



REPORT ON THE NATIONAL TRAINING CONCLAVE 2023



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EXECUTIVE SUMMARY

Focusing on India's civil service capacity building ecosystem, Mission Karmayogi envisions a professional, competent, citizen-centric and future-ready civil service for effective & efficient public service delivery and to achieve national goals. To take this vision forward, the Capacity Building Commission (CBC) endeavors to strengthen the supply and demand sides of the Civil Service Capacity Building ecosystem. The most important supply side actors in this ecosystem are the Civil Service Training Institutions (CSTIs). The CBC is working towards elevating the quality and capacity of training delivery at all CSTIs, through their continuous improvement.

With the Hon'ble PM's inspiration to strengthen this ecosystem and bring all Civil Service Training Institutions (CSTIs) in a common setting, the CBC designed the first ever National Training Conclave for Civil Service Training Institutions (CSTIs) of India on 11th June 2023. The conclave helped CSTIs together identify strategies to build and enhance the capabilities and capacities of training institutions. It provided a platform for networking, knowledge exchange, identifying challenges, and areas of collaboration, bringing together all stakeholders of the Civil Service Training Ecosystem that is 1000+ Central and State Civil Services Training Institutions, Senior Government officials & knowledge partners. In addition to the unique opportunity to interact with their colleagues from fellow CSTIs, the participants had the opportunity to learn from the panels. Actionable recommendations from dignitaries' speeches and outcomes from panel discussions is something participants can start implementing at their CSTIs. Strengthening of the CSTIs through insights from the conclave will ultimately result in improved training delivery, benefitting both the civil servant, and the citizen that they ultimately serve.

The Conclave witnessed participation from all over the country, with 1500+ participants which included representatives from CSTIs across the nation, representatives from MDOs, policy makers, private sector experts, as well as representatives from academia.

The Conclave was inaugurated by the Hon'ble PM. At the opening session, graced by the Hon'ble MoS Dr Jitendra Singh, CBC's vision for CSTIs was presented. A highlight of the Conclave were the 8 breakout sessions (Panel Discussions), on areas important to strengthening CSTIs. Panel Discussion topics included Training Impact Evaluation, Overcoming Challenges in Governance, Enhancing Capacities of Faculty, Promotion of Knowledge Sharing, etc. The discussions provided an opportunity for participants to collaborate, network and engage in interactive discussions with panellists of eminent backgrounds and each other. In parallel to the breakout sessions, National Standards for Civil Service Training Institutions (NSCSTI) lounge, an iGOT lounge, Emerging Technologies lounge, and an Interview lounge for participants were organized. The Closing Session, in the presence of the Hon'ble MoS Dr. Jitendra Singh, and Principal Secretary to PM, Dr. P.K. Mishra, put forth the important outcomes from the Conclave.



INAUGURAL SESSION

The inaugural session flagged off with a video on the National Training Conclave, highlighting CBC's work with Civil Service Training institutions, and the objective of the National Training Conclave. The Hon'ble MoS, Dr. Jitendra Singh delivered the Welcome Address to the Hon'ble PM and the participants.

Hon'ble PM then launched the PM Dashboard on National Standards for Civil Service Training Institutions (NSCSTI). The PM distributed NSCSTI Accreditation Certificates to 3 Central Training Institutions – (i) National Academy for Direct Taxes, Nagpur, (ii) Sardar Vallabhbhai Patel National Police Academy, Hyderabad, and (iii) National Institute of Communication Finance, New Delhi.

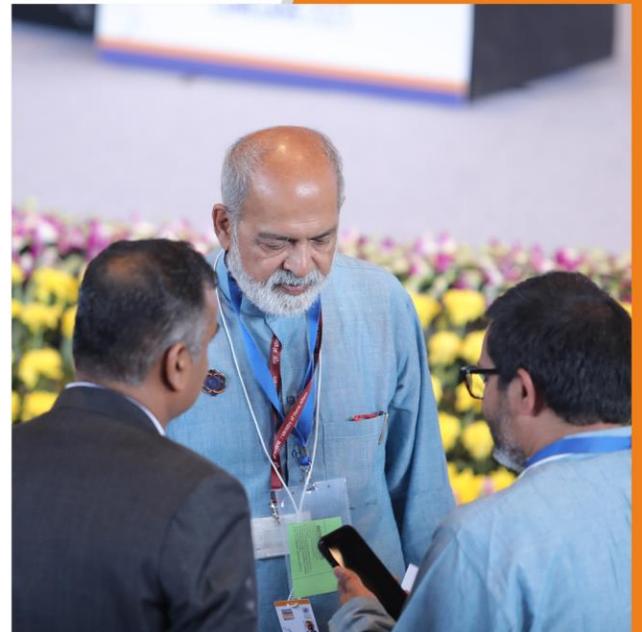
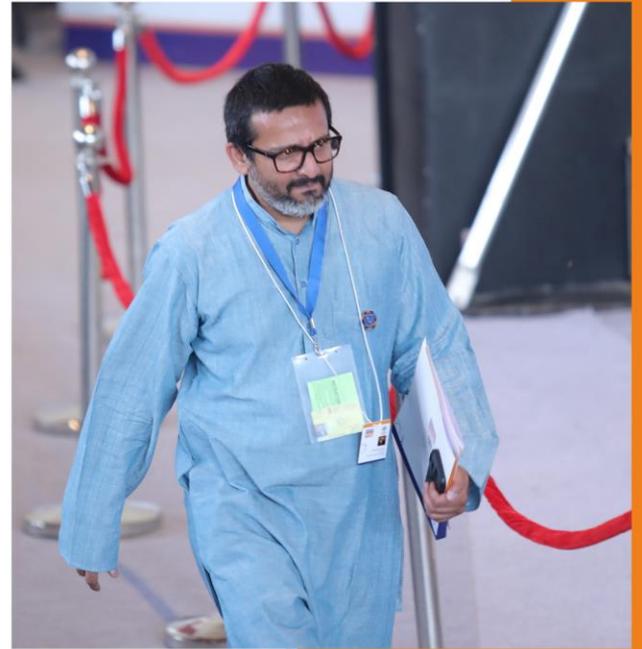
Speaking at the inaugural session of the National Training Conclave 2023, Hon'ble Prime Minister highlighted the importance of training in developing Future Ready Civil Servants. He spoke of imbibing a whole of Government approach in an endeavour to build a Viksit Bharat @2047. Hon'ble PM underlined the need for improving Citizen Services by breaking silos and advocating the advancement in Governance process and policy implementation. The Prime Minister emphasised that training should inculcate the importance of Jan Bhagidari in every government servant. He spoke of the vision behind Mission Karmayogi - improving the orientation, mindset and approach of government personnel so that they feel content and happy, and as an outcome of this change, the governance system will improve organically.

Discussing his experience of earlier serving as CM and later as PM, he underlined that the government has never lacked talented, dedicated and committed officials. He said that just like the institution of the Army has built impeccable credibility in the eyes of public, it is the responsibility of all government servants to further increase the faith of people in the government.

The PM said that training is for every level and for everyone, and in this sense, the iGOT Karmayogi platform has brought about a level playing field as it provides opportunities to everyone for training. He highlighted that the old approach where posting in training institutions was seen as punishment is changing, and that training institutes are one of the most important places as they nurture the personnel who work in government for many decades.

The Prime Minister concluded by wishing all participants the best for the day-long deliberations and suggested they come up with actionable inputs to improve training infrastructure in the country. He also suggested making an institutional mechanism for organising the Conclave at regular intervals.







National Standards for Civil Service Training Institutions

Registration Stage

54

Registration Rejected Stage

102

Application in Process

89

Part-A-Submitted

9

Application Submitted

1

Desktop Assessment Stage

39

Field Assessment Stage

1

Certified Institutes

10

Total Registered Institutes : 203

National Standards for Civil Service Training Institutions (NSCSTI)

Eight Pillars of Excellence





OPENING SESSION

The Hon'ble MoS, Dr Jitendra Singh, congratulated and distributed the NSCSTI accreditation to 7 Civil Service Training Institutions.

Mr. Adil Zainulbhai, Chairperson, CBC, then presented CBC's vision for Civil Service Training Institutions. He emphasised creation of an unparalleled network of training institutions that can enable access to highest quality of resources mutually and where-in individual institutions strives to become world class.

At the session, Copyright Certificate for the National Standards for Civil Service Training Institutions (NSCSTI) was launched by Dr Jitendra Singh, Hon'ble MoS, Mr. Hemang Jani, Secretary, CBC and Dr Unnat Pandit, Controller General of Patents, Designs & Trade Marks.

The Hon'ble MoS in his speech, highlighted the essence of Mission Karmayogi and applauded the efforts of team Mission Karmayogi to promote a continuous, and cross-functional capacity building mechanism. He also recognised the far-reaching impact of induction and learning modules being made available to civil servants, which can enable them to prepare for their new deputations. He underscored the need of capacity building ecosystem to focus on what to learn, unlearn and relearn. While acknowledging the diversity and heterogeneity in our nation as a factor to be accounted for while planning for capacity building, MoS encouraged the institutions to regard this diversity as an asset, which could enable India to become a global training hub for civil services.

Dr. Singh complimented CBC on envisaging the National Training Conclave as an attempt at bringing synergy and breaking silos in the capacity building ecosystem. He encouraged every institution to recognise the privilege of contributing to India 2047.

Following the speech, Mr. Praveen Pardeshi, Member-Administration, CBC highlighted the importance of Civil Service Training Institutions in the Annual Capacity Building Plans (ACBP). Dr Balasubramaniam, Member-HR, CBC gave a presentation on Faculty Development and Case studies for CSTIs. Mr. Abhishek Singh, CEO, Karmayogi Bharat, presented on the iGOT platform, and the data on the uptake of the platform. The session ended with Mr. Hemang Jani presenting on the National Standards for Civil Service Training Institutions (NSCSTI), and an overview of the sessions planned for the day.

DETAILED REPORT ON THE BREAKOUT SESSIONS

THE 8 BREAKOUT SESSIONS

At the breakout sessions, panel discussions at the National Training Conclave were held on the following 8 topics:



The objective of the panels was to discuss the existing challenges at the CSTIs and deliberate on the best possible institution-level and policy-level interventions, in the 8 key areas. Outcomes from the Panels and finding on how to improve performance of CSTIs on each pillar, was presented at the closing ceremony in the presence of the Dr. Jitendra Singh, Hon'ble MoS and Dr. P.K. Mishra, Principal Secretary to PM. The enriching discussions, and the several insights from the audience will be utilised by the Commission in the reports of 6 sub-committees formed past years to enable action on focus areas on NSCSTI.

The panel discussions saw enthusiastic participation from all present, with each panel discussion filling up to room's capacity of 200 people. The panelists commended the curation of the sessions, the content, and were especially appreciative of the modes that allowed continual involvement of the audience. Several insightful recommendations, and innovative solutions for CSTIs emerged from the panels. The Commission will look to strategize effectively utilising these outcomes to elevate the quality and capacity of training delivery at the Civil Service Training Institutions in India.

BREAKOUT 1: PANEL DISCUSSION ON IDENTIFICATION OF TRAINING NEEDS AND LINKING TO COURSE DESIGN



PANELLISTS



Mr. Amit Garg
Director, Sardar Vallabhai Patel
National Police Academy (SVPNPA)



Mr. Anand Agrawal
Director, National Academy of Defence
Financial Management (NADFM)



Mr. Samuel Praveen Kumar
Joint Secretary, Ministry of
Agriculture and Farmer Welfare



Dr. Joy Elamon
Director General, Kerala Institute of
Local Administration (KILA)

MODERATOR



Mr. Adil Zainulbhai
Chairman, Capacity
Building Commission

BEST PRACTICE PRESENTER



Mr. Amit Garg
Director, Sardar Vallabhai
Patel National Police
Academy (SVPNPA)

BREAKOUT 1: PANEL DISCUSSION ON IDENTIFICATION OF TRAINING NEEDS AND LINKING TO COURSE DESIGN

The Panel began with a best practice presentation by Mr. Amit Garg on conducting Training Needs Assessment (TNA) to prepare courses for the trainers in SVPNPA.

Some significant topics of discussion during the Panel included the importance of Training Needs Assessment for CSTIs, the process for TNA, challenges in implementation of TNA, the need to link Competency Needs Assessment (CNA) to TNA.

The Panel on Training Needs Assessment was successfully conducted, with interesting insights from the panellists, participation from the audience, and key recommendations as outcomes. These recommendations included:

- **Conducting TNA**

- Field assessment should be undertaken to device TNA and identify gaps in the existing content
- TNA should be as per the recurring requirements of the institute
- Rapid TNAs can be undertaken instead of repeating detailed TNAs

- **Utilizing the outcomes of TNA**

- Technology to be leveraged- AI or ML based software to assess the skill-sets and the Training needs
- Pre and post course TNA to be conducted to identify the impact of trainings
- TNA components should be customized as per the requirements of the institute

BREAKOUT 2: PANEL DISCUSSION ON PROMOTION OF KNOWLEDGE SHARING



PANELLISTS



Mr. S. N. Tripathi
Director General, Indian Institute of Public Administration (IIPA)



Prof. Neharika Vohra
Professor of Organisational Behaviour, Indian Institute of Management - Ahmedabad (IIM-A)



Dr. Vinay K. Singh
Addl. Director General, National Academy of Direct Taxes (NADT)



Mr. Srikanta Panda
Director General, National Institute of Communication Finance (NICF)

MODERATOR



Mr. Praveen Pardeshi
Member-Admin, Capacity Building Commission

BEST PRACTICE PRESENTER



Mr. Ishvinder Singh
India Lead - NetAcad & Skills, Social Innovation Group, CISCO

BREAKOUT 2: PANEL DISCUSSION ON PROMOTION OF KNOWLEDGE SHARING

At the outset, Mr. S. N. Tripathi, chairperson of the sub-committee on Promotion of Knowledge Sharing, gave a brief overview of the work done by the sub-committee, highlighting the challenges faced by institutions, and key recommendations of the sub-committee.

This was followed by the panel discussion where the **key topics of discussion included ways to break silos to collaborate, the potential contribution of institutions such as IIMs, IITs, the need for a centralised knowledge repository, and Centres of Excellence (COEs).**

A presentation by given by Mr. Ishvinder Singh on the best practices followed at CISCO for knowledge sharing.

The panel saw active participation from the audience throughout the session. The Key outcomes of this panel were:

- **Promote Faculty sharing and collaboration:** Onboarding faculty from other CSTIs to develop training programs. Collaborate with faculty from external institutes like IITs and IIMs to break silos and promote outside thinking.
- **Creation of Knowledge Repository:** Reiterating the importance of creation of a knowledge repository and digital knowledge resources, in order to cultivate an ecosystem of collective intelligence.
- **Centres of Excellence (COEs):** Identify institutes as centres of excellence with relevant expertise. CoEs may be multidisciplinary, wherein small institutes can come together to form COEs for governments for successful promotion of knowledge sharing.

BREAKOUT 3: PANEL DISCUSSION ON TRAINING IMPACT ASSESSMENT

PANELLISTS



Dr. Brajesh Kumar
Associate Professor, Arun Jaitley
National Institute of Financial
Management (AJNIFM)



Mr. Deepak Kumar Bist
Joint Director (Peripatetic
Training), Institute of Secretariat
Training & Management (ISTM)



Mr. Srinivas V
Founder & CEO, Illumine Labs

MODERATOR



Dr. Balasubramaniam
Member-HR, Capacity
Building Commission

BEST PRACTICE PRESENTER



Prof. Deepa Mani
Deputy Dean, Executive
Education and Digital
Learning and Professor of
Information Systems, Indian
School of Business - Mohali

BREAKOUT 3: PANEL DISCUSSION ON TRAINING IMPACT ASSESSMENT

The Panel kicked off with an Overview of the Sub-Committee Report on Embedding Effective Assessment of Training, presented by the chairperson of the Sub-Committee – Mr. Bharat Jyoti, Director, Indira Gandhi National Forest Academy (IGNFA).

This was followed by the Panel discussion, where **key areas of discussion included suitable tools/methods for training impact assessment for CSTIs, conducting assessment concurrently with training, and improvement of training quality through real time course correction.**

A presentation was given by Mr. Srinivas V on the Impact Assessment Methodologies for Large Scale Interventions.

A best practice presentation was then made by Prof. Deepa Mani on Best practices in impact evaluation including methods to evaluate Mid-Career Training Programmes as an example.

The Panel saw some interesting audience interaction and concluded with the following key recommendations:

- **Tools and approach for assessment:**
 - Utilize and modify standard tools as per need to CSTIs to make them more robust for institutes' needs
 - Utilize both formative & summative approach
 - Citizen Centric Assessments, Deep Research and Precision Design
- **Data Collection:** Collect data on training impact at multiple points and stages (pre, post and during)
- **Utilise outcomes:** Utilize outcomes of the assessment to improve standards for course and its content
- **Real-time assessment:** Conduct assessment in real-time to enable continuous improvement

BREAKOUT 4: PANEL DISCUSSION ON STRATEGIC RESOURCE PLANNING



PANELLISTS



Prof. V T C S Rao
Vice President & Dean,
Institute of Project
Management, L&T India



Dr. Nirmalya Bagchi
Director General, Administrative
Staff College of India (ASCI)



Dr. Palak Sheth
Project Director,
Jio Institute



Mr. S Chockalingam
(IAS), Director General, Yashwantrao
Chavan Academy of Development
Administration (YASHADA)

MODERATOR



Mr. Hemang Jani
Secretary,
Capacity Building
Commission

BEST PRACTICE PRESENTER



Dr. Joy Elamon
Director General, Kerala
Institute of Local
Administration (KILA)

BREAKOUT 4: PANEL DISCUSSION ON STRATEGIC RESOURCE PLANNING

The Panel commenced with a best practice presentation on the Training Planning and Management System (TPMS) at Kerala Institute of Local Administration (KILA), by Joy Elamon.

This was followed by an overview of the topic by the moderator Mr. Hemang Jani. **Key areas of discussion included steps to be taken for efficient workforce planning at CSTIs (including learnings from the institutions of the panellist), measures to maximize the utilization of faculty, mechanisms training institutes can utilise to identify and share soft, physical and human resources amongst other institutes.**

The Panel ended with a Q&A round with the audience. The key outcomes of the Panel were:

- **Collaboration** – Take steps for vertical and horizontal collaboration, as well as inter and intra institutes.
- **Resource Pool** – Identify domain specific pool of resources (soft, physical and human resources), and encourage sharing of common resources amongst institutes.
- **Target setting & achievement**
 - Set clear targets and deliverables for all strategic resources
 - Incentivize human capital for target achievement
- **Development pre-onboarding** – Ensure domain specific research and expertise development of faculty before onboarding
- **Upgrade resources:** Undertake constant upgradation of soft and physical infrastructure resources
- **Alignment to national priorities**

BREAKOUT 5: PANEL DISCUSSION ON ENHANCING CAPACITIES OF FACULTY



PANELLISTS



Mr. Chandralekha Mukherjee
Director General, Haryana Institute of
Public Administration (HIPA)



Prof. Madan M. Pillutla
Dean & Professor of Organisational
Behaviour, Indian School of Business-
Mohali



Prof. Ram Kakani
Director, Indian Institute of
Management (IIM), Raipur

MODERATOR



Dr. Balasubramaniam
Member-HR, Capacity
Building Commission

BEST PRACTICE PRESENTER



Dr. Ashita Aggarwal
Professor
Marketing
Mentor, Teaching Excellence
& Teaching Development
SP Jain Institute of
Management & Research

BREAKOUT 5: PANEL DISCUSSION ON ENHANCING CAPACITIES OF FACULTY

The Panel kicked off with an introduction to panellists and best practice presenter by the moderator Dr. Balasubramaniam. This was followed by a short overview of the topic in discussion.

Key areas of discussion in the panel included role of ideal faculty at a CSTI, competencies a faculty should possess, ideal ratio of practitioners to external experts, FDPs as a mechanism to enhance teaching learning experience, and key steps to appoint learning facilitators in the institute.

The discussion was followed by a best practice presentation on Benchmarking for Effective Faculty Development Programmes by Dr. Ashita Aggarwal.

The Panel discussion was conducted in an interactive manner with the audience. The concluding key recommendations from the Panel were:

- **Faculty Selection:** Maintain a diverse mix of practitioners as well as academicians. Develop strong communication skills in faculty. Assess impact of the faculty.
- **Knowledge Sharing:** Develop mechanisms to transfer best practice from one classroom to another. Promote Co-teaching amongst CSTIs
- **Conducting FDPs:** Implement identified key components of FDPs need to construct a career path for the future faculty was thought important



BREAKOUT 6: PANEL DISCUSSION ON TRANSFORMING TO A PHYGITAL WORLD OF CAPACITY BUILDING

PANELLISTS



Mr. T. Murlidharan
Executive Chairperson, C&K
Management Ltd.



Mr. Ranajit Mukherjee
Senior Vice President of Products &
Relationships, NIIT Ltd.



Shri Alok Sharma
Director General, Postal Services



Ashima Batra
Additional Director, Financial
Intelligence Unit (FIU)-India

MODERATOR



Mr. Hemang Jani
Secretary,
Capacity Building
Commission

BEST PRACTICE PRESENTER



Ms. Sumita Singh
Director, Institute of
Secretariat Training &
Management (ISTM)

BREAKOUT 6: PANEL DISCUSSION ON TRANSFORMING TO A PHYGITAL WORLD OF CAPACITY BUILDING

The Panel started with the moderator Mr. Hemang Jani introducing the panellists and requesting Ms. Sumita Singh to present best practices on digital learning lab (DLL) at Institute of Secretariat Training and Management (ISTM).

Ms. Singh gave an overview of the steps undertaken for creation of a digital learning lab (DLL) at ISTM. She also highlighted the process followed at DLL for developing e-learning content.

This was followed by the Panel discussion on **key areas such as ways to achieve digitalisation at scale at CSTIs, maximization of learning outcomes by adopting digital courses, building an ecosystem for faculties to develop digital courses for iGOT, and enhancing capacity of faculty to deliver digital courses.**

The Panel discussion was followed by an interactive discussion round with the audience. The concluding key recommendations from the Panel were:

- **Building in-house capacity** to create digital content for courses/training.
- **Onboarding external experts** and vendors to facilitate creation of digital courses.
- **Maximize learning outcomes** and adopt through testimonials and clear definitions.
- **Monitor & Evaluate regularly** the digital training journey.
- **Create Digital Learning Labs** as a sustainable solution

BREAKOUT 7: PANEL DISCUSSION ON OVERCOMING CHALLENGES IN GOVERNANCE



PANELLISTS



Lt. Gen. Dr. Madhuri Kanitkar
Vice Chancellor, Maharashtra
University of Health Sciences



Lt Gen. Asit Mistry
Director of School of Internal Security,
Defence & Strategic Studies, Rashtriya
Raksha University (RRU)



Mr. Sanjay Puri
Director General, National Academy
for Direct Taxes (NADT)



Prof. V T C S Rao
Vice President & Dean, Institute of
Project Management, L&T India

MODERATOR



Mr. Praveen Pardeshi
Member-Admin, Capacity
Building Commission

BEST PRACTICE PRESENTER



Mr. Virendra R. Tiwari
Director, Wildlife Institute of
India

BREAKOUT 7: PANEL DISCUSSION ON OVERCOMING CHALLENGES IN GOVERNANCE

The Panel kicked off with an Overview of the Sub-Committee Report on Overcoming Challenges in Governance, presented by the chairperson of the Sub-Committee – Mr. Sanjay Puri.

This was followed by the Panel discussion, where **key areas of discussion included aligning academic curriculum, pedagogy & governance to emerging needs of officials, good governance practices to be adopted by CSTIs, governance mechanism at institutions of participation panellists that may be useful for CSTIs.**

A best practice presentation was then made by Virendra R. Tiwari, Director, Wildlife Institute of India on Governance at the institution.

The Panel saw some interesting questions from the audience and concluded with the following key recommendations:

- **Governance structure:** Develop a robust governance structure for institute to enable decision making and operations in institutes. Ex. YASHADA, WII, IIPA, etc.
- **Financial autonomy & income generation:** Institutes may collaborate with MDOs for research and consultancy to generate income and utilize the funds to move towards financial autonomy
- **Academic Autonomy:** Develop need based accessible courses for learners with inbuilt feedback and assessments

BREAKOUT 8: PANEL DISCUSSION ON COMPETENCIES FOR CIVIL SERVICE OFFICIALS

PANELLISTS



Mr. Moloy Sanyal
Deputy Secretary, Institute of
Secretariat Training & Management
(ISTM)



Mr. Abhay Kumar Singh
Deputy Director General, National
Institute of Communication Finance
(NICF)

MODERATOR



Mr. Adil Zainulbhai
Chairman, Capacity
Building Commission

PANELLISTS & BEST PRACTICE PRESENTERS



Mr. Amit Gupta
General Manager,
Indian Oil Corporation Limited
(IOCL)



Mr. Atul Sinha
Deputy Director General,
National Telecommunications
Institute for Policy Research,
Innovation and Training
(NTIPRIT)

BREAKOUT 8: PANEL DISCUSSION ON COMPETENCIES FOR CIVIL SERVICE OFFICIALS

The Panel commenced with the moderator Mr. Adil Zainulbhai introducing the panellists and the best practice presenters. He then provided context on the panel discussion and the plan for the session.

Subsequently, a best practice presentation was made by Mr. Atul Sinha on the efforts in FRACing at the Department of Telecommunications, Government of India. Another best practice presentation was then made on importance of adopting competencies by Mr. Amit Gupta.

The Panel discussion followed the best practice presentations. The focus areas of discussion of the panel included benefits of developing a competency framework for civil service officials, ways in which training institutions be established as a focal point to bridge competency gaps, and policy-based changes that need to be made to ensure competency-based placements and promotions.

The session concluded with a Q&A with the audience that saw high engagement. The questions included ways to assess effectiveness of competency framework, how can competency passbook be created for departments, etc. The key outcomes of the panel discussions were:

- **Benefits of a competency framework for GoI**
 - Helps target identification (Term & duration)
 - Identification of positions/competencies to achieve the target
 - Defined roles and responsibilities for each position
- **Training institutes as a focal point for supply of competency gap**
 - Active involvement for awareness of competency gaps
 - Address gaps through specific modules
 - Promotes collaboration between institutes and departments



CLOSING CEREMONY

The closing ceremony of the National Training Conclave was attended by Dr. Jitendra Singh, Hon'ble MoS, Dr. P.K. Mishra, Principal Secretary to the Prime Minister, and Smt. S Radha Chauhan, Secretary, DoPT. Key findings from the 8 panel discussions were presented to all.

Dr. P.K. Mishra praised the CBC for successfully hosting the nation's first-ever National Training Conclave and appreciated outcomes from the panels. He emphasized the Hon'ble PM's importance on training and developing competencies of civil servants as they play a crucial role in creating and implementing policies, and essentially delivering good governance. Dr. Mishra, in line with the PM's guidance, encouraged MDOs to conduct Chintan Shivirs and invite CSTIs to participate.

Building on his experience as Director of the Disaster Management Training institution, he highlighted that challenges and requirements of training institutions have evolved. He signified the importance of training not only in specific areas but also in changing behavioral patterns. Dr. Mishra stressed the need for courses that focus on general skills, soft skills, and technology to meet the specific requirements of organizations. He also pointed out the need for institutions to enhance their own capabilities to cope with rapid technological advancements.

Dr Mishra mentioned that relieving officers in time to pursue training courses is important. This should be done by making training more attractive. He highlighted the Armed Forces as an exemplary model where training holds great significance, and that being a part of a training institute is considered prestigious. He urged institutions to prioritize and value the significance of training in a similar manner. He called for improved collaboration and encouraged a whole-of-government and a whole-of-society approach towards strengthening civil service capacity building in the nation.

Dr. Mishra concluded by commending the incredible journey by CBC. He hoped that insights from the conclave will help develop a refined approach towards capacity building. He appreciated that the Conclave would have been a unique experience for many, and that it is continued in the future.



Date: 11 June 20
theatre, ITPO, Pr



mic curriculum autonomy to develop need based courses available
ers any time any where with inbuilt feedback and assessments
ower audit
7 positions at training institutions to be given a place of pride and
ered for career enhancement
se faculty pool through chair professors established under
ments
le approach for training as in the Armed forces



In his closing remarks, Dr. Jitendra Singh, the Hon'ble Minister of State for Personnel, Public Grievances, and Pensions of India, made several important observations pertaining to civil services capacity. Firstly, he noted that there is a lack of prestige associated with being a faculty member in civil services training institutes. To address this issue, he suggested exploring different ways, such as incentives based on recognition and priority benefits, to motivate officials towards taking up faculty positions.

Secondly, Dr. Singh emphasized the importance of synchronizing efforts and providing behavioral training focused on breaking down silos inter and intra departments. He shared his personal efforts to promote collaboration and breaking down silos by leveraging public-private partnerships (PPP) both within the country and internationally to achieve greater integration.

He highlighted the need for a diverse faculty pool that includes technical and other domain experts. He added that training programs should focus on effective communication skills and address gender-related issues.

Furthermore, Dr. Singh recognized the significance of training the trainers, as they have a pivotal role in shaping the capabilities of future civil servants. He also drew attention to the rapid progress of artificial intelligence (AI) and the importance of keeping up with advancements in that field through Capacity Building.





LOUNGES & MASTERCLASS

National Standards for Civil Service Training Institutions (NSCSTI) Lounge

The NSCSTI lounge was set-up to help civil service training institutions understand the National Standards framework developed by CBC for accreditation. The activities conducted at the lounge included query resolution related to Application form Part A and Part B, explaining the process of Desktop assessment, Non-compliances, and Onsite assessment. The lounge also helped provide details of e-learning content development agencies empanelled by CBC to help curate digital courses to be uploaded on the iGOT platform.

Bihar Institute for public administration and rural development (BIPARD), National Academy of Indian Railways, National Power Training Institute, Indian Railway Institute of Electrical Engineering, Indian Railways Institute of Mechanical and Electrical Engineering, Regional Centre for Urban & Environmental Studies (RCUES), Lucknow, Cobra School of Jungle Warfare and Tactics, Indian Institute of Foreign Trade, National Academy of Defence Financial Management, and a number of other CSTIs visited the lounge.

At the lounge various queries were successfully resolved and there were a number of fruitful discussions with suggestions for making the NSCSTI portal more user-friendly. Institutions look forward to CBC's plan to handhold them to build on their existing capacities, as CBC plays a critical role in the capacity building of the entire civil service ecosystem.

iGOT Lounge

A dedicated iGOT lounge was set-up by Karmayogi Bharat at the National Training Conclave, to familiarise various Civil Service Training Institutions (CSTIs) on various facets of the iGOT platform. The lounge hosted representatives from various MDOs and CSTIs such as Ministry of Road Transport and Highways, Mahatma Gandhi State Institute of Public Administration (Chandigarh), National Institute of Sports (Patiala), CSIR-Central Road Research Institute, Haryana Institute of Public Administration, and several others.

Over 100 CSTIs met the Karmayogi Bharat team to discuss their queries and feedback on the iGOT platform. Apart from acquainting Training Institutions with the iGOT Karmayogi platform, visitors were also taken through aspects of course creation, course uploading process, and learner engagement. The lounge was instrumental in reaching MDOs and CSTIs to support their journey of utilizing this critical platform of the Government of India. We hope this will contribute to increasing outreach to the large potential pool government officials that can utilise the iGOT platform.



NTC Interview Lounge

CBC hosted a dedicated interview lounge to give a platform for highlighting the voices of its stakeholder participants at the conclave. These participants shared about the inspiration they gained from the Prime Minister, as well as through the kindling force for collaboration facilitated by the conclave.

The CBC team endeavoured to understand how different participants envisioned Mission Karmayogi, and how they envision to join hands and contribute towards building a future ready workforce training institution or organisation at the central/state level.

Conversation with the participants from different sectors, domains, and levels of expertise brought out a comprehensive diversity of experiences, strategies, as well as global best practices. These experiences also include the wave of standardisation and excellence that the standards established under NSCSTI has inspired. The questions posed to the participants covered a wide range of topics related to a training institute's or organisation's initiatives to build their workforce with the changing demands of the working ecosystem and present challenges, sharing of practices across organisations and initiatives to collaborate across sectors. The institutes shared their experiences of working around the eight pillars of NSCSTI such as onboarding and transformation of capacity-building initiatives, networking and collaboration, faculty development, knowledge sharing, training impact assessments, Phygital learning implementation and infrastructure improvements.

The vision of the Ministries/Departments, private industry as well as academia towards contributing to the Mission Karmayogi and participating in the capacity-building initiatives also received a stage through the media lounge.



Emerging Technology Lounge

The Conclave featured a Technology showcase in the field of training and capacity building providing attendees with a glimpse of innovative approaches and cutting-edge tools that have the potential to revolutionize the training methodologies employed by Civil Service Training Institutions (CSTIs). The startups showcased augmented and virtual reality solutions for training. They showcased simulations models for welding, spray painting, decorative painting, auto refinish/ collision repair, automotive OEM, etc. There were also tangible learning aids at display such as accessible prints and braille resources, activity kits and other 3D models.

The startups participating in the showcase were all associated with Government ecosystem efforts such as AIM Incubators, iDex and IIT Madras research park. The startup included BeeBox and SkillVeri from IITM research park, Parallax labs and Ajna Lens from iDex and Raised line from AIM incubation center at IIT Delhi.

Masterclass on Paperless Training Administration

The masterclass was conducted by Mr. Dinesh Kumar Sharma, Deputy Director General, Department of Posts on end-to-end solution on paperless training administration. Mr. Sharma talked of the Dak Karmayogi portal which can facilitate both online and offline trainings for all officials of the Department of Posts. Mr. Sharma took the class through the vast number of functionalities of the platforms. The platform has content in 12 languages, making it convenient and useful for all the civil service officials of the department. The platform also supports multiple methods of learning delivery, including the social media type of informal training. The platform conducts both formative and summative assessment of trainees. Information on faculty members across institutions of DoP is available on the platform. It also has functionalities for faculty to share ideas and knowledge for cross-learning. The content on the platform is tested, validation and curated by the UAT team. There is also a digital library on the platform. There have been over 6,80,000 enrollments of which 5,50,000+ have completed trainings on Dak Karmayogi. The platform was developed recognizing the need for integration of all trainings on a common platform for ease of access to the employees of the department. A detailed overview of the entire platform was given in the masterclass – a platform that assists employees to train and learn digitally from joining to retirement.





WAY AHEAD

The Capacity Building Commission's course of action following the National Training Conclave 2023 will be on the following fronts:

- a. Scaling up accreditation of CSTIs on NSCSTI portal and incorporating learning gathered in Quality improvements of CSTIs
- b. Institutionalise National Training Conclave annually/periodically

a. Scaling up accreditation on NSCSTI and Quality improvements of CSTIs

Given the large-scale awareness generated on the National Standards for Civil Service Training Institutions (NSCSTIs) through the conclave, the Commission will look to rapidly increase accreditation on the NSCSTI. The benchmarking and insights from the accreditation will be used to handhold CSTIs to improve on the 8 pillars of excellence. The Commission will plan the implementation of institution level and policy level recommendations from the 8 Panel discussions, to improve the capacity and capabilities of all Training Institutions.

Some specific next steps for CSTIs will include :

- Accreditation of 200 Civil Service Training Institutions on the NSCSTI by December 2023
- Developing a quality improvement plan (QIP) for 10 CSTIs in the next 6 months. The CBC will handhold the institutions to facilitate progress on all 8 pillars through the programme.
- Publishing documents on Training Needs Assessment, Faculty Development, etc. as knowledge resources for CSTIs
- Ramping up courses from CSTIs on iGOT, and the platform's utilization at CSTIs
- Consider creating regional/ sectoral chapters of CSTIs, where identified CSTIs can become mentors and act as a supporting arm of the commission in its endeavour to strengthen training institutions

In addition, we shall follow up on the suggestions of the Hon'ble PM and Principal Secretary to PM, for strengthening training institutions. In line with PM's vision of whole of government approach and desiloisation, CBC will strive to promote improved coordination and collaboration amongst training institutes, including exchange of ideas and best practices for continuous improvement. CBC will also endeavour to focus on capacity building through behavioural skills as well as on technology focused trainings to ensure that civil service officials are equipped with the necessary skills to adapt to changes.

b. Institutionalise National Training Conclave

CBC is proud that the National Training Conclave 2023 emerged as a vibrant platform for learning, collaboration and growth. The Commission, as per the Hon'ble PM's guidance looks forward to institutionalising the Conclave, leading to a more efficient and skilled workforce.



WAY AHEAD : Scaling up accreditation on NSCSTI and Quality improvements of CSTIs





Date: 11 June 2023, Sunday
Venue: Amphitheatre, ITPO, Pragati Maidan, New Delhi



CAPACITY
BUILDING
COMMISSION



NATIONAL
TRAINING
CONCLAVE 2023



Annexure – Briefs on panel discussion topics



Need for Training Needs Assessment (TNA) in Civil Service Training Institutions (CSTIs)

For an institute, it is important to examine the present training program, course content and identify the need to update the same. TNA is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI). This pillar aims to measure trainees' current competency levels and help identify training needs at the individual or the program level. The insights from the TNA process are utilised by the institute in designing and revising training programs.

Features of Training Needs Assessment pillar of NSCSTI Framework



Enabling TNA process

- Develop in-house capacity to conduct TNA periodically

Design Courses based on TNA

- Develop and redesign courses based on TNA analysis
- Follow standard process to develop all courses based on identified functional, behavioral and domain competencies

Networking

- Identify training needs through collaboration with Ministry/ Department/ Organization (MDOs)
- Partner with national institutes for implementing TNA

Steps in TNA implementation ²

Step 1:

- Develop Questionnaire
- Identify competencies through competency mapping
- Associate with an external TNA expert
- Design questionnaire

Step 2:

- Conduct Survey
- Define length and breadth of the survey/ geographical area
- Define sample size and involve multiple stakeholders
- Define and formalize SOP for conducting TNA

Step 3:

- Critically assess insights of the survey
- Analyze gathered data
- Bring out relevant insights
- Critical analysis of insights through sub-committee and focus groups

Step 4:

- Seek approval
- Present recommendations to apex committee/ academic board
- Present recommendations and seek approval from the concerned Ministry or Department

¹NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf
As adopted by Sardar Valabbhai Patel National Police Academy (SVPNPA)

²Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions





What can CSTIs do in Shortshort-term to imbibe implement TNA³

- **Build in-house capacity** to conduct TNA by training faculty & staff members
- Set **Standard Operating Procedure** (SOP) for conducting TNA
- **Involve multiple stakeholders** such as MDOs, citizens and subject matter experts for TNA
- **Gather TNA data** through multiple data collection methods such as surveys, focus groups and interviews

What can CSTIs do in Longlong-term to implement imbibe TNA³

- **Design and update all courses** based on the outcomes and analysis of TNA
 - **Regularly update training plan** to ensure relevance and effectiveness
 - **Conduct TNA once a year** for every batch for all induction and mid-career training programmes based on the TNA steps provided in the report
-
- **Formalize standard operating procedure** for updating of courses, content and delivery mechanism

³Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions

Promotion of Knowledge Sharing



Need for Knowledge Sharing in Civil Service Training Institutions (CSTIs)

Knowledge sharing is crucial in civil service training institutions (CSTIs) as it enables the sharing of course materials, resources, and expertise among faculty members. It promotes collaboration, avoids duplication of efforts, and ensures a consistent and high-quality learning experience for trainees. Additionally, it helps leverage collective knowledge and experience to address diverse training needs effectively

Collaboration (& Knowledge sharing) is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI) . This pillar aims to capture the extent to which CSTIs collaborate and share resources among themselves as well as other institutes to ensure a collective learning ecosystem.

Key components of the Collaboration pillar



Knowledge Sharing

- Engage in course sharing & build collective knowledge pool
- Utilize and contribute to the repository of course materials

Resource Sharing

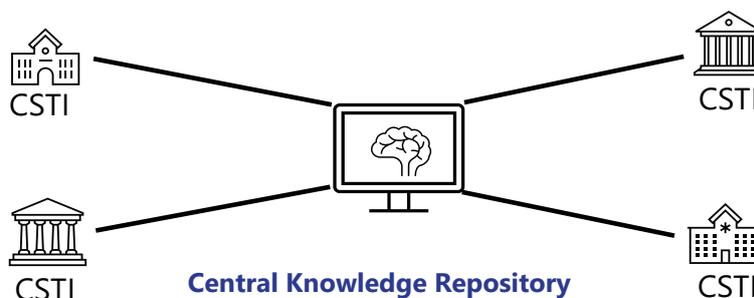
- Leverage faculty from other institutes to deliver trainings
- Share resources with other institutes (faculty, course & content, Infrastructure, etc.)

Networking

- Conduct and participate in networking events

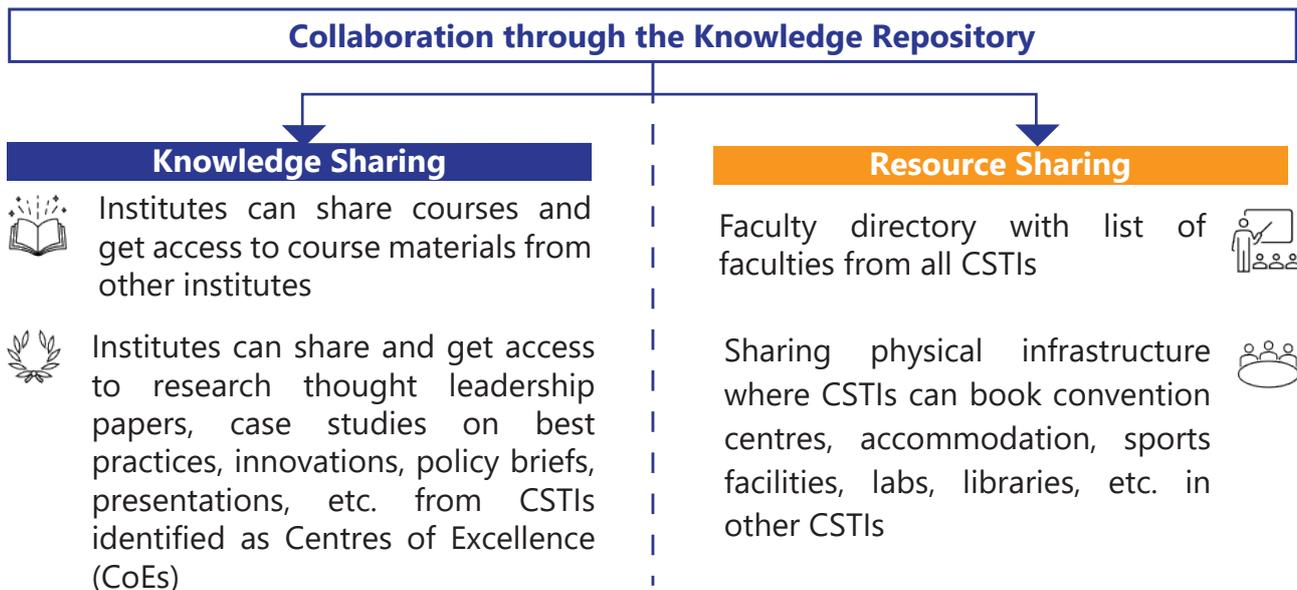
Knowledge Repository for CSTIs:

Knowledge Repository is an upcoming digital platform to facilitate collaboration among CSTIs. Knowledge Repository will serve as a centralized platform to store, organize, and disseminate relevant knowledge, resources, and best practices. It will help CSTIs in leveraging and sharing information and resources that can enhance the quality and effectiveness of their training programs. With this platform institute will be able to share/get access to knowledge & resources with/from other institutes.



¹NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf





What can institutes do in the short- term to improve knowledge sharing ²

- **Identify the courses which can be digitalised and shared** with other institutes
- **Participate in networking events** held by other training institutes
- **Prepare event calendar** for networking events/ webinars that can be conducted and participated in the academic year
- **Prepare and publish exhaustive list of institute resources** that can be shared (faculty, hostels, labs, teaching infrastructure, etc.)
- **Digitalize knowledge resources** (research papers, best practices, case studies, thought leadership papers, etc.)
- **Form a working group** with CSTIs with common interest and identify the scope of knowledge sharing

What can institutes do in the long-term to improve knowledge sharing²

- **Partnership with other CSTIs** with relevant expertise to conduct and deliver trainings
- **Conduct networking events** with institutes of similar domain
- **Develop and share case studies** on best practices followed by the institute
- **Create forums** and other communication channels to facilitate interaction between faculty of other institutes
- **Utilize and contribute to the Knowledge Repository** by sharing knowledge resources and physical infrastructure
- **Knowledge Exchange Programs:** Enable faculty, trainee and staff from partner CSTIs to participate in a systematised exchange program

²Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions



Need of Training Impact Assessment in Civil Service Training Institutions (CSTIs)

Training impact Assessment is crucial for Civil Service Training Institutions (CSTIs) as it allows them to measure the effectiveness of their programs, identify areas of improvement, and ensure that resources are allocated efficiently to maximize the impact of training on the performance and development of civil servants

Training Evaluation & Quality Assurance is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI) . This pillar aims to capture the extent to which institutes conduct training evaluation and subsequently use that analysis to improve course quality.

Key components Training Evaluation & Quality Assurance Pillar



Process & extent of training evaluation

- Standard Operating Procedure (SOP) to conduct training evaluation
- Stages at which to conduct evaluation: Pre, post and during training
- Measuring utilization of financial resources for training

Stakeholder involvement in training evaluation

- Leverage internal & external resources for training evaluation
- Involving multiple stakeholders in process: MDO, Citizen, etc.

Continuous improvement through outcome of training evaluation

- Using data from training evaluation to modify training programs and training delivery

Standard models for training impact Assessment

1. **The Kirkpatrick model**² is used for evaluating the effectiveness of training programs. The model consists of four levels of evaluation, each building on the previous one. Level 1 – Reaction, Level 2 – Learning, Level 3 – Behaviour and Level 4 – Results

2. **CIRO model**³ is a popular approach used for evaluating short term training programs. The four steps of evaluation include Content, Input, Reaction, Output (CIRO). The model helps to assess the effectiveness of training initiatives and their impact on organizational performance. The model provides a comprehensive framework for analyzing the various elements of a training program

3. **Will Thalheimer's Learning-Transfer Evaluation Model (LTEM)**⁴ is a renowned model used to evaluate the effectiveness of training programs. Thalheimer's updated model consists of 7 levels of evaluation Level 0: Did not participate, Level 1: Attendance, Level 2: Completion, Level 3: Competence, Level 4: Performance, Level 5: Transfer, Level 6: Business results

¹NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf

²The model was developed by Donald Kirkpatrick and later revised by Roger Hamblin

³Warr, P. B., Bird, M. W., & Rackham, N. (1970). Evaluation of management training: A practical framework, with cases, for evaluating training needs and results

⁴Thalheimer, W. (2018). The learning-transfer evaluation model. Worklearning. com. Viewed at <https://www.worklearning.com/wp-content/uploads/2018/02/Thalheimer-The-Learning-Transfer-Evaluation-Model-Report-for-LTEM-v11a-002.pdf>.





4. The Learning Transfer Application Implementation Extension External Evaluation Model (L-TAIE3M) – a customized model for CSTIs:

The Learning Transfer Application Implementation Extension External Evaluation Model (L-TAIE3M) is an extension of the Will Thalheimer's Learning-Transfer Evaluation Model (LTEM). **This model is specialised for measuring training impact of civil service official trainings.**

- External review of values:** Engage independent third-party to assess the effectiveness, relevance, and impact of a training program.
- Extension:** Assess the extension by trainees. It takes many forms, such as attending advanced courses, seeking practical experience, receiving mentoring, networking & peer-learning
- Application:** Evaluate the use of the knowledge, skills, and experiences gained through a particular training program in real-world situations.
- Implementation:** Evaluating whether the training program has achieved its intended goals and outcomes.

What can institutes do in the short term for effective training impact Assessment⁵

- | | | |
|---|--|--|
| ● Conduct training Assessment for all core courses | ● Conduct evaluations at multiple stages for all core courses (pre post & during training) | ● Evaluate the transfer of learning through a variety of evaluation methods (feedback, survey, etc.) |
| ● Clearly define the objectives and learning outcomes for all trainings | ● Identify and use appropriate standardized evaluation tools (such as LTEM, Hamblin -Kirkpatrick model, LTAIE3M, CIRO, etc.) | ● Use training programs evaluation results to make improvements |

What can institutes do in long term for effective training impact Assessment⁵

- | | | |
|--|--|--|
| ● Measure the impact of training as per functional, domain and behavioural competency | ● Evolve the mechanism to involve multiple stakeholders (faculty, trainee, MDOs, and citizens) | ● Partner and collaborate with other training, academic and research institutions for training impact evaluation (e.g., IIM, ISB, IIT, SVPNPA, etc.) |
| ● Analyse data to determine the effectiveness of the training program. Identify the gaps and improve course and curriculum | ● Measure impact of training on Ministry Department Organisation (MDO), citizens and external other stakeholders | ● Empanel third party entities for training impact Assessment |
- Foster a culture of continuous improvement (set vision & outcomes, share & communicate results, reward improvement efforts, Iterate & refine)

⁵ Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions



Need of Resource Training Targets in Civil Service Training Institutions (CSTIs)

Strategic Resource planning is crucial for Civil Service Training Institutions (CSTIs) as it maps faculty to programmes, ensures diversity, and promotes adequate teaching and research to ensure higher productivity. The key strategic resources for a CSTI are soft infrastructure, physical infrastructure and human resources.

Resource Training Targets is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI). This pillar aims to capture the extent to which institutes maintain adequate resources, and adhere to the norms of strategic work force planning.

Key components Resource and Training Targets Pillar



Human Capital Planning and Deployment

- Norms on strategic manpower planning
- Maintains distinct standards of qualification of faculty based on their engagement
- Defined guidelines on the overall faculty sufficiency
- Diverse backgrounds of faculty

Deployment targets

- Maintaining faculty engagement in scholarly and teaching activities

Training Targets

- Setting training person days targets for Group A, B & C officers

Standard steps for strategic human resource planning ²

- 1. Assessing the current human resource capacity:** The institute to map the background, qualification, location, skill set, contribution in scholarly activities, certification courses etc. of the faculty.
- 2. Future forecasting:** Institute should identify future trends and the qualities of faculty that would be most suitable for their institute, given the strategic goals of the institute, emerging trends, advancement of trainings etc. A realistic forecast of human resources involves the estimation of both supply and demand. Important questions that the forecasting should include are:
 - How many faculty and staff will be required to achieve the strategic goals of the institute?
 - What new trainings are required to upskill the faculty based on the identified gaps?

¹NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf
²Ulferts, G., Wirtz, P. and Peterson, E., 2009. Strategic human resource planning in academia. *American Journal of Business Education (AJBE)*, 2(7), pp.1-10.





3. **Gap analysis:** The next step is to determine the gap between where the institute wants to be in the future and where it is now. The gap analysis includes identifying the number of faculty/staff and the skills and abilities required in the future. To identify the gaps the following questions:
 - What are the new skills and abilities required?
 - Are employees currently being utilized to their best capacity?
 - Do we have enough faculty/staff?
 - Are current human resource management practices adequate for future needs?
4. **Developing human resource strategies to support the institute's goal:**
 - a. **Training and development strategies**
 - Identify trainings for faculty/staff to take up new roles
 - Providing current faculty and staff with development opportunities to prepare them for future jobs. This may involve sending individuals to take courses or certificates. Many training and development needs can be met through the Faculty Development programs.
 - b. **Faculty selection strategies: Institute should follow the steps to select faculty based on the guidelines on selection, appointment, and development**
 - c. **Diverse background of faculty strategies:**
 - Institute should nominate faculty to attend workshops, seminars, submits to establish networks with subject matter experts and private sector experts.
 - Allowing faculty/staff to visit other organizations to gain skills and insight
 - Faculty should collaborate with other CSTIs to leverage resources, trainings, infrastructure with sister institutes training similar cadres, location etc.

What can institutes do in short term for Resource and Training Targets? ³

- | | | |
|--|---|--|
| <ul style="list-style-type: none">● Maintain data on background, skill set, qualification, location etc of the entire faculty. | <ul style="list-style-type: none">● Define annual training person-days targets for Group A,B and C officers at the institute to which it is mandated to train | <ul style="list-style-type: none">● Collaborate and utilise existing physical and soft infrastructure with relevant CSTIs for conducting training activities |
|--|---|--|
- Prepare roles and responsibilities of training (faculty) and non-training staff (admin).

What can institutes do in long term for Resource and Training Targets? ³

- | | | |
|--|--|---|
| <ul style="list-style-type: none">● Undertake corrective measures to ensure target set for training of Group A, B and C officers at the institute is achieved. | <ul style="list-style-type: none">● Utilize and contribute to repositories for leveraging knowledge resources and physical infrastructure to conduct and deliver trainings | <ul style="list-style-type: none">● Maintain and track adherence to the diverse pool of faculty from academia, practitioners, industry experts, civil society etc |
|--|--|---|
- Seek appropriate delegation of financial and non-financial power/ approval from the competent authority for on boarding guest faculty
- | | |
|--|--|
| <ul style="list-style-type: none">● Create/utilise databanks for strategic resource planning and maintaining human resource database | <ul style="list-style-type: none">● Maintain distinct standards on engagement in scholarly and teaching activities |
|--|--|

³ Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions



Need for Faculty Development in Civil Service Training Institutions (CSTIs)

For an institute it is important to appoint highly skilled faculty and ensure their stable tenure, efficient utilization, and development. Faculty Development is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI). This pillar aims to enhance the capacities of faculty in a training institute by following three stages:

I. Faculty selection and appointment, II. Faculty Development and III. Faculty assessment.

Faculty Development Programs (FDPs) are important to prepare faculties, who can train officials of diverse age groups and experience. FDPs provide training and coaching to practitioners and external faculty on adult learning and co-creating content. FDPs developed can be customised as per the level of trainings required for a faculty.

Key components of faculty development



Faculty selection and appointment

- Systematic screening and selection criteria for full-time and guest faculty

Faculty Development Program (FDP)

- Design and conduct FDPs
- Improve participation in FDPs
- Address capacity gaps of faculty
- Training on instructional/learning design methodologies
- Structured mechanisms in place for promoting intra and inter- institute faculty knowledge sharing

Faculty assessment mechanism

- Post appointment assessment mechanisms to evaluate effectiveness

A step by step to conduct Faculty Development Programs

An institute should form a Faculty Development Committee that may consist of 3-4 members. Their key responsibilities will be:

- Identify the area of content and duration which needs dedicated FDP for the faculty
- Coordinate with knowledge partners to conduct and design FDPs
- Ensure sustained participation in the FDP at the institute

Conduct a Training Needs Analysis (TNA)

To identify training needs of target audience such as content type and level of training required





Determine program options

- In house: orientation trainings for setting the context and expectations from the institute
- Central: Trainings by CSTIs/PSUs/public institutions on domain specific topics (e.g., MSME, defence etc) and functional (research skills, writing etc.).
- External*: FDPs offered by IIMs, ISBs etc. on course design, adult learning principles

Determine program type

- Orientation training: Setting context during onboarding
- Induction training: Generic and management skills, Instructional design training, Teaching and management skills etc
- Regular training: On-field knowledge, attitudinal attributes, subject matter
- Refresher training: Subject matter, cross-functional
- Progressive training: advanced leadership skills, modern training methodologies

Mechanisms for assessment of program effectiveness

Define mechanisms to measure program effectiveness and the procedure for continuous assessment and evaluation

What can institutes do in short term for improving the Faculty in all CSTIs²

- Design a one-day orientation program for newly appointed faculty
- Monitor and evaluate the staff utilization at regular intervals
- Conduct domain related training at regular intervals and instructional design training for the faculty
- Evaluate the selection process of the appointed faculty through feedback forms
- Conduct formal/in-formal knowledge sharing programs like faculty clubs, faculty lounge, workshops, seminars etc.

What can institutes do in long term for improving the Faculty in all CSTIs²

- Maintain a ratio of practitioners to external experts as 70:30 or 60:40
- Apply scientific tests as a tool to evaluate the faculty during the selection
- Monitor and track participation in the FDPs
- Conduct external FDP with empanelled knowledge partners

²Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions

*CBC will empanel knowledge partners who will conduct external FDPs in the CSTIs

#The trainings mentioned are indicative in nature



Need for Digitalisation in Civil Service Training Institutions (CSTIs)

Phygital (physical+digital) ecosystem will encourage a blended mode of training delivery. It will include self-paced and need-based virtual learning that allows for better utilization of in-class time to engage in real world application of the content being taught in the CSTIs. Digital infrastructure is required to conduct online trainings that can be shared with officers across services and geographies.

Digitalisation is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI)¹. This pillar captures the extent to which the CSTIs are equipped with blended learning infrastructure while ensuring digital availability of training material.

Key components of Digitalisation pillar



Digitalisation

Enabling Physical plus Digital Training

- Build capacity for **phygital mode of learning**
- **Develop digital channels** of interaction and collaboration such as chatrooms, webinars, digital case studies, simulations.
- Train faculty for **blended training delivery**
- **Create digital/e-learning content**

Promotion of digital learning

- **Create or collaborate for use of Digital Learning Labs (DLL)**
- Create e-learning modules **for iGoT**
- **Convert suitable existing physical course** content to online content

Blended learning course design

- Utilize different **learning delivery methods** such on-site learning, instructor led courses, etc.

A step-by-step guide to create e-learning modules

Feasibility study

- Check the possibility of converting existing content
- If required create new content

Determine Learning Objectives

- Create specific and measurable learning objectives

Create an Outline

- Draft an outline for the topics to be covered to ensure a logical flow of information

Analyze content

- Draft an outline for the topics to be covered to ensure a logical flow of information

¹NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf





Course Introduction

- How the course is organized, and what can the trainees expect
- Special instructions related to assignments, quizzes etc.
- Expectations for trainee engagement

Writing the Script

- A detailed version of the outline, including what voiceover needs to be recorded
- Inclusion of visual tools for enhanced engagement

Digital Course Creation

- Create a storyboard
- Design team develops a prototype module
- Develop course related multimedia (graphics, simulations, video/audio)
- Complete version 1 of draft online course
- SMEs to provide initial feedback
- Complete beta testing and final modifications
- Create final course

What can institutes do in short term to enable & promote phygital in all CSTIs²

• Identify courses that can be converted into digital format and can be uploaded on iGoT

• Training of faculty & staff members to convert existing courses, and create new digital/online courses

• Actively collaborate with other CSTIs like ISTM to leverage training from existing Digital Learning Lab (DLL)

• Orientation training on iGoT for all faculty & staff members

• Design e-learning content based on content framework and evaluation standards of CBC/iGoT

• Prepare model RFPs for procuring e- learning agencies to create e-learning content for the institutes

What can institutes do in long term to enable & promote phygital in all CSTIs²

Create Digital Learning Labs (DLL) in hub & spoke model across suitable CSTIs

Empanel e-learning agencies to prepare e-learning courses for the CSTIs

²Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions



Need for effective operations and governance in CSTI

Effective operations and governance in civil service training institutions helps establish clear structures, processes, and accountability mechanisms, fostering transparency, fairness, and effective decision-making. This ultimately leads to development of competent and skilled officers.

Operations & Governance is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI). This pillar determines the type of practices that promote transparency in all administrative processes of the training institute. It also determines the degree of independence of the training institute in engaging various stakeholders, course content design, procurement of goods and services etc.

Key components of Operations & Governance pillar



Enabling Financial, Administrative & Academic functions

- Procurement of goods & services for institutes
- Enable training course and content updation & revision
- Enable recruitment of full time, part time & guest faculty

Improvement in training infrastructure

- Enable infrastructure to deliver all training needs

Internal operations & KPIs

- Set Standard Operating Procedure (SOP) & Key Performance Indicators (KPI) for staff (including resource planning)

Green infrastructure

- Promoting green infrastructure & reduce carbon footprint

Model aspirational internal governance structure for CSTIs

An ideal institute has three governance apex bodies: General Body, Executive board Board and Academic council Council (nomenclature for these bodies may vary). The indicative functions of these bodies are as follows:

1. **General Body:** The Governing Body is unambiguously and collectively responsible for overseeing the institution's activities. General body consist of institute director, Ministry Department Organisation (MDO) representative, Eminent Academicians, Experienced civil servants, Alumni Representatives and individuals. The principal functions of the General Body are:
 - a. Determining and reviewing the training character & mission of the Institute
 - b. Approving a strategy for the institute and ensuring that funds are spent appropriately
 - c. Approving annual estimates of income and expenditure





2. **Executive Board:** The Executive Council is the authority that takes all executive decisions and implement them. It consists of the Director as its Chairperson, Joint /Deputy Directors, Representatives of the faculty, representatives from affiliated institutions (if any), MDO representative, and external experts. The principal functions of the Executive Council are:
 - a. Institutionalising SOPs which govern and regulate the operations of all sub-systems of the Institute
 - b. Control of the finances and estate and supervision of institute and affiliated institutes
 - c. Management of personnel (recruitment, promotion, conditions of service, welfare)
 - d. Redressal of grievances of teachers, staff, and trainees.
3. **Academic Council:** The Academic Council is the principal academic authority of the Institute. It consists of Director, Joint/ Deputy Directors, Associate Directors, all heads of departments, external members (senior academicians), and in several cases, also of representatives of trainees. The principal functions of the Academic Council are:
 - a. Laying down the academic policies of the Institute
 - b. Supervision over the implementation of the academic policy and giving directions on methods of instruction, evaluation of research and improvements in academic standards
 - c. Inter-faculty coordination for joint projects, programmes, etc.
 - d. Recommending SOP and policies concerning all academic matters
 - e. Conducting TNA and training impact evaluation

The institute may form additional functional governance committee under the executive board and academic council such as procurement committee, Faculty recruitment & development committee, etc.

What can institutes do in short term for effective operations & governance²

- | | | |
|---|--|--|
| ● Set training targets and periodically share with relevant stakeholder (MDOs, faculty) | ● Undertake infrastructure assessment/audit for trainee needs | ● Define and measure utilization for faculty in terms of scholarly & teaching activities |
| ● Set up dedicated team for data collection (training, faculty, finance, etc.) & management | ● Leadership training programs for development of capable leaders & administrators | ● Promote mission LiFE within institute |

What can institutes do in long term for effective operations & governance²

- | | | |
|--|---|--|
| ● Undertake income generation activities to move towards financial independence | ● Publish annual report and share with all relevant stakeholders | ● Set KPIs for the institute & faculties, like training effectiveness, trainee satisfaction, utilization, cost - effectiveness, and continuous improvement |
| ● Reduce carbon footprint of institute through various interventions (solar power generation, rainwater harvesting, plastic free campus, etc.) | ● Engage multiple stakeholders such as civil servants, policymakers, and other stakeholders in the governance process of institutions | ● Develop SOP for training evaluation & quality assurance to ensure the delivery of high-quality training programs |



What are competencies?

Competency is a set of demonstrable characteristics and skills that enable, and improve the efficiency of, performance of a job. (Lyle & Signe, 1993).

Typically competencies encompass behavioural and technical attributes, organisation mandated knowledge and domain expertise. (IAEA,2020). A person needs three things to work - right attitude, right skills and right knowledge; competencies are a combination of these three critical aspects that enable an individual to perform a job or task effectively.

Leveraging competency for healthy civil services

a. Competencies at the onset of one's career

Civil Service Officials play an instrumental role in helping the nation achieve its National Priorities. Thus, it becomes imperative for each official to possess certain competencies from the beginning of their careers. This indispensable set of competencies (mostly behavioural and functional, which cut across all spheres) should be universally identified and imparted during initial trainings. These are values which serve as a guiding light throughout their careers, assisting them in obtaining role-based domain competencies.

b. Mapping of competencies to match expectations of roles

For every government position, there are specific roles, each role has activities associated with it and accomplishing each activity requires certain competencies. There is a need for a framework that would map the roles and activities corresponding to every government position with their desired competencies (across behavioural attributes, functional skills, and domain knowledge).

c. Using competency for deputations and career progression

Each competency should have multiple levels of proficiency, organized in a stepwise manner depicting gradual progression from one level to the other. Thus, civil service officials would gain new competencies and evolve while simultaneously progressing in their careers.

Through the intended framework, civil service officials would gain clarity of the roles, activities and competencies which are essential to effectively deliver on the outcomes expected from them with respect to their current or future positions in government. The intended framework will enable establishment of testing arrangements to assess and identify competency gaps.





Short term interventions

- Conducting periodic competency-based assessments for civil service officers to assess their existing skill sets and skill gaps.
- Mandating yearly/quarterly learning hours for civil service officers and ensuring a significant proportion of capacity building through digital learning (i.e, iGOT) to ensure continuous learning.
- Developing content aligned with the identified competencies.
- Mapping existing and future training courses in the ecosystem for the competencies identified.

Long term interventions

- **Competency based Training and Development:** Embedding competencies in capacity building interventions for all civil service officers throughout their employment.
- **Career Development:** Identifying competency requirements at multiple stages of their career to enable career progression of civil service officials that is aligned with professional aspirations.
- **Recruitment and Selection:** Utilizing the standardized competencies for recruitment and selection of civil service officers across levels of bureaucracy.
- **Performance Management:** Integrating competencies with the templates (APAR), portals and platforms (SPARROW) to enable tracking and monitoring against an objective evaluation criterion.
- **Mobility and Employee Transfers:** Utilizing the competencies to create an expert pool with their fields of interest that will serve as a framework to guide employee mobility & transfers.
- **Incentives:** Implementing institutional incentives for individuals to undertake training.
- Establishing institutional **mechanisms for developing civil service officials as specialists and experts** in domain areas.