behavioural evaluations, domain-specific examinations, and 360-degree feedback, all of which should be obtained from the redesigned digital Annual Performance Appraisal Reports (APAR). The results of these assessments should feed into a civil servant's digital Karmayogi Competency Passbook on iGOT, thereby allowing the government to track their competencies over time. This Passbook will be a *manchitra* for civil servants to self-reflect and enable them to take steps towards competency attainment.

Figure 8: Competency gap assessments linked to Annual Performance Appraisal Reports



3. **Designing capacity building interventions to address identified competency gaps and needs:** Once competency gaps have been measured, CSTIs should develop capacity building interventions — including training programmes, workshops, immersion programmes, and self-paced courses — that target these gaps. Karmayogi Bharat should support this process by identifying relevant courses available on iGOT. The CBC, in partnership with the CCA, should ensure that the designed courses are appropriately targeted and well-designed. Courses should build in relevant India-centric examples and case studies to allow for in-depth and contextualised learning.

Based on their relevance to different career stages, these courses should be delivered to civil

servants through induction training, in-service training, and demand-based training. CSTIs should use learning design experts while developing course materials to ensure that the materials are informed by adult learning principles. This is discussed further in Section 3.1.2.

4. **Repeating steps 1-3 at periodic intervals:** CSTIs should periodically repeat the steps described above to ensure that the competencies being built align with the evolving needs of the civil service. This will ensure that the competencies being targeted through capacity-building programmes are up-to-date and will facilitate the goal of creating a future-ready civil service. This cycle should be carried out at least once every three years. CCAs should assess whether this process needs to happen more frequently for their cadres.

Each CSTI should establish an Academic Council that will govern this process of developing capacity building interventions that are targeted to address identified competency gaps. The Academic Council should coordinate with the corresponding CCA and relevant Ministries' CBU. While the exact composition of its Academic Council should be determined by the CSTI, the Council should have representation from a wide range of stakeholders, including faculty members, Ministries, state Departments, CCAs, DoPT, subject matter experts from private sector or research institutes, and graduated trainees from the institution. This Academic Council should meet at least twice a year to provide strategic guidance and support to the CSTI. The minutes of meeting (MoM) and action taken reports from these discussions should be made available in the public domain.

Table 2: Record of meetings of the CSTI Academic Council

Date				
Venue				
Participants				
Key Discussion Topic	Minutes of Meeting	Next Steps Identified and Official(s) Responsible	Timeline for Next Steps	Action Taken
Programme Design				
Capacity Building Methods				
Faculty Recruitment and Development				
Trainee Support				
Administrative Aspects				
Others				

### 3.1.2. Capacity Building Methods

Competency-based programmes should include inputs from learning design experts to ensure appropriate methods are selected. Anchored to the six principles specified below, these methods should lead to high levels of engagement among civil servants, improve their ability to retain knowledge, enable the practical application of acquired competencies, and promote a culture of life-long learning.

1. **Geared towards learning outcomes:** Training methods should be designed to achieve specific learning outcomes. Faculty members should ensure that each element of instruction - content, delivery, assessment - is carefully chosen to facilitate competency acquisition by civil servants. By adapting their training methods to ensure greater engagement and learning, CSTIs will foster an effective capacity building experience. For example, the Indira Gandhi National Forest Academy (IGNFA) and several other CSTIs intentionally focus on engaging trainees in team sports to build camaraderie and team spirit.
2. **Use of adult learning principles:** Faculty members should recognise that adults are self-directed learners who bring a wealth of experience to their education. While this experience is a valuable learning resource, it also requires capacity building programmes to balance learning and unlearning, especially for senior civil servants. Moreover, adult learners tend to prefer problem-centred learning approaches over content-based ones.<sup>11</sup> Therefore, training methods which challenge civil servants' prior knowledge and beliefs, expose them to new paradigms of thinking, and use problem-solving tools (such as case studies from the Amrit Gyan Kosh) make learning more meaningful and applicable for them.
3. **Adoption of multi-pronged approaches to ensure life-long learning:** Learning takes place through three major modes: (a) experiential – which encompasses hands-on, immersive activities; (b) relational – through interactions with others; and (c) informational – derived from formal course materials and capacity building sessions. Informational learning offers synergies by enabling enhanced learning through experiential and relational methods. CSTI faculty members should use all three learning approaches while deciding on capacity building methods, and ensure that a significant portion of their intervention is interactive, reflective of real-world experiences, and leverages an immersive learning environment. CSTIs should consider including international exposure visits in their programmes to enable trainees to get first-hand experience of global best practices. The countries selected for the international exposure visits should be based on their relevance for each cadre's specific requirements.
4. **Driven by new technologies:** Faculty members should adopt training modes and methods that leverage new tools and technologies which enhance engagement and ensure achievement of learning outcomes. This includes solutions such as iGOT, which are effective for imparting theoretical knowledge, freeing up in-classroom time to focus on discussions, critical thinking, problem solving, and teamwork. Similarly, using Augmented Reality (AR) and Virtual Reality (VR) systems enable CSTIs to simulate real-world scenarios and create an immersive learning environment for civil servants. Additionally, adapting to technology is crucial as technology

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<sup>11</sup> Thoms, K.J. (2001). *"They're Not just Big Kids: Motivating Adult Learners"*. <https://files.eric.ed.gov/fulltext/ED463720.pdf>

continues to create disruption in the learning space. Developing an acumen for utilising technology to advance learning will increase the efficiency and output of CSTIs.

5. **Tailoring modes of assessment:** Faculty members should select modes of assessment which are specifically suited to gauge the acquisition of different competencies. Results from these assessments should be used to measure the effectiveness of these programmes, which should then inform improvements in programme design and delivery.
6. **Effective use of physical space:** Learning requires addressing the physical spaces where faculty and learners interact. Several aspects of physical space enhance participation. Examples include the space to move around during activities and icebreakers, a space ensuring that learners are able to face each other during interactions, and the use of outdoor spaces. CSTIs' training methods should, therefore, incorporate appropriate modifications and use of physical spaces to advance engagement and learning acquisition.

Tables 3a and 3b provide a framework to guide CSTIs in identifying the most suitable methods for delivering different capacity building interventions. This framework should be adopted to identify training methods for the competencies articulated in Table 1a above.

*Table 3a: Clarifying objectives and learning outcomes for courses (to be completed for each targeted competency)*

Competency	Course Name	Course Learning Objectives	Course Learning Outcomes for Trainees

*Note: Course learning objectives are what the trainer aims to achieve through the course. Learning outcomes for trainees are what trainees are expected to imbibe through the course.*

*Table 3b: Identifying suitable training methods (to be completed for each course)*

Sl. No.	Guiding Questions for Identifying Training Methods	Responses to Guiding Questions
1	What adult-learning oriented training methods are suitable for developing this competency?	
2	How should an immersive learning environment be created for course participants?	
3	Should iGOT or any other existing digital solution be integrated to complement or enhance in-classroom learning?	
4	What training methods will maximise learning and retention of the information presented in this course?	
5	What modes of assessment will be most suitable to assess the learners' knowledge and practical application of the competency?	
6	How should the physical space be used to maximise participation	

Sl. No.	Guiding Questions for Identifying Training Methods	Responses to Guiding Questions
	and learning?	

### 3.1.3. Faculty Recruitment and Development

The role of CSTI faculty is to serve as learning facilitators who move beyond transacting knowledge in a one-sided manner and facilitate an environment for adult learners to acquire competencies.<sup>12</sup> CSTIs should institute the following measures to recruit and capacitate faculty to enable high-quality civil service capacity building:

1. **Identify the competencies required by faculty members:** This should cover competencies needed for the design and delivery of capacity building programmes. This identification should be carried out jointly by CSTIs and CCAs using a similar process as outlined in Section 3.1.1 – beginning with a mapping of roles, activities and necessary competencies for faculty members, ascertaining existing competency gaps among existing faculty through assessments (with methods including cognitive, behavioural and domain assessments, and 360-degree feedback), and undertaking competency building measures to address these gaps.

To start with, the CSTIs should use the following list of competencies that are based on the Faculty Development Plan Concept Note. This note, prepared by the CBC, outlines the positive practices that should be demonstrated by faculty members.

- a. **Practising adult learning principles:** Ability to fulfil the requirements of adult learning.
- b. **Being a learning facilitator:** Ability to guide and assist learners in learning.
- c. **Expertise in learning design:** Ability to design learning experiences that facilitate learners in effectively acquiring competencies.
- d. **Facilitating reflective learning:** Ability to encourage learners to reflect on and engage deeply with the course material.
- e. **Enabling immersive learning:** Ability to make learning active and experiential in a way that leads to greater retention and understanding of the course material.
- f. **Co-creating content:** Ability to involve learners and incorporate their inputs in creating course material.
- g. **Providing coaching and feedback:** Ability to give constructive feedback to learners to improve their competency acquisition.
- h. **Assessing impact and adapting methods:** Ability to assess whether learning objectives are being met, whether learning is translating into improvements in on-the-job performance of learners, and ability to adapt capacity building methods if on-the-job performance is not improving.

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<sup>12</sup> With this background in mind, the term ‘faculty’ has been used throughout this report for ease of reference.

- i. **Encouraging life-long learning:** Ability to motivate learners to invest in life-long learning and persuade them to apply their acquired competencies in their professional roles.
  - j. **Enabling cross-learnings across institutions:** Creating knowledge resources and enabling sharing across CSTIs. Collaborating with other institutions in the shared civil service capacity building ecosystem.
  - k. **Developing technological acumen:** Tapping into the potential of disruptive tools and utilising updated learning methods.
  - l. **Managing the diversity of learners:** Accounting for hierarchies in the learning space.
  - m. **Ability to offer mentorship:** Ability to serve as capable mentors through their knowledge and experience across a range of aspects, including domain expertise, and understanding of and experience within the civil services.
2. **Implement a rigorous faculty recruitment process:** CSTIs should implement a rigorous faculty recruitment process that assesses whether applicants to these positions possess the competencies required for their roles. Faculty posts should be filled promptly and in concurrence with the CBC. This process should include resume screening, panel interviews with existing CSTI faculty and leadership, and mock classroom sessions. When candidates come from the cadre, the CSTI should review their performance history, and whether they have previously demonstrated an ability to learn and work collaboratively with other civil servants. In addition, faculty who join on deputation from the service should be provided appropriate incentives to ensure that qualified and competent candidates apply for these roles.<sup>13</sup>

Finally, CSTIs should look to retain institutional memory when faculty on deputation moves back to the service by ensuring thorough documentation, limiting the total number of faculty transitions per year to the extent possible, and hiring permanent faculty members from outside the service. Table 4 provides a suggestive rubric that CSTIs should use to inform their faculty recruitment process.

Table 4: Criteria for faculty recruitment

S.No.	Selection Indicators	Rating (1-5)
1.	Domain competencies	
2.	Oral communication skills	
3.	Use of adult-learning principles during mock classroom session	
4.	Feedback from learners after mock classroom session	
5.	Prior teaching experience	
6.	Passion/motivation to teach	
7.	Prior learning design experience	

<sup>13</sup> Suggested incentives are described in section 4.1.2.

S.No.	Selection Indicators	Rating (1-5)
8.	Prior research experience	
9.	Prior mentorship experience	
10.	Ability to use digital technologies for course delivery	
11.	Professional references to understand applicant's character, integrity, and prior professional performance	
12.	Re-designed APAR records, where applicable	
<b>Total Score</b>		
<b>Breakdown of the Rating Scale:</b>		
1 = Basic		
2 = Intermediate		
3 = Competent		
4 = Proficient		
5 = Advanced		

Further, posting of faculty across CSTIs should be institutionalised, which will result in the most qualified faculty members being appointed for the requisite roles across different training institutions. The cross-cadre movement of faculty will generate synergies that allow CSTIs and their corresponding civil servants to benefit from others' domain expertise and experience.

- Periodically assess the performance of faculty members:** CSTIs should periodically assess the performance of faculty members to understand competency gaps that need to be addressed. They should use structured feedback from civil servants on the relevance and effectiveness of the capacity building intervention after instructional sessions. Specific details on how CSTIs should collect immediate learner feedback are available in the CBC's Evaluation of Training document.

Additionally, faculty members should be assessed on whether they effectively impart competencies through capacity building interventions. This should be measured using the impact evaluation methodologies for capacity building programmes further described in Section 3.2.

- Upgrade the competencies of faculty members:** CSTIs should ensure that their faculty members regularly assess and upgrade their competencies through three steps. First, newly appointed CSTI faculty should attain the required foundational competencies by mandatorily completing the self-paced online Faculty Development Programme offered by the CBC.

Second, CSTIs should conduct Faculty Development Programmes (FDPs) based on the competency gaps that emerge through the competency assessment and impact evaluation processes. These FDPs are designed to enhance faculty members' skills, introduce them to innovative teaching methods, and keep them informed on new technologies. Through the FDP, a faculty member will be better equipped to design tailored capacity building interventions. The unified technological platform for CSTIs, as described in Chapter 2, will facilitate the

organisation and delivery of FDPs to faculty members across institutions. Further, CSTIs should access faculty development through national and international collaborations with universities and training institutions among others.

Third, CSTIs should ensure that their faculty contributes learning products such as digital courses to iGOT on a regular basis. This will enable all civil servants to benefit from the expertise at each CSTI and acquire competencies more effectively. Several CSTIs have started creating digital facilities and developing online courses. For example, the National Academy of Customs, Indirect Taxes, and Narcotics has set up a digital immersion laboratory where faculty members are able to create digital courses.

Fourth, CSTIs should establish incentives that motivate faculty to pursue research, engage with domestic and international stakeholders, and contribute to the global body of knowledge in their areas of specialisation. This will facilitate faculty members' ability to build their own capacities, adopt future-oriented technologies and approaches, and elevate the overall standard of capacity building offered at CSTIs.

5. **Incentivisation of faculty members:** CCAs should appropriately incentivise faculty members joining CSTIs on deputation through mechanisms including - monetary remuneration, social recognition, positive feedback in faculty members' APAR records, and provision of future opportunities in the service based on their preferences after completing their term as faculty.
6. **Maintain a pool of guest faculty:** Several countries across the world, such as Australia and Singapore, follow a model where guest faculty are invited to CSTIs to build the capacity of their civil servants on specific competencies or to share learnings from their practical experience. Many CSTIs in India follow a similar model, with guest faculty who come in to lead specific sessions or courses. For this model to be successful, CSTIs should identify and invite highly qualified guest faculty who are also effective at leading capacity building sessions to impart specific competencies. To identify competent guest faculty, the Academic Council at each CSTI should create and update a roster of guest faculty. Potential guest faculty members should be enlisted on to the roster based on their subject matter knowledge, teaching ability, communication skills, and national and global eminence within their domains of expertise.

As described in Section 2.3.1, CSTIs should also share their rosters of guest faculty with each other through a technological platform. This will enable CSTIs to share feedback on guest faculty with each other, and identify and invite high-quality guest faculty from a wide pool of candidates. The unified technology platform should house individual profiles for the guest faculty which captures their credentials and experience, as well as feedback from the sessions conducted by them at the CSTIs.

### 3.1.4. Trainee Support

A robust support system encompassing physical and digital infrastructure, mentorship and academic support, and mental well-being is critical for learners' holistic development and will enable them to fully participate in and absorb the courses being taught at the CSTI.

1. **Physical and digital infrastructure:** Institutions should have well-equipped, inclusive and accessible infrastructure, including technology-enabled classrooms, libraries with extensive high-quality resources, comfortable accommodation, and modern facilities for sports and

recreation that create bonding and reduce stress. These should be complemented with reliable IT infrastructure — with high-speed internet connectivity, digital libraries, and learning management systems (either on iGOT or integrated with iGOT) — to facilitate blended learning during the programmes as well as self-learning opportunities after the completion of the programme at the CSTIs. Robust physical and digital infrastructure ensures institutions adapt to evolving educational methodologies and match global standards. While improving the quality of capacity building, this also prepares civil servants for the increasingly technology-driven world they will face. Infrastructure investments should be based on relevance and identified needs, while also considering the feasibility of using infrastructure already available at other institutions. Such sharing of infrastructure should take place through the unified technology platform described in Section 2.3.1.

- 2. Mentorship and academic support through Karmayogi *Sarathis* and dedicated helplines:** Tailored support should be available for diverse learning needs among learners, accounting for linguistic, socio-cultural, and neurodivergence diversity. Learners should have close access to faculty, including through one-on-one office hours. Mentorship should complement academic support by connecting learners with experienced civil servants who are able to share practical insights. These mentors - Karmayogi *Sarathis* - should act as role models, offering advice on navigating the civil service landscape, particularly in the early career stage. Such programmes already exist in some CSTIs. Mentorship will foster a sense of community and belonging, providing civil servants with a network of support that extends beyond their time at the institution. Further, volunteer mentors should be rewarded for their support through social recognition and by including it in the APAR rubric, especially for senior civil servants.

Further, CSTIs should set up a dedicated telephone helpline for civil servants to reach out with their queries to CSTI faculty and mentors, allowing for direct and prompt resolution of concerns. Questions posed to and responses provided by mentors should also be posted on the iGOT Discussion Hub to enable the entire ecosystem to benefit from the knowledge and experience of mentors.

- 3. Psychological counselling:** Working in the civil services, with high expectations from society, heavy workload, and potential exposure to trauma and violence, is challenging for many civil servants. Capacity building should mentally prepare civil servants for their upcoming roles. Through in-house counsellors or external collaborations, counselling services should provide a confidential and safe space for learners to discuss their concerns and challenges. Professional counsellors offer strategies for stress management, coping with anxiety, and dealing with the pressures of capacity building and future job responsibilities, helping civil servants build their resilience. Engaging with counsellors will further offer an avenue for civil servants to inculcate a high emotional quotient, improving citizen-centricity in their thoughts and actions. CSTIs should continue to offer counselling services for alumni.

### **3.2. Evaluating the Impact of Capacity Building Interventions**

Impact evaluation of capacity building interventions should be centred on its contribution to civil servant performance, to achieve Ministry and national goals. As described previously, the CCAs, in collaboration with Ministries and CSTIs, should break down the national goals into short and medium-term departmental goals for their respective contexts and then break down these departmental goals into individual goals and activities. Based on these individual goals and

activities, each capacity building programme should have clear objectives, with learning goals for each module. These learning goals should guide the impact evaluation.

CSTIs should work with Ministries to conduct impact evaluations of their capacity building interventions. The CBC, in partnership with CCAs, should supervise this process to ensure that the impact evaluations are designed and implemented properly.

Table 5a: Understanding programme aims and evaluation methods

Programme aims	Competencies		Alignment with national goals		
What is the overall aim of the programme?	What specific competencies will the programme build?		Where does the programme's desired outcome fit into the government's short, medium, and long-term priorities?  Which goals, targets, or priorities of the cadre or a specific Ministry does it contribute to?		
	Competency name	Competency type	Cadre/ Ministry	Target/ Goal/ Priority	Contribution
	Specific competencies that the programme aims to build	Behavioural/ Functional/ Domain	Name of the cadre/Ministry whose goal or priority the competency seeks to address	Which specific goals or priorities of the cadre/Ministry does the competency seek to address?	In what way does the competency contribute to the goal or priority?

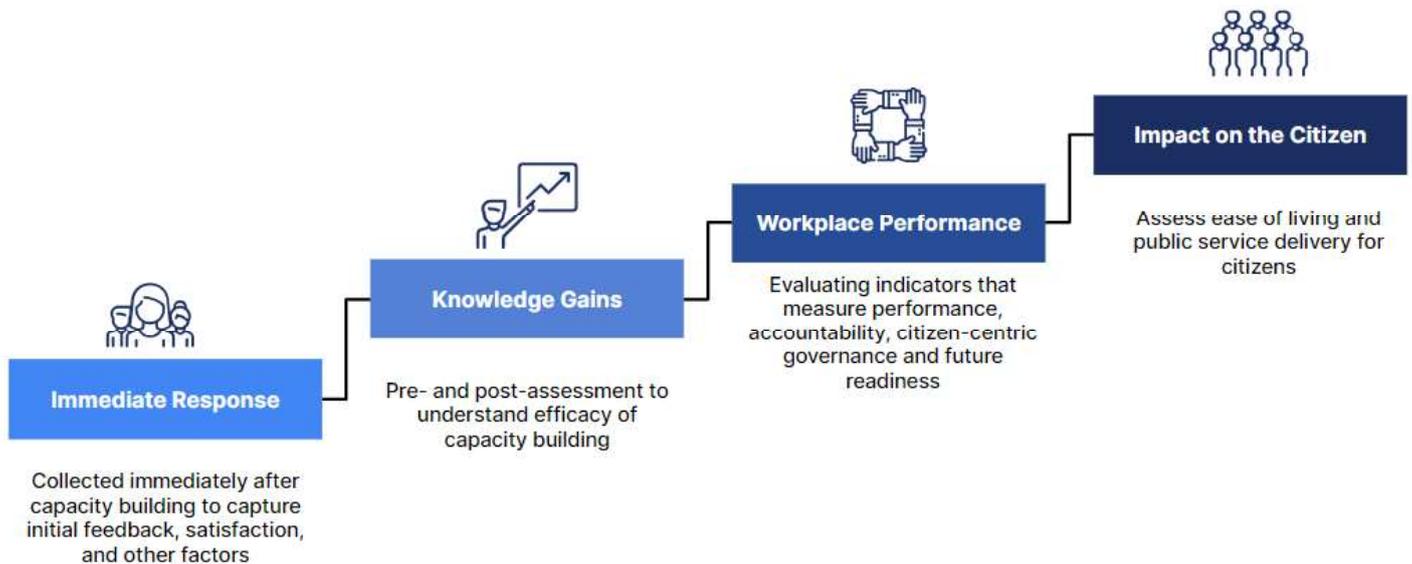
Table 5b: Module-level clarity on intended outcomes

Module name	Learning outcomes from the module	Targeted competencies	Evaluation criteria
Name of the module within the programme	What are the specific intended learning outcomes from the module?	Which competencies are the learning outcomes targeting?	How will immediate knowledge gains after each module be measured? (e.g., pre-post quiz, AI-based participation metrics, etc.)

### 3.2.1. Measurement Framework

The impact of capacity building programmes should be measured at four stages.

Figure 9: Four Stages for Measurement of Impact of Capacity Building Interventions



1. **Immediate response:** This measure captures participant engagement levels to establish that the content was delivered well. Sessions should be followed by trainee feedback on engagement, delivery and relevance. Technological tools are available to reliably measure participant engagement and immediate learning for live (in-person and online) and recorded sessions. For instance, under the Haryana Karmayogi Programme, a digital learning platform was used to collect data from live sessions to gauge the trainers' preparation levels, adherence to appropriate teaching methods, and whether the sessions' learning outcomes were being met. Based on this data, the platform provided targeted feedback and nudges to trainers to improve the quality of the sessions. The CBC's Evaluation of Training document provides specific details on collecting immediate learner feedback.
2. **Knowledge gains (Assessments):** End-of-course assessments should measure the immediate knowledge gains, determining if participants built the desired skills and competencies. Proctored, Independent, and Authorised Assessments (PIAA) - envisioned under the Karmayogi Guidelines 2023 - should provide standardised measures of competency acquisition. Looking at which courses were completed by learners with high PIAA scores will also indicate the most effective courses among many offered by different institutions for the same competencies. This will allow institutions to identify their unique strengths and develop specialised expertise.

Institutions should consider various evaluation methods and choose the best-suited ones for the competency being assessed. Based on the CBC's Evaluation of Training guide, these methods include pre and post assessments of capacity building interventions, feedback surveys, focus group discussions, and in-depth interviews. Knowledge acquisition should be assessed through quizzes, periodic tests, viva, and concurrent assessments using

multiple-choice questions. Decision-making competence should be captured through case studies and focus group discussions, which are administered, assessed and reported by trainers. Further, trainers should assess task competence through capstone projects, scenario-based mock drills, and an evaluation of the application of skills by learners. The reliability and validity of these assessments should be regularly examined to ensure they cover key practices for the relevant competencies. Competency gaps measured through systematic assessments will also enable CSTIs, CCAs, and Ministries to plan their capacity building interventions more effectively.

3. **Workplace performance:** Individual-level workplace performance should be measured to understand whether theoretical knowledge is translating into practice, and whether any cognitive gains in competencies are sustained over the long term. The goal of capacity building is to improve civil servants' performance; therefore, workplace performance is a critical measure to determine whether capacity building is achieving its intended objective. A combination of quantitative and qualitative performance metrics — including service delivery indicators from MIS systems, workflow applications, telemetry data, and 360-degree feedback — should be used for this purpose.
4. **Impact on the citizen:** As outlined in CBC's Citizen-Centricity Toolkit, the aspects on the demand-side of public service delivery - citizen experience, perception, and feedback surveys - should be used to measure civil servants' performance and citizen-level impact. This will help gauge whether the civil services and the government as a whole are becoming more citizen-centric, and resulting in increased citizen well-being.

Modern technology should be leveraged to maximise citizens' ability to reach the government and ensure that their voices come to the fore. A citizen feedback app should be developed by the CBC to gather rich, actionable quantitative and qualitative data on citizens' experiences of public service delivery. Analysis and insights from the app will gauge the strength of citizen-centricity in the service provision by different Ministries, which will then inform improvements through targeted capacity building initiatives for civil servants.

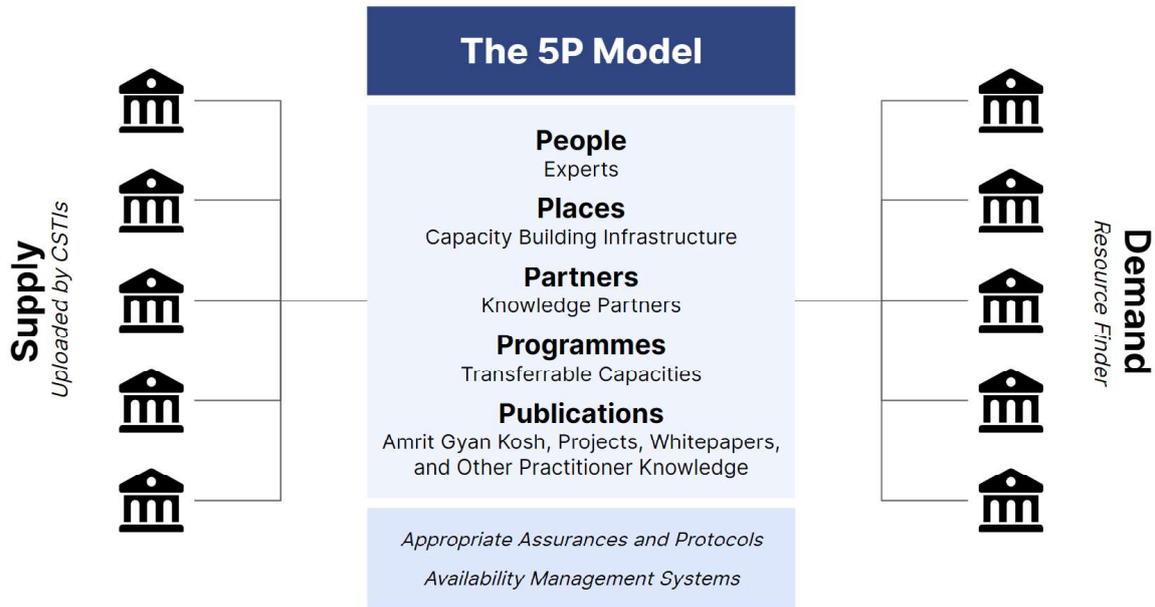
Table 6: Impact measurement plan for capacity building programmes

Impact Measurement					
<i>How will success - whether the programme achieved its intended outcomes - be measured?</i>					
Competency	Immediate reaction	Cognitive gains (assessment)	PIAA	Workplace assessment	Citizen surveys
<i>Name of the competency</i>	<i>How will immediate reactions after each module be measured? (e.g. pre-post quiz, AI-based participation metrics, etc.)</i>	<i>How will end-of-course assessment and PIAA happen for the given competencies? (e.g. tests, research papers, presentations, capstone projects, etc.)</i>	<i>How will PIAA happen for the given competencies? (e.g. tests, research papers, presentations, etc.)</i>	<i>How will workplace assessment at necessary intervals happen for the given competencies?</i>  <i>1. Data sources (e.g. 360° surveys, service delivery indicator, scheme MIS data, workflow applications, etc.)</i> <i>2. Evaluation rubric</i>	<i>How will the given competency be assessed through impact on the citizens?</i>  <i>1. Type of citizen survey</i> <i>2. Potential indicators that should be linked to competency from the survey</i>

### 3.3. Developing Linkages to Integrate the Capacity Building Ecosystem

As outlined in Chapter 2, a whole-of-government approach requires CSTIs to function as a unified ecosystem, using technology to share resources, and support one another efficiently and transparently. A digital platform will allow institutions to view and share real-time availability and requirements of courses, infrastructure, faculty, and other resources. The request and approval of access to these shared pools of resources should happen directly on the platform as workflows, eliminating the reliance on multi-way communication and reducing administrative burden.

Figure 10: Schema for the Technology-Enabled Unified CSTI Ecosystem



The following information and features should be made available on the platform:

1. **Total resources** at the institution, such as infrastructure, faculty, staff, subscriptions, and other resources available.
2. **Course calendar creation and assignment of resources**, including mapping of class timings, faculty, course coordinators, research assistants, and infrastructure being engaged.
3. **Resource assignments for other events** at the institution should happen on the platform.
4. **A recommendation engine (resource finder)** that shows real-time available resources across institutions based on the three factors listed above. The CSTI in need should be able to request access to these resources on the platform, which the host institution reviews directly on the platform.
5. **A discussion forum** for sharing ideas and challenges should be hosted on the platform, or the common discussion hub envisioned under iGOT should be used for this purpose.

Given its ownership of iGOT, Karmayogi Bharat is best placed to host the platform either on iGOT or separately, with interlinkages to iGOT's hubs. CSTIs should share updated and clear information on the availability of resources with each other through the platform, and support each other to integrate the capacity building ecosystem.

## Chapter 4

# Creating an Enabling Environment for the Transformation of CSTIs

The earlier chapters set out the vision and operational roadmap for CSTIs to evolve into institutions that meet the needs of India's civil service for *Viksit Bharat@2047*. This transformation also requires the active support and involvement of other stakeholders in the civil service capacity building ecosystem. The roles of key stakeholders - CCAs, the Department of Personnel and Training (DoPT), Ministries, CBC, and Karmayogi Bharat - in enabling CSTIs to undergo this transformation have been described in Figure 11 below. The figure also outlines timelines for each activity, with some activities to be completed within 100 days, some within 1 year, and some within 3 years.

Figure 11: Role of Key Actors in Creating an Enabling Environment for the Transformation of CSTIs

Activities	Timelines	CCA	DoPT	Ministries	CBC	Karmayogi Bharat
Identify Role-Based Competencies and Competency Gaps	First 100 Days	Primary Responsibility		Supportive Responsibility	Supportive Responsibility	
Create Appropriate Incentives for Faculty on Deputation	100 Days - 1 Year	Primary Responsibility				
Evaluate Impact of Capacity Building at CSTIs	100 Days - 1 Year	Primary Responsibility		Supportive Responsibility	Primary Responsibility	
Provide Budget to CSTIs to Upgrade Infrastructure	100 Days - 1 Year	Primary Responsibility				
Establish a Robust Mentorship System	100 Days - 1 Year	Primary Responsibility				
Incentivise Hub-and-Spoke Model	100 Days - 1 Year	Primary Responsibility				
Create Committees to Select CSTI Directors	100 Days - 1 Year	Supportive Responsibility	Primary Responsibility		Supportive Responsibility	
Strengthen Capacity Building Units	100 Days - 1 Year			Primary Responsibility		
Support Development of Capacity Building Interventions	100 Days - 1 Year			Supportive Responsibility		Supportive Responsibility
Assess Civil Servants' Performance	100 Days - 1 Year		Supportive Responsibility	Primary Responsibility		
Develop Standardised Framework of Domain Competencies	100 Days - 1 Year	Supportive Responsibility		Supportive Responsibility	Primary Responsibility	Supportive Responsibility
Support Programme Design, Faculty Development, Capacity Building Products and Methods at CSTIs	100 Days - 1 Year	Supportive Responsibility			Primary Responsibility	
Include Hub-and-Spoke Model within NSCSTI Accreditation	100 Days - 1 Year				Primary Responsibility	
Create Quality Improvement Plans based on NSCSTI Accreditation	100 Days - 1 Year				Primary Responsibility	
Spearhead the Development of Citizen Feedback App	100 Days - 1 Year				Primary Responsibility	
Further iGOT Features and Interlinkages	100 Days - 1 Year					Primary Responsibility
Develop a Resource-Sharing Platform for CSTIs	100 Days - 1 Year					Primary Responsibility
Support Development of Targeted Capacity Building Interventions	100 Days - 1 Year	Supportive Responsibility				Primary Responsibility
Ensure Provision of iGOT Data for Analytics	100 Days - 1 Year				Primary Responsibility	Supportive Responsibility
Onboard Key Stakeholders onto the Roles	100 Days - 1 Year				Primary Responsibility	

First 100 Days

100 Days - 1 Year

1 Year - 3 Years

Primary Responsibility

Supportive Responsibility

### 4.1. Cadre Controlling Authorities

CCAs oversee human resource functions - such as recruitment, capacity building, postings, promotions, and disciplinary action - for civil servants of their respective services. CSTIs are the

primary entities tasked with building the capacity of civil servants, and CCAs exercise functional and administrative control over CSTIs' operations. As the bridge between Ministries and CSTIs, the role of CCAs is critical. Their position within the ecosystem enables CCAs to have a nuanced understanding of the activities conducted by Ministries and identify existing competency needs, and ensure these needs are met by the capacity building efforts of CSTIs. Hence, CCAs should take greater ownership of key tasks in the capacity building process going forward. These activities are described below.

#### **4.1.1. Anchor the Competency and Competency-Gap Identification Process**

Given their visibility on the roles and responsibilities that civil servants in their respective services need to fulfil, CCAs are well placed to steer the competency identification process outlined in Section 3.1.1. They should work with Ministries, with support from their CBUs, to identify the competencies required by civil servants at different stages of their careers. When civil servants are posted in state departments, the CCAs should take inputs from these departments as well.

Once the competencies needed for each role are identified, CCAs - in collaboration with CSTIs, CBC, and Karmayogi Bharat - should lead the effort to assess whether the required competencies are already present within civil servants and identify competency gaps. Based on this identification process, CSTIs will be able to design capacity building programmes that meet the needs of their respective Ministries. Further, the results of these competency assessments should be recorded in civil servants' digital Karmayogi Competency Passbook on iGOT, allowing their competencies to be tracked and enabling them to take steps towards competency attainment.

#### **4.1.2. Create Appropriate Incentives for Faculty posted to CSTIs on Deputation**

Several faculty members join CSTIs on deputation from their services. As outlined in Section 3.1.3, CCAs should provide appropriate incentives to these faculty members to ensure that qualified and capable candidates apply for these roles so that a strong pool of candidates is available to choose from. CCAs should decide the incentives based on their needs. A few options for incentive mechanisms that CCAs should consider include monetary incentives; greater social recognition; positive feedback in faculty members' APAR; and giving them greater preferences in future postings after serving as faculty, such as the right of first refusal for foreign postings.

In addition, faculty members who relocate to CSTIs that are away from metropolitan cities often do not have access to the same facilities as other members of their cadres and have to stay away from their families for extended periods of time. Therefore, the monetary incentives provided by CCAs should include a geographical financial allowance that is available for use by faculty members and their family.

#### **4.1.3. Evaluate the Impact of Capacity Building at CSTIs**

Section 3.2.1 presents a robust, four-stage framework for evaluating the impact of capacity building programmes conducted by CSTIs. CCAs, in partnership with the CBC, should put in place and oversee a system capable of gathering pertinent data from CSTIs, and Ministries and state departments across all four stages of impact - immediate response, knowledge gain, workplace performance, and impact on the citizens. CCAs should synthesise this data into coherent metrics

and undertake analysis that facilitates CSTIs in gauging whether their learning goals are being met, and undertake course-correction as needed.

#### **4.1.4. Provide Budgetary Support to Upgrade CSTIs' Physical and Digital Infrastructure**

CCAs should provide CSTIs with the financial resources to establish state-of-the-art, inclusive, and accessible physical and digital infrastructure. This funding is essential for CSTIs to update and expand technology-equipped classrooms, resource-rich libraries, comfortable lodging, and modern amenities for sports and team activities that foster camaraderie. Further, CCAs' support is crucial for developing robust IT infrastructure at CSTIs, which includes high-speed internet access, digital libraries, and sophisticated learning management systems.

#### **4.1.5. Establish a Robust Mentorship System**

CCAs should collaborate with CSTIs and Ministries to establish a life-long mentorship framework, pairing *Karmayogi Sarathi* volunteer mentors with learners across the journey of their careers, as discussed in Section 3.1.4. These pairings should be dynamic and evolve according to the changing needs of civil servants over the course of their careers. While some CSTIs have already implemented mentorship programmes, these are often restricted to the induction phase. To ensure mentor engagement and commitment to their mentees' development, CCAs should define clear mentorship goals, regularly assess whether each mentor-mentee relationship is meeting these goals, and provide feedback incorporated in the mentors' APARs. Compassionate and effective engagement towards the development of their mentees should also lead to greater accumulation of iGOT Karma Points for the mentors.

#### **4.1.6. Incentivise the Development of a Hub-and-Spoke Model**

CCAs should institute measures that incentivise CSTIs to actively operate as hubs within a hub-and-spoke model. For example, CCAs should consider dispensing additional budgetary provisions to compensate CSTIs for the costs associated with serving as hubs.

### **4.2. Department of Personnel and Training**

DoPT acts as the CCA for the All India Services and Central Secretariat Services. In addition to this, DoPT plays a wider ecosystem role by ensuring effective management and enhancement of the performance of all civil servants. As part of this ecosystem role, DoPT should create a systematic process for the selection of Directors of all CSTIs.

#### **4.2.1. Create Committees to Select CSTI Directors**

CSTI Directors have an important role to play for the CSTI to achieve its objectives. To ensure that highly qualified and capable candidates are elected, DoPT should create a committee for each CSTI that is responsible for selecting the Director of that CSTI. This committee should be chaired by the Cabinet Secretary and have representation from the DoPT, the respective CCA, CBC, the CSTI, and experts who are familiar with the roles and responsibilities of the cadre. These committees will ensure that CSTI Directors are chosen through a systematic and robust process which enables each CSTI to consistently have strong leadership.

### **4.3. Ministries**

Ministries are well-positioned to identify the competencies that civil servants need to perform their roles and assess their performance in executing those roles.

#### **4.3.1. Strengthen Capacity Building Units**

Each Ministry in the Government of India contains embedded CBUs that identify competency gaps within the Ministry and develop CBPs to address these gaps. Currently, CBUs have created CBPs for their corresponding Ministries and are implementing the associated capacity building calendars. Going forward, Ministries should further strengthen their CBUs, and assign greater responsibility to the CBUs to identify and address existing capacity building needs.

For each Ministry, its CBU should serve as the coordinating body between the Ministry and other stakeholders in the capacity building process - CSTIs, CBC, Karmayogi Bharat, and the CCAs. CBUs should also communicate the Ministry's capacity building requirements and share feedback with CCAs, CSTIs and Karmayogi Bharat on whether these requirements are being met; more effectively monitor the implementation of the CBP and evaluate the CBP's impact; manage the design and delivery of capacity building interventions through CSTIs and other partners; and maintain a regular flow of communication with all other stakeholders in the capacity building ecosystem. The CBU should also be chaired by an Additional Secretary or the Joint Secretary (Administration) within the Ministry. Membership and active participation within the CBU should be incentivised through the addition of Karma Points on iGOT for the CBU's representatives.

#### **4.3.2. Identify the Role-Based Competencies Required by Civil Servants**

As discussed earlier, CBUs currently identify existing competency gaps within their Ministry and develop CBPs to address these gaps. The CBUs should leverage this prior experience to support the competency gap identification process led by CCAs. This process should be carried out according to the framework outlined in Table 1a in Section 3.1.1.

#### **4.3.3. Assess Civil Servants' Performance**

As outlined in Section 3.2.1, assessing whether theoretical knowledge acquired at CSTIs is translating into practice at the workplace is a crucial element of evaluating the impact of capacity building programmes. As discussed earlier, Ministries should employ a comprehensive system of quantitative and qualitative performance indicators – including APAR records, service delivery indicators from MIS systems, workflow applications, telemetry data, and 360-degree feedback - to assess whether civil servants are demonstrating the required competencies and meeting their individual goals. This data should then be shared with CCAs and CSTIs to enable them to develop comprehensive impact assessment metrics and adapt their capacity building interventions.

### **4.4. Capacity Building Commission**

The CBC is mandated to exercise functional supervision over CSTIs. It has a major role to play in guiding and supporting CSTIs' efforts to build the capacity of civil servants.

#### **4.4.1. Develop a Standardised Framework of Domain Competencies**

Based on the competency identification exercises conducted by CCAs and Ministries, the CBC should establish a competency framework documenting domain competencies relevant to each service, similar to how the KCM describes the behavioural and functional competencies required by civil servants. The CBC should take a sector-by-sector approach to identifying domain competencies. These sectors should be based on the Sectoral Grouping of Secretaries (SGOS).<sup>14</sup> For each sector, the CBC should involve the pertinent group from the SGOS, the CBUs from each relevant Ministry, and Karmayogi Bharat to create a comprehensive set of domain competencies for that sector. Future rounds of competency identification will iterate on this framework, enabling the creation of a standardised dictionary of domain competencies to anchor the development of courses at CSTIs.

#### **4.4.2. Support Effective Programme Design, Faculty Development Plans, and Capacity Building Products and Methods for CSTIs**

CBC should leverage its expertise in capacity building to support CCAs and CSTIs in their efforts to build the capacities of learners and faculty alike. In particular, CBC should ensure that capacity building programmes and faculty development plans designed by CSTIs are well-targeted, addressing the specific competency gaps of learners and faculty identified through the assessment and impact evaluation processes. CBC should organise workshops to guide CSTIs on developing capacity building products and methods that incorporate the elements highlighted in Section 3.1.2, including employing adult learning principles and utilising modern technology.

#### **4.4.3. Evaluate the Impact of Capacity Building at CSTIs**

In partnership with CCAs, CBC should oversee the impact evaluation of capacity building programmes conducted by CSTIs. It should leverage its convening power to ensure that CSTIs and Ministries participate in the impact evaluation, and provide high-quality, actionable data to CCAs. It should further advise CCAs on data analysis and insights generation to help CSTIs ascertain the attainment of learning outcomes.

#### **4.4.4. Include Hub-and-Spoke Model within NSCSTI Accreditation**

CBC should give CSTIs additional points for the establishment of a hub-and-spoke model under the Collaboration pillar of the NSCSTI accreditation framework. An opportunity to improve their NSCSTI ratings will incentivise CSTIs to serve as hubs within a hub-and-spoke setup.

#### **4.4.5. Create Quality Improvement Plans based on NSCSTI Accreditation**

CBC should co-create Quality Improvement Plans (QIPs) with each CSTI based on the results of the accreditation process. QIPs will enable CSTIs to make meaningful improvements across the eight pillars outlined in the NSCSTI framework and work towards becoming world-class centres of

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<sup>14</sup> The Sectoral Grouping of Secretaries (SGOS) was established in 2016 to enable collaboration among Ministries. Through the SGOS, Ministries working in similar sectors collaborate with each other and provide feedback on each other's policies, programmes and schemes. There are 10 sectoral groups within the SGOS: rural and agriculture, infrastructure, resources, social, welfare, finance, economy, technology, governance and security, and foreign affairs.

learning. To further incentivise CSTIs, additional funds should be allocated based on the accreditation exercise and quality improvements by the CSTIs.

#### **4.4.6. Spearhead the Development of a Citizen Feedback App**

As discussed in Section 3.2.1, CBC will lead the specification of the overall structure and features, the frameworks for data collection and analysis, and the development of a citizen feedback app. The app will provide a platform for citizens to share detailed feedback on their experiences of accessing public services and interactions with the government. This will generate granular and actionable insights to further foster citizen-centric governance.

#### **4.4.6. Onboard Each Stakeholder onto the Roles Described in this Report**

For each stakeholder, including CSTIs, CCAs, Ministries, the CBC, and Karmayogi Bharat, the roles and activities described for them in this report signify a shift from their current responsibilities. All stakeholders need to have clarity on their roles, and be able to effectively implement each of the activities described here. To enable this, the CBC should conduct onboarding sessions with all stakeholders to clarify the roles and activities articulated here and enable efficient integration across the capacity building ecosystem.

### **4.5. Karmayogi Bharat**

Karmayogi Bharat is a government special purpose vehicle responsible for the development and management of the Integrated Government Online Training (iGOT) platform, the government's primary learning, career, and performance management platform for civil servants. Karmayogi Bharat has an important role to play in creating a strong digital backbone for the capacity building ecosystem, in particular by furthering iGOT's features and interlinkages, developing a technological platform to enable collaboration and resource-sharing among CSTIs, enabling targeted competency acquisition among civil servants, and providing iGOT data for analytics.

#### **4.5.1. Furthering iGOT Features and Interlinkages**

Karmayogi Bharat should continue developing and strengthening iGOT as a robust learning, career, and performance management platform for civil servants. This includes continuing to onboard high-quality courses onto the platform to enable competency acquisition by civil servants; developing key features such as competency assessments, including both course-based assessments and standalone assessments (such as PIAA); ensuring all courses are tagged to competencies (leveraging the KCM for behavioural and functional competencies); introducing competency levels; linking the Competency Passbook with CBPs, eHRMS, and a digital APAR; and fully developing all six Hubs.<sup>15</sup>

In addition to completing development and enhancing existing features, Karmayogi Bharat should develop a pool of subject-based mentors, who act as resource persons on iGOT that civil servants are able to reach out to with questions. These mentors should be given additional Karma Points for providing their time and expertise to respond to queries.

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<sup>15</sup> iGOT comprises six Hubs: Learning Hub, Competency Hub, Career Hub, Discussion Hub, Networking Hub, and Event Hub.

#### **4.5.2. Develop a Resource-Sharing Platform for CSTIs**

As described in Section 2.3.1, CSTIs should collaborate via a technology platform that enables sharing information on available learning resources, infrastructure, materials, faculty, and expertise with each other. Karmayogi Bharat should build this platform, hosted either on iGOT or separately with interlinkages with relevant iGOT hubs. Further, Karmayogi Bharat should establish protocols, data standards, and guidelines that ensure interoperability among iGOT, the unified technology platform as well as any additional digital infrastructure developed for the civil service capacity building and performance management ecosystem.

#### **4.5.3. Support the Development of Targeted Capacity Building Interventions**

Karmayogi Bharat has already onboarded numerous digital courses onto iGOT. It should closely collaborate with CSTIs and CCAs, and explore avenues of integrating iGOT courses into the CSTIs' capacity building approaches and interventions. Depending on the competencies being addressed, these digital courses should be used as standalone modules or as part of a blended learning programme (for example, where the digital courses function as mandatory foundational material before in-person sessions). In addition, iGOT should gather input from CSTIs and CCAs on what competency gaps need to be targeted next through means such as CBPs, and commission and onboard courses to fill these competency gaps.

#### **4.5.4. Ensure Provision of iGOT Data for Analytics**

Karmayogi Bharat should analyse performance data of civil servants from iGOT, and also share this data with CBC. The required metrics should be determined by Karmayogi Bharat and CBC, encompassing factors including civil servants' course completion, performance data from the Karmayogi Competency Passbook, participation on the Discussion and Networking Hubs, and accumulation of Karma points. The CBC will utilise this to undertake analysis on civil servants' competency acquisition and performance, which will subsequently be shared with the CSTIs and CCAs to inform the development of capacity building interventions.

## Conclusion

Guided by the objectives of Mission Karmayogi, this report advocates for a capacity building ecosystem for civil servants to evolve from *Karmacharis* to *Karmayogis*. CSTIs will be able to harness their transformative potential by embodying the Hon'ble Prime Minister's 4S mantra and advancing in four broad areas - Scope, Scale, Speed, and Standards. To make these improvements, CSTIs must undertake reforms across areas including programme design, capacity building methods, faculty development, and trainee support. They must also measure the impact of their capacity building programmes to evolve and become future-responsive. A number of key stakeholders - Cadre Controlling Authorities, the Department of Personnel and Training, Ministries, the Capacity Building Commission, and Karmayogi Bharat - have integral roles in empowering CSTIs to effectively execute these reforms. By working together, these institutions and the CSTIs will pave the way for India to emerge as a *Vishwaguru* in civil service capacity building.

## Annexure 1: Knowledge Products from the Capacity Building Commission

The report builds on the knowledge products developed by the CBC. These frameworks and outputs - advancing the principles of Mission Karmayogi - are based on a comprehensive review of literature on learning science and are the foundational blocks of the report and its recommendations. These include:

1. **Karmayogi Competency Model:** Public human resource management framework, centred in Indic wisdom and Mission Karmayogi. It lays out the resolves and virtues that civil servants must strive towards, along with the behavioural and functional competencies needed to do so. [Weblinks for [Behavioural](#) and [Functional](#) Competencies]
2. **Citizen Centricity Toolkit:** Being developed in partnership with Janaagraha to provide a framework for conceptualising and measuring citizen centricity [[Weblink](#)]
3. **Evaluation of Training:** Based on the NSCSTI sub-committee report on embedding effective training assessment, anchored by CBC [[Weblink](#)]
4. **Learning Design Manual:** Enables the design and assessment of the implementation and efficacy of training initiatives [[Weblink](#)]
5. **Concept note on the Faculty Development Programme:** Conceptual framework and roadmap for building the capacity of faculty across training institutions in the country to enhance their capabilities as learning facilitators [[Weblink](#)]
6. **National Standards for Civil Service Training Institutions:** An accreditation framework developed by CBC to benchmark the quality of all training institutions. The framework introduces minimum standards to continuously improve CSTIs [[Weblink](#)]
7. **Roles and Responsibilities of Capacity Building Units:** Outlines the composition of and key activities for the CBUs in operationalising the Annual Capacity Building Plans [[Weblink](#)]
8. **Amrit Gyaan Kosh:** A dedicated knowledge bank for civil servants, comprising of teachable case studies, policy simulations, and interactive and immersive content [[Weblink](#)]

## Annexure 2: Methodology and Data Sources

This Committee conducted its first meeting under the chairmanship of Dr. R. Balasubramaniam on 26 October 2023, in which the Committee Members and the Directors of the Civil Service Training Institutions finalised the approach for the study.<sup>16</sup> The study adopted a qualitative approach, which involved conducting in-depth interviews and workshops with relevant stakeholders to document their experiences and opinions on the main themes of the study. The stakeholders interviewed included the CSTI leadership, faculty, administrative staff, induction trainees, currently serving civil servants (recent graduates and senior civil servants), as well as experts. The report represents the supply-side perspective based on interviews with the institution and Ministry stakeholders. It does not include direct citizen perspectives.

### Primary interviews with stakeholders at six CSTIs

The in-depth qualitative surveys were semi-structured across themes of citizen centricity, course structure and curriculum, training methods, assessment, competency needs, future readiness, iGOT use, and the facilities and general environment of the institution. These interviews were conducted between December 2023 and February 2024. The interviews involved detailed note-taking, followed by parsing of these notes by paraphrasing and theme-coding to generate insights and trends. In addition, other relevant documents, such as annual reports, training curricula, training calendars, Capacity Building Plans (CBPs) of respective Ministries, and earlier committee reports, also informed the study.

The table below provides a summary of the stakeholders interviewed at each institution:

#	Institution	Interviews conducted					Total
		Trainees	Leadership and Faculty	Recent Graduates	Admin Staff	Others*	
1	<b>IGNFA</b>	3	8	8	7	2	<b>28</b>
2	<b>SSIFS</b>	2	5	3	1	3	<b>14</b>
3	<b>SVPNPA</b>	11	15	-	7	4	<b>37</b>
4	<b>NADT</b>	6	11	4	12	2	<b>35</b>

<sup>16</sup> The original Terms of Reference (ToR) in October 2023 included six CSTIs under the scope of the study: Lal Bahadur Shastri National Academy Of Administration, Sushma Swaraj Institute of Foreign Service, Sardar Vallabhbai Patel National Police Academy, Indira Gandhi National Forest Academy, National Academy of Direct Taxes, and National Academy of Customs Indirect Taxes and Narcotics. Later, the ToR was extended in March 2024 to suggest a framework for revamping training structure and design for all Group 'A' Central Civil Servants, in addition to optionally recommending training structure and design for all other categories.

#	Institution	Interviews conducted					Total
		Trainees	Leadership and Faculty	Recent Graduates	Admin Staff	Others*	
5	<b>NACIN</b>	11	7	-	2	1	<b>21</b>
6	<b>LBSNAA</b>	6	9	1	3	1	<b>20</b>
	<b>Total</b>	<b>39</b>	<b>55</b>	<b>16</b>	<b>32</b>	<b>13</b>	<b>155</b>

\* Includes senior/retired civil servants and external experts

## 2-day workshop with CTI leadership and CCAs

In addition to the interviews at 6 CSTIs, a two-day workshop at LBSNAA was conducted with the leadership of all 25 CTIs and their respective cadre controlling authorities in April 2024. During the workshop, participants provided inputs on the following themes:

1. Identifying the competencies needed by civil servants at different stages of their careers and brainstorming how the civil service capacity building ecosystem should adapt to meet these needs.
2. Charting a path for transforming the civil service capacity building ecosystem into one that promotes shared learning, de-siloisation, and facilitates the development of CTIs into knowledge hubs.
3. Outlining ways in which CTIs should assess the impact of capacity building through the measurement of learning outcomes and its impact on performance, and promote lifelong learning among civil servants.

The inputs from the stakeholders were collated, aggregated, and analysed to inform this report.