



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)., Tthe 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

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





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

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| ● 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

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| ● 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 |