



CAPACITY BUILDING COMMISSION

Annual Capacity Building Plan

कौशल विकास और उद्यमशीलता मंत्रालय
Ministry of Skill Development
And Entrepreneurship





Capacity Building Commission

22nd Floor, Jawahar Vyapar Bhawan, Tolstoy
Marg, New Delhi-110001



List of Abbreviations

A/SO	Assistant/ Section officer
ACBP	Annual Capacity Building Plan
ADB	Asian Development Bank
AjNIFM	Arun Jaitley National Institute of Financial management
AS	Additional Secretary
ASCI	Administrative Staff College of India
CAN	Capacity Need Analysis
CBC	Capacity Building Commission
CBP	Capacity Building Plan
CBU	Capacity Building Unit
CCS	Central civil services (Classification, Control and Appeal) Rules
CSTARI	Central Staff Training and Research Institute
DGT	Directorate General of Training
DJSS	Directorate of Jan Shikshan Sansthan
DoE	Department of Expenditure
FRAC	Framework of Roles, Activities, and Competencies
GeM	Government e-marketplace
GeM	Government-marketplace
GFR	General Financial Rules
GoI	Government of India
GST	Goods and Services Tax
IGOT	Integrated Government Online Training
IIE	Indian Institute of Entrepreneurship
IIM	Indian Institutes of Management
IIMC	Indian Institute of Mass communication
IIPA	Indian Institute of Public Administration
IIT	Indian Institutes of Technology
ISB	India School of Business
ISTM	Institute of Secretariat Training and Management
JS	Joint Secretary



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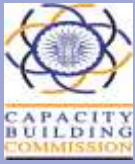


LBSNAA	Lal Bahadur Shastri National Academy of Administration
LS Sectt/ RS Sectt	Lok Sabha/ Rajya Sabha secretariat
MDO	Ministry, Department, Organization
MoPA	Ministry of Parliamentary Affairs
MSDE	Ministry of Skill Development and Entrepreneurship
NCVET	National Council for Vocational Education and Training
NIEPA	National Institute of Educational Planning and Administration
NIESBUD	National Institute of Entrepreneurship and Small Business Development
NIMI	National Instructional Media Institute
NSDC	National Skill Development Corporation
NSDF	National Skill Development Fund
NSTI	National Skill Training Institute
PFMS	Public Financial management system
PMHRC	Prime Minister's Public Human Resource Council
RDSDE	Directorate of Skill Development & Entrepreneurship
RTI	Right to information
SSC	Skill Councils
TNA	Training needs analysis
ToR	Terms of Reference
UK/USA	United Kingdom/ United States of America
YASHADA	Yashwantrao Chavan Academy of Development Administration



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1. Executive Summary

1.1 Context

The Union Government launched Mission Karmayogi, also referred to as the National Programme for Civil Services Capacity Building (NPCSCB) (the “Programme”), in September 2020. The programme aims to create a professional, competent, well-trained, and future ready civil service through extensive capacity building, and is based on the philosophy of creating an ecosystem of “competency driven training and human resource management” by transitioning from a 'rules-based' system to a 'roles-based' system”. Under this Programme, Capacity Building Commission (CBC) has been set up for functional supervision of civil services training institutions and is currently conceptualizing and developing Capacity Building Plans (CBPs) for the identified pilot Ministries that includes the Ministry of Skill Development and Entrepreneurship (MSDE).

1.1.1 Annual Capacity Building Plan (ACBP)

The Annual Capacity Building Plan (ACBP) is a comprehensive strategic document that outlines key strategic areas that require intervention within the MDO and provides a macro picture of year-wise capacity building initiatives that cater to those areas. The plan is incremental in nature in that it identifies a few focus areas that demand immediate attention and will gradually evolve over time into a full-fledged plan. The plan follows a cyclical process of preparation as it involves working in tandem with all departments, divisions and zonal/regional within the MDO. Usually, under the strategic direction of the leadership of the MDO, the plan is unfolded phase-wise wherein a few institutes/divisions are selected for capacity building in the first phase of the exercise.

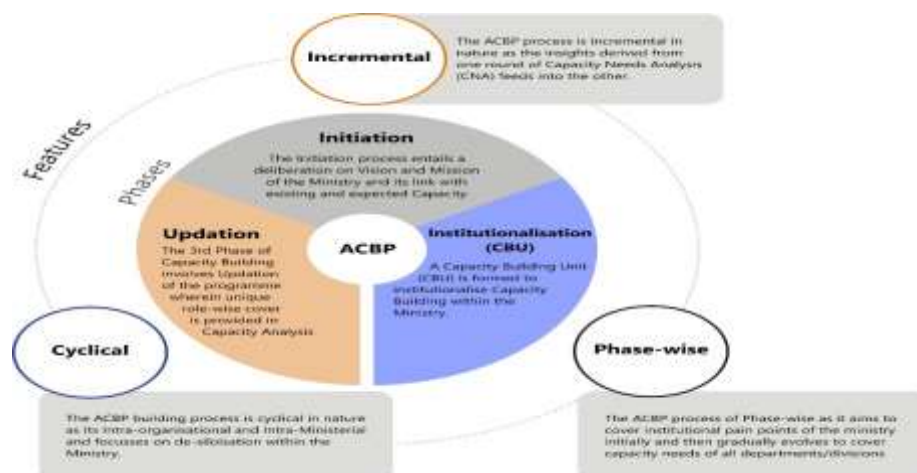


Figure 1: ACBP Process flow

Under the aegis of this highly aspirational initiative, the CBC aims to facilitate the creation of Annual Capacity Building Plans (ACBPs) for all Ministries, Departments, and Organizations (MDOs) of Government of India (GoI) to enhance competency and efficacy at all the levels - individual, organizational, and institutional. Constituted in 2021, CBC is the custodian of the civil services capacity building initiatives and hence oversees the planning and implementation of Mission Karmayogi programme. Under the programme, it is envisaged to prepare Annual Capacity Building Plans which would enable:

- A 21st century civil service machinery that is focused on delivering Ease of Living, Ease of Doing Business, Citizen Centricity, and Governance Reform at its core.
- A civil service which is aligned with national priorities, and is well apprised and equipped to respond to emerging technologies
- Aligning work allocation of civil servants by matching their competencies to the requirements of the post, enabling a transition from 'Rule-based' to 'Role-based' Human Resource (HR) management framework
- Calibration of civil service positions to a Framework of Roles, Activities, and Competencies (FRAC) approach, to suggest learning content / capacity building intervention relevant to the identified FRAC for different positions
- An opportunity for civil servants to continuously build and strengthen their Behavioral, Functional and Domain competencies in their self-driven and guided learning path.

As highlighted in the image, 'national priorities', 'emerging technologies' and 'citizen centricity' remain the three key lenses of all the interventions planned by CBC, including the Annual Capacity Building Plans. These lenses have been elaborated below.



National Priorities: This lens examines how the MDO contributes to the national priorities. The national priority lens includes goals such as USD 5 Trillion economy for India, Ease of Living etc. The vision, mission, goals, and objectives of the MDO (whose ACBP is being prepared) are studied to ensure that capacity building interventions are aligned towards contributing to achieve national priorities. The ACBP is envisaged to build a roadmap for the concerned MDO to perform its mandate in a more streamlined fashion and build the capacity of not just individual personnel under the MDO, but the overall organization as a whole.

Emerging Technologies- The ACBP and the initiative overall should enhance the capacity of civil servants on emerging technologies. To prepare future-ready civil service, this focus area looks to understand the potential impact and challenges being posed by new



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technology trends in the sector/ domain in which the MDO is operating. The objective of the ACBP is to gauge the capacity the MDO currently has and needs to have in order to respond to such emerging technology trends. Such gaps would be targeted by ACBP to propose relevant capacity building interventions for the MDO.

Citizen centricity- The initiative aims to raise a civil service which promotes citizen centricity and customer serviceability as key focus areas. The ACBP exercise will involve examining MDO's key citizen centric initiatives such as – transparent and effective public delivery, inclusion of citizen inputs during policy/scheme formulation, maintenance of effective grievance redressal system, participatory governance etc. Gaps in citizen centric initiatives, if identified for a MDO, will be targeted by ACBP to address using capacity building interventions at individual and organizational levels.

1.2 ACBP for Ministry of Skill Development and Entrepreneurship (MSDE)

The ACBP preparation process of Ministry of Skill Development and Entrepreneurship (hereby referred to as "The Ministry") began in month of December 2021 with a kick-off meeting held under the leadership of the Secretary, MSDE. It was followed by several interactions with the leadership of the Ministry. Hon'ble Secretary, MSDE furthered inclusion of seven verticals and 12 allied institutions/functional arms and fund, namely: Directorate General of Training (DGT), Indian Institute of Entrepreneurship (IIE), National Institute for Entrepreneurship and Small Business Development (NIESBUD), National Council for Vocational Education and Training (NCVET), Regional Directorate of Skill Development and Entrepreneurship (RDSDE), National Skill Development Council (NSDC), Sector Skills Council (SSC), National Skill Training Institute (NSTI), National Instructional Media Institute (NIMI), Directorate of Jan Shikshan Sansthan (DJSS), and National Skill Development Fund (NSDF). Besides secondary research, primary surveys were carried out to understand various training and capacity building needs across the three competencies. Around 800 officers participated in this exercise across MSDE and the 12 allied institutions. The details and steps of training needs process and analysis is provided further ahead and summary of the same has been presented in para 6 below.

The Ministry envisages implementation of the annual CBP through its Capacity building unit (CBU). This unit was created after the first kick-off meeting with the Secretary, MSDE and presently is headed by a joint secretary. The core mandate of CBU is to collaborate and fulfill implementation needs of various capacity building interventions for the officials of MSDE Ecosystem in consultation with CBC. This unit shall be facilitated by the CBC towards monitoring and evaluation of the implementation exercise. The CBU unit has carried out multiple interventions in the past.

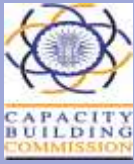
This ACBP exercise is a starting point and a minimum training plan for the ministry and its allied institutions, towards an inward training and capacity building exercise and providing training to others, which are external to the ministry and allied institutions. Andragogy proposed for basic levels of training may largely be online in nature for addressing level 1 needs, others at level II and level III can be provided in online/hybrid or offline mode as deemed essential for training purposes alongside field visits/immersion program for new joiners into the ministry. The training plan as culled out from the needs analysis exercise is presented ahead in section 1.7. Next part of the report explains the process and steps followed for carrying out the needs analysis exercise. A five-step need analysis process was followed for undertaking the TNA exercise, as follows:

Figure 2: Training needs analysis process steps



Source: MSDE ACBP exercise

Data collection and collation



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Data collection and collation exercises were initially targeted to prepare a baseline for training and capacity building at the institutional level. Primary surveys were carried out in a consultative mode and utilizing a structured questionnaire for a self-assessment process. Consultations held were by way of interviews and workshops and across levels within the organization, and as decided by the head of the institution or department. These activities were held to gauge the extent of demand of various competency topics and to chart a unique, role-wise matrix of roles and responsibilities of the officials within the role. This was followed by in-depth consultations with the leadership of the divisions and allied institutions to cull out critical priority and long-term training interventions as well as non-training interventions. Detailed consultations were carried out with zonal heads to measure competency requirements in field offices of the divisions as well as all the sub-divisions. The results of these consultations and data collection exercises were collated and accounted for the representative needs of officials.

Other primary interactions and discussions were held in groups and workshop modes. Collaborative consultations across all departments/verticals of MSDE and allied organizations were undertaken. Discussions with management established the framework for further information gathering from various wings, divisions, and sections of the ministry. The consultations were conducted using a structured format. Free wheel discussions were held with various levels of the employees in the ministry to understand vision, priorities,

existing challenges & possible solutions. Ministry level requirements with respect to competencies, plans were collected, which has provided required inputs, majorly in terms of non-training interventions for improvement of functioning of the ministry.

The CBU unit facilitated the exercise end to end and undertook coordination and analysis to carry out an appropriate capacity building and training needs analysis for MSDE and allied institutions, specifically:

(i) CBU unit has captured the training needs from all organizations/autonomous bodies/divisions/wings under MSDE in the format shared by CBC to MSDE. Annexure 1 provides the template utilized for capturing training needs.

(ii) CBU unit has also organized one-to-one in-depth consultations with the leadership of the various divisions and allied institutions of MSDE and CBC officials. This was to validate training needs captured, understand capacity building interventions, cull out institutional priorities towards short and long-term training interventions and other non-training interventions that are required to support capacity building. Annexure 2 provides it's format, to capture priorities on training after needs analysis.

Validation of Competency Requirements



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Validation of identified competencies was carried out for all the sections with the respective Director or Deputy secretary and head so the verticals at Joint Secretary/OSD/Adviser followed with presentation at the Secretary level. The validation was majorly for concurrence on the identified competencies. Depending on requirements of the ministry, the officials have suggested few additional competencies required for different designations.

At an individual level, for every unique role at the institution, the competency requirements were identified as (i) Domain competency which is related to knowledge and expertise related to the sector, division, and the respective focus areas (ii) Behavioral competency which is related to behavior and soft skills, and (iii) Functional competency include crosscutting needs across MDOs which is related to functional aspects of the division such as administration, financial planning, communication, legal, stakeholder management, technological know-how and other such broad areas of expertise. At an organizational level, the dimensions for capacity building are for non-training interventions, like enhancements to technical systems, processes mapping and improvements, technology and data handling, resources and assets optimization, personnel management, partnerships and stakeholder engagement methods, use and enhancement of digital tools especially for future.

1.3 Quick wins for Ministry of Skill Development and Entrepreneurship (MSDE)

Potential quick wins at MSDE across the MDO that can be taken up in the upcoming quarters are many. CBU may initiate trainings which details training needs as per the ACBP exercise and mentions few institutional providers & non-training interventions. Illustrative examples of quick in interventions are:

Quick-win Training Requirements	Level of Officers or equivalent
Induction module- 'Know your ministry'	All Levels –for incoming officers
Development and making of presentations – Simple and Complex	All Levels – ASO to Additional Secretary Level
Basics of MS – Excel – Use of Tables, Formulae, Sorting, Printing	ASO to Deputy Secretary / Director Level
Drafting different kinds of letters – Punctuation, Formatting, Spacing, Paragraphs etc.	ASO, SO & US levels
General Financial Rules	ASO, SO, US



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Quick-win Training Requirements	Level of Officers or equivalent
Procurement of Goods and Services	ASO to Deputy Secretary / Director Level
Delegation of Financial Power Rules (DFPR)	ASO, SO, US
Conduct Rules	ASO, SO
Teamwork, Behavior towards Colleagues, Seniors and Subordinates, Empathy, Conflict Resolution	All Levels – ASO to Additional Secretary Level/ vertical heads at MDO
Stress Management – Taking care of physical and psychological health	All Levels – ASO to Additional Secretary Level/ vertical heads at MDO
Power BI, Dashboard, use of MIS for report generation, data analysis, data import	ASO to Deputy Secretary / Director Level
Gender Sensitivity	ASO to Deputy Secretary / Director Level
Information Technology issues including basic trouble shooting	ASO, SO, US
Working on GeM portal	ASO to Deputy Secretary / Director Level
Evaluation of Proposals and Reports	ASO, SO, US
Team working & Team Building	All Levels – ASO to Additional Secretary Level
Stress Management	All Levels – ASO to Additional Secretary Level
Budget Process & Procedures	ASO, SO, US
Preparation of FfPs, Eols	ASO, SO, US
Program appraisals	ASO to Director
Entrepreneurship and skill development essential-practice led consideration with industry representatives	ASO to Joint secretary/ vertical heads

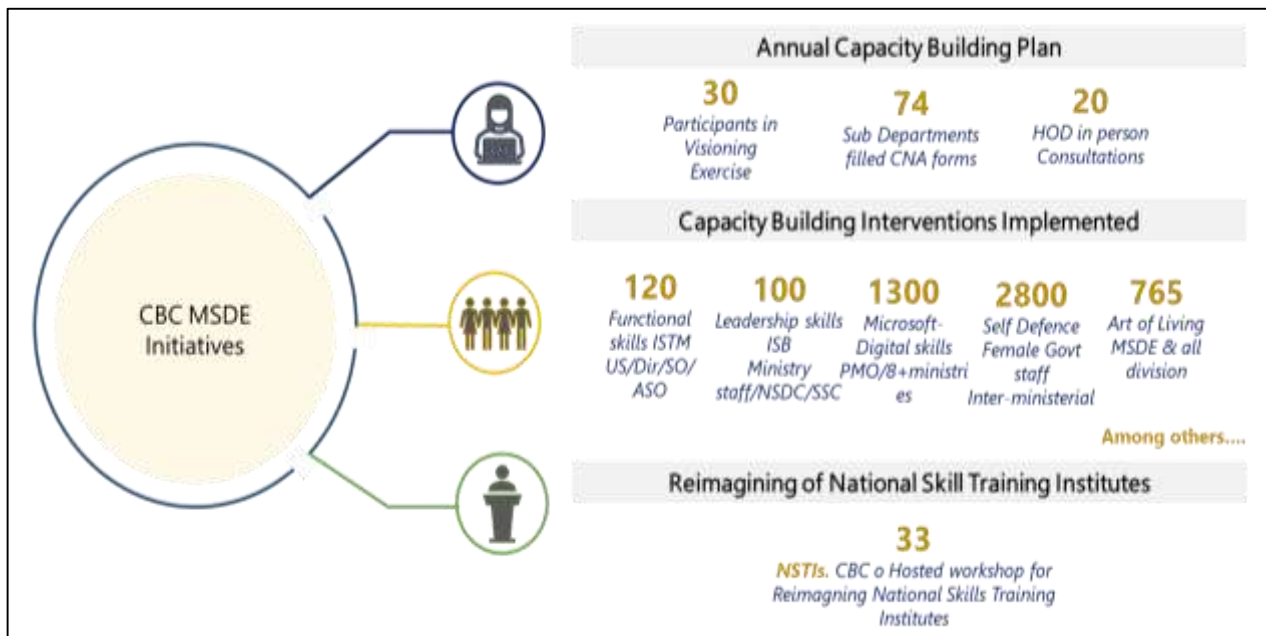
- Designations at the MDO vary. Above representation of designations is largely reflective at the Ministry only. Verticals heads may decide the quick win trainings needed and level of officers.

Non-training quick win interventions

Details
<ul style="list-style-type: none"> • Templatization of domain and sectoral insights and functional activity outcomes relevant to each division, on periodic basis and tracked so that it can serve as building institutional memory

Details
<ul style="list-style-type: none"> • Compendium of vision and mission of the Ministry, Divisions, and associated bodies disseminated to all officials/staff
<ul style="list-style-type: none"> • Booklet listing all technical jargon, abbreviations, common terms of use in domain areas handled by a division • Booklet listing jargon, abbreviations, IT terminologies, and common terms of use inherent within functional skillsets and competencies
<ul style="list-style-type: none"> • Process diagrams and flowcharts of key processes/steps crucial to design, operationalization and implementation of policies, technical sector-based activities, programmes relevant to each division/department
<ul style="list-style-type: none"> • Handover notes in a standard format, upon transfer/retirement/move away from a position

Figure 3: Macro View of Quick wins and overall initiatives



Source: CBU, MSDE

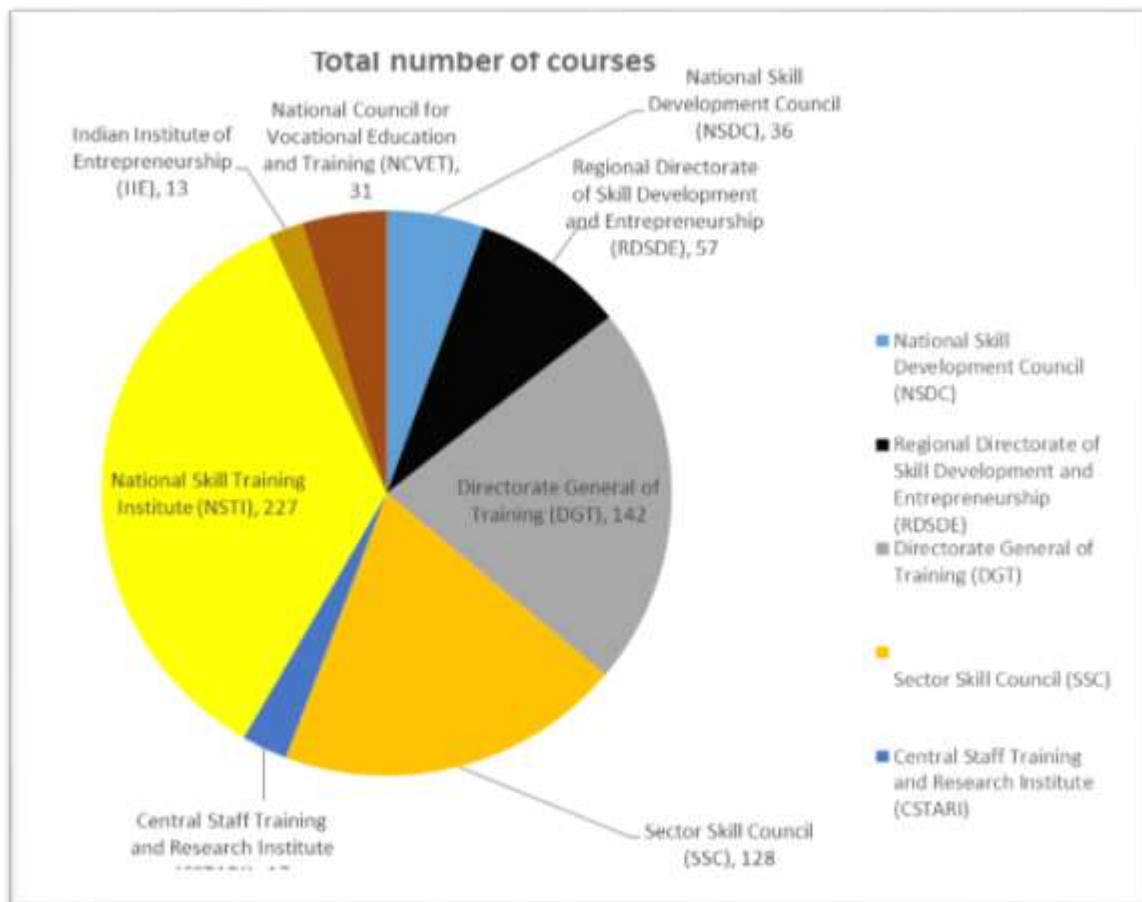
The second round of TNA exercise was undertaken comprehensively through consultations and tabulation exercises with sub-divisional and zonal/regional office heads. These in-depth discussions led to the formulation of an annual training calendar that was more demand based. The insights from both the first and the second round of TNA exercises

formed a basis for the annual training calendar. Furthermore, non-training interventions were also highlighted as part of a holistic capacity building plan and the calendar was signed off by the appropriate authorities within the Ministry.

1.4 Macro picture of Training Needs Analysis (TNA) exercise

Across Ministry's 12 allied institutions and divisions covered for the first iteration of Capacity building within the Ministry, TNA culled out depicts a very equitable division of number of participants reflecting the size of division/training institution. The training exercise also accounted for a strategic selection of participants according to demand. The following chart showcases the bifurcation of number of courses planned for the next 3 years by each division.

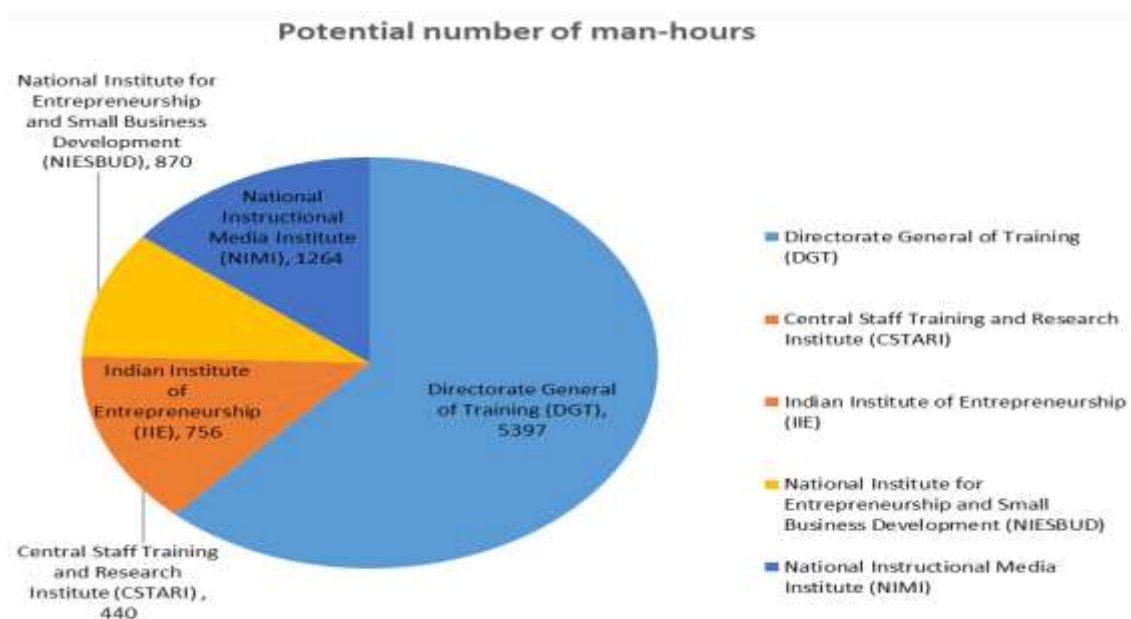
Figure 4: Breakdown of total number of courses stemmed from Training Calendar



Source: Training Need analysis, MSDE

The potential number of training man-hours created from the exercise was also reflective of the size of the allied institute and divisions. The following chart depicts the potential number of training man-days that will be created for the next 3 years.

Figure 5: Breakdown of total number of man-hours stemmed from Training Calendar



Source: Training Need analysis, MSDE

Furthermore, the diverse need also required an assorted mix of training facilitators who can fulfill the same. The infographic below exemplifies how CBC and the Ministry worked together to facilitate a diverse set of training facilitators for competency topics that cut horizontally across divisions and allied institutions in domain, functional and behavioral competencies.

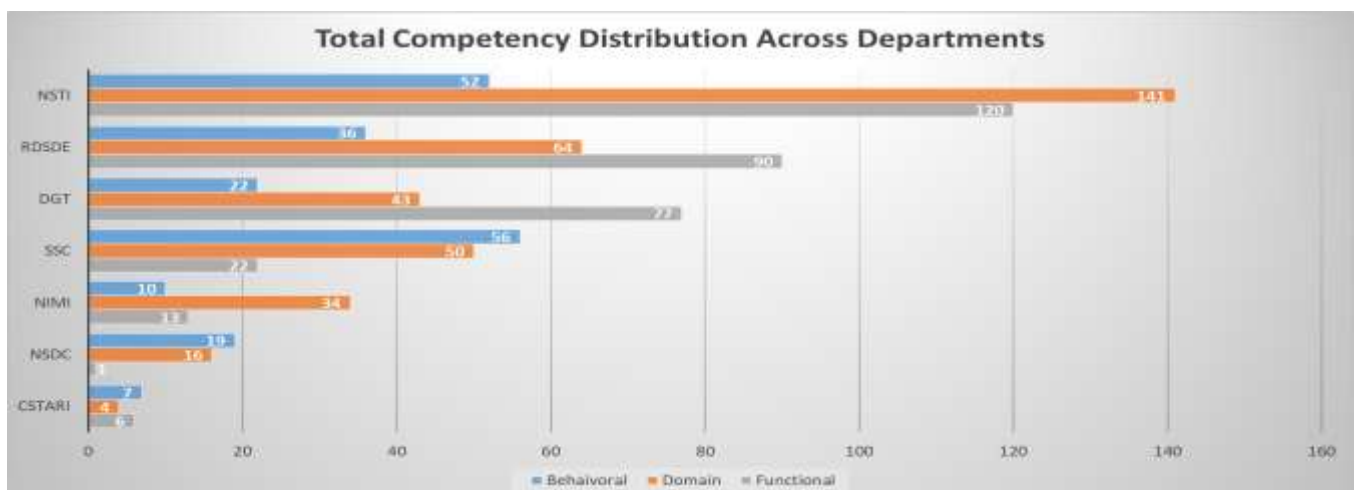
Figure 6: Diversity of training facilitators across divisions

Common Competency Topic	Competency	Training partner 1	Training partner 2	Training partner 3	Training partner 4
Course Content Development	Domain	IIM Calcutta	RSI Content Solutions	NIIT	edX
Cyber Security	Domain	National Informatics Centre	CISCO	IBM	N/A
GeM	Functional	Ministry of Finance	CIPS	ISTM	N/A
Financial Management	Functional	Ministry of Finance	CIPS	N/A	N/A
Stress Management	Behavioral	National Institute of Mental Health	Art of Living	CSTARI	National Productivity Council
Communication Skills	Behavioral	IIM - B	IIPA	CSTARI	ISTM

Source: CBC research

Total man-hours expected undertraining in Year 1, 2 and 3 for allied institutions/divisions of the Ministry are **8727 training man hours**. Broadly, based on the role-based assessment, the competency needs have been identified as follows across the M/DO:

Figure 7: Demand of competencies across divisions





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Source: *Training need analysis, MSDE*

Further, few key priority areas listed by the organizations are presented ahead. These priority areas are common competency topics that cut horizontally across divisions within the Ministry of Skill Development and Entrepreneurship (MSDE). These topics helped divisions prioritize their capacity building programmes. While most of these topics revolve around operational/functional and behavioral competencies such as capability building on GFR Rules, GeM procurement, CCS Pension and Conduct Rules, Communication skills, Stress Management, Leadership skills, E-office, RTI Act, Data Analytics and Interpretation etc., some of the topics also come under the ambit of Domain competencies such as acquaintance with The following tables highlights the common competencies that came out of the TNA exercise in a structured fashion.

1.5 Common competency needs

Capacity Building Commission, conducted a comprehensive Training Needs Analysis (TNA) exercise with all the departments in the Ministry. The data gathered from the TNA exercise was instrumental in providing insights around the demand side of Capacity Building in the entire Ministry. The insights also gave a pattern around the competency needs on an individual level and designation level for officers within the Ministry. Accordingly, training calendar content was prepared and prioritized by the leadership. The following table outlines the common competencies topics across divisions in Ministry of Skill Development and Entrepreneurship (MSDE) among Domain, Functional and Behavioural competencies. These topics have been considered while prioritizing the modules in capacity building programs.

Common competencies across divisions and allied institutions

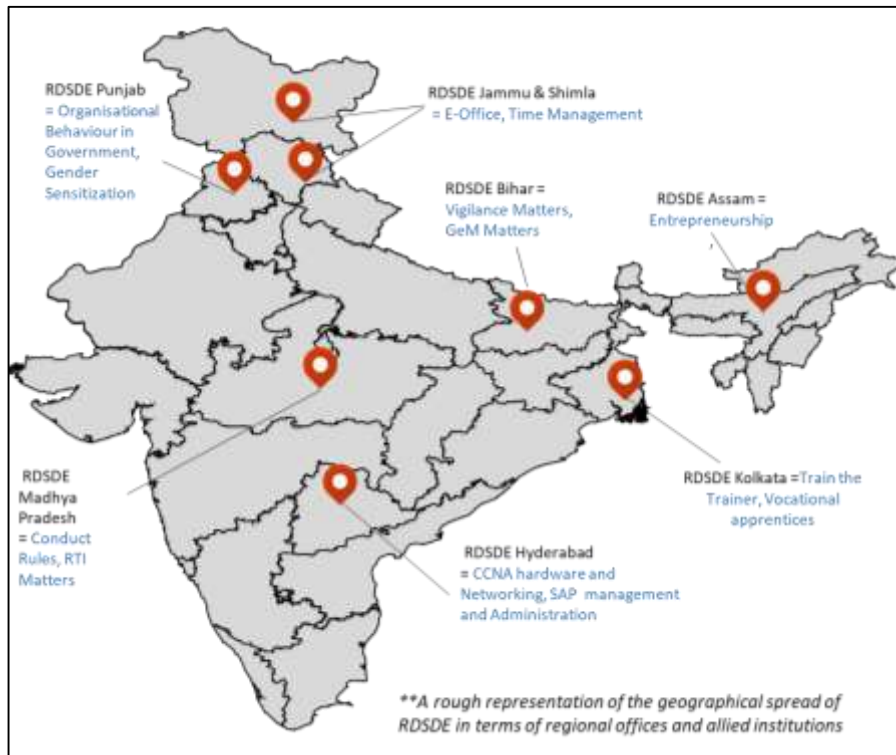
Competency	Topics	RDSDE	NCVET	NIMI	SSC	NIESBUD	IIE	CSTARI	DGT	NSDC	NSTI
Domain	Course Content Development	✓		✓						✓	
	Cyber Security					✓	✓	✓	✓		
	Train the Trainer										
	Public Policy & Management		✓	✓	✓	✓					
	International Best Practices in skilling							✓	✓	✓	✓
Functional	GeM	✓	✓	✓		✓				✓	
	Financial Management				✓	✓					✓
	Parliamentary Matters										
	GFR	✓	✓	✓	✓	✓	✓		✓	✓	
	Leave Rules	✓	✓	✓	✓	✓	✓		✓	✓	
	Pension Rules			✓	✓	✓	✓	✓			
	MS Office	✓	✓	✓				✓	✓	✓	✓
Behavioural	Stress Management	✓	✓	✓	✓	✓		✓	✓		✓
	Communication	✓		✓					✓		
	Leadership Skills										
	Conflict Management	✓	✓		✓	✓	✓			✓	✓
	Time Management	✓		✓		✓		✓	✓		
	Inter-personal skills										

Source: Training needs analysis, MSDE

1.6 Geographical spread of Trainings

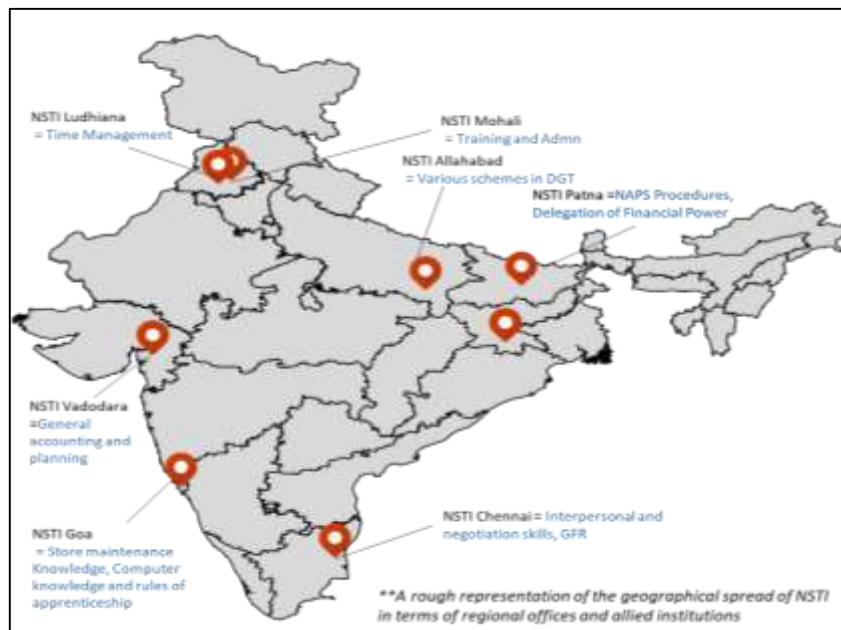
Many divisions and allied institutions in the Ministry are geographically spread across the entire nation as they have field offices or regional centers in many states. Since every region comes with its own set of challenges and different capacity building needs, the capacity building strategy adopted was all encompassing and strategically mapped regional offices with the training facilitators, and frequency of training need. The following infographics depict the extent of geographical spread of training in two division, namely: Regional Directorate of Skill Development and Entrepreneurship (RDSDE), and National Skill Training Institute (NSTI).

Figure 8: Geographical spread of training in RDSDE



Source: MSDE

Figure 9: Geographical spread of training in NSTI



Source: MSDE

In the first iteration of the capacity building exercise many critical and long term/futuristic competency topics were identified that needed attention and intervention. To strengthen and provide the continuity to the capacity building exercise on **an individual level**, CBC will work with MSDE to not only continue the training interventions identified, but, also introduce new intervention by gauging the demands of the divisions and allied institutions. For example:

- 1) ISTM training to be continued for remaining officers of the Ministry
- 2) Entrepreneurship Orientation training for MSDE and other ministries is being designed by NIESBUD
- 3) Induction Training Manual for all officials of MSDE is prepared which will be helpful to give overall picture of MSDE and its various divisions
- 4) Under Skills Strengthening for Industrial Value Enhancement (STRIVE), capacity building of State Directorate officials will be undertaken by Indian School of Business
- 5) Remaining female officials for the division will be covered for self-defense training



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6) Readiness of Microsoft Training through Skill India Portal for all other Ministries and Migration of Microsoft Digital Training on IGOT portal with CBC

On an organizational level, to institutionalize capacity building Memorandum of Understanding (MOU) can be extended with ISB and CBC. This may be to create a strategy to strengthen CBU by provisioning for a dedicated support staff, ensuring that existing initiatives identified continue and that training calendar is adhered to, facilitating induction process for partnership programs by multilateral agencies (World Bank etc.).

Keeping this in mind the Annual Capacity Building plan (ACBP) for Ministry of Skill development and Entrepreneurship (MSDE) has been created to facilitate capacity building and the values of good governance.

1.7 Training Plan

MSDE and its allied institutions have developed training plans based on training needs analysed during the ACBP exercise. It addresses topics, across the three competencies, that its allied institutions can offer with respect to strengthening training needs within the ministry and courses that can be dissemination for all other MDOs. Following Table 2 provides a compilation of courses offered by MSDE allied institutions that can be taken up for implementation by the CBU of MSDE. Further, Table 3 provides an overview of courses based on needs that other institutions can offer as their specialization for the MSDE and its entities. Table 3 lists all other competencies with respect to functional competencies and behavioral competencies, noted during the ACBP exercise.

Courses / training can be categorized by MDO and mandatory for work profile and recommendatory for the level of the Target Group they pertain to. Trainings identified as “online” or “offline” will be entirely online or offline respectively. “Hybrid” trainings will have aspects of online as well as aspects of field immersion. For the courses that are not yet ready and need to be designed, the CBU at MSDE will decide the various aspects of the training module, in discussion with training partners/ content providers as well as the cost implication on the MSDE’s budget allocated for 2023-24.



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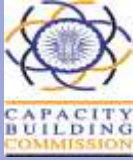
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**Table 2: Trainings proposed by MSDE allied institutions
Ministry of Skill Development and Entrepreneurship**

Training Plan : NIESBUD

S. no.	Course name & specifications	Target Officers	No. of Officers	Proficiency Level Basic (B) or Advanced (A)	Online/ Offline/ Hybrid	Duration (no. of hrs./ Days)	Training Providers	Link for Online training courses	Proposed training dates/ FY quarter (Q)
1.	Training Programme on Work Life Balance: A Comprehensive Stress Management Program "FIND YOUR INNER PEACE AND TAKE CONTROL OF YOUR LIFE"	ASO/SO/US/ DS/Director across Ministry and allied org.	30	A	Offline/ Online/ Hybrid	18hrs (3days)/ 9hrs(3Days)/ 15hrs(3Days)	NIESBUD Faculty, Experts and Professionals of respective field	https://niesbud.nic.in/entrepreneurship-development-programme.html	Q2 & Q3
2.	Training Programme on The Leadership Challenge "EMPOWERING LEADERS FOR SUCCESS"	ASO/SO/US/ DS/Director across Ministry and allied org.	30	B	Offline/ Online/ Hybrid	18hrs (3days)/ 9hrs(3Days)/ 15hrs(3Days)	NIESBUD Faculty, Experts and Professionals of respective field	https://niesbud.nic.in/entrepreneurship-development-programme.html	Q2 & Q3



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3.	Training Programme on "CapacityBuilding Programme on Entrepreneurship " "TRANSFORM YOUR VISION INTO REALITY"	ASO/SO/US/DS/Director across Ministry and allied org.	30	B	Offline/ Online/ Hybrid	18hrs (3days)/ 9hrs(3Days)/ 15hrs(3Days)	NIESBUD Faculty, Experts and Professionals of respective field	https://niesbud.nic.in/entrepreneurship-development-programme.html	Q2 & Q3
4.	Training Programme on "Designing Thinking for Entrepreneurs: A Journey through Design Thinking"	ASO/SO/US/DS/Director across Ministry and allied org.	30	A	Offline/ Online/ Hybrid	18hrs (3days)/ 9hrs(3Days)/ 15hrs(3Days)	NIESBUD Faculty, Experts and Professionals of respective field	https://niesbud.nic.in/entrepreneurship-development-programme.html & ZoomLink	Q2 & Q3

Training Plan: IIE

S. no.	Course name & specifications	Target officers	No. of officers	Proficiency level Basic (B) or Advanced (A)	Online/ Offline/ Hybrid	Duration (no. of hrs./days)	Training providers	Link for online training courses	Proposed training dates/ FY quarter (Q)
1	Capacity Building Program on Development & Management of Clusters	ASO/SO/US/DS/ Director across Ministry & allied	40	B	Hybrid	12 hours (02 days)	IIE Faculty	-	Q3

Training Plan: CSTARI



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S. no.	Course name & specifications	Target officers	No. of officers	Proficiency level Basic (B) or Advanced (A)	Online/ Offline/ Hybrid	Duration (no. of hrs./ days	Training providers	Link for online trainin g course s	Propose d training dates/ FY quarter (Q)
1.	Management Development Programme (MDP)	Sr. Officials of MSDE/DGT	20	A	Offline	5 days	CSTARI Kolkata	--	Q3, Q4
2.	Organizing & Managing Training Institute (OMTI)	Principals of NSTIs, Regional Directors of RDSDEs	20	A	Offline	5 days	CSTARI Kolkata	--	Q3, Q4
3.	Employability Skills (ES)	Training Officers and Vocational Instructors of DGT	20	B	Offline	10 days	CSTARI Kolkata	--	Q3, Q4
4.	Effective Office Management (EOM)	Staff LDC, UDC, Assistants, Accountants and other from Govt. Officers & Organisations who follows CCS rules.	20	B	Offline	10 days	CSTARI Kolkata	--	Q3, Q4
5.	Training of Trainers (ToT) Soft Skills	Training Officers and Vocational Instructors of DGT	20	B	Offline	10 days	CSTARI Kolkata	--	Q3, Q4

Table 3: Training plan for SSC with other institutional providers with respect to functional and behavioral competencies

Training Plan for MSDE officials: SSC									
S. no.	Course name & specifications	Target officers	No. of officers	Proficiency level Basic (B) or Advanced (A)...	Online/ Offline/ Hybrid	Duration (no.of hrs./ days)	Sample Training providers	Link for online training courses	Proposed training dates/FY quarter (Q)
1.	Self-defence training (Women)	Female Staff	Nomination /Choice	B/A	Offline	6 hrs	External Expert/ Institution	-	Spread across all quarters
2.	Fire Safety (Drills)	All Staff	Nomination /Choice	B/A	Offline	1 day	CPWD Training institute	-	Spread across all quarters
3.	POSH training	All Staff	Self-nomination	B/A	Online	5 hours	External Legal Expert/Judicial Institution/ Trainer	-	Spread across all quarters
4.	Soft Skills Training (training to enhance professional skills including attitude, teamwork & interpersonal skills, honesty & integrity, grooming and etiquettes, self-motivation, work life sensitization etc.)	Entry level to mid management level	30	Basic	Hybrid	12 hrs	IGoT/ISTM/IIPA/ LBSNAA/IIMC	-	Spread across all quarters



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5.	Ethics and Values in public Governance - Framework of Ethical Governance - Soul Nurture Walk -Sources of Happiness -Life's Balance Sheet -Relationship between Character & Competence	All Staff	Nomination /Choice to CBU	B/A	Online	5 days	ISTM/ IIPA/ LBSNAA/ IIMs/ISB	Igot	Q3 & Q4
6.	Critical Thinking and ProblemSolving	Senior Staff	"	A	Online	30 hrs	IIPA/IIMs/IITs/IS B	Igot	Q3 & Q4
7.	Creative Thinking andInnovation	Senior Staff	"	A	Online	30 hrs	IIPA/IIMs/IITs/IS B	Igot	Q3 & Q4
8.	Virtual Assistance	Junior Staff	"	A	Online	30 hrs	IITs subject Matter Expert	Igot	Spread across all quarters
9	Spoken English	All Staff	"	B/A	Online	30 hrs	IIMC/ISTM/ IIPA	Igot	Spread across all quarters
10	Decision Making	Executive staff	"	B/A	Online	30 hrs	Public sector's training institutions centres	Igot	Q3 & Q4
11	Communication & Interpersonal Skills	All Staff	"	B/A	Online	30 hrs	IIMC/ISTM/ IIPA	Igot	Spread across all quarters
12	Management Development Program	Mid-level to high level management Staff	25	Advanced	Hybrid	3 Days / 12 hrs	IIMs/IITs/IS B	-	Spread across all quarters
13	Design Thinking	Mid-level to high level management Staff	25	Advanced	Hybrid	3 Days / 12 hrs	IIMs/IITs/IS B	-	Q3 & Q4
14	Leadership Skills Training	All officers	25	Basic	Hybrid	12 hrs	IIMs/IITs/ISB	-	Spread across all quarters

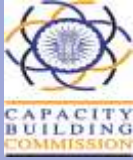


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15	Business Communication (Note: Basic and Advanced will have different learner groups / Batches)	All officers	30	Basic and Advanced	Hybrid	9 hrs	IIMC/IIMs/IITs /ISB	-	Spread across all quarters
16	Time Management	All officers	With 17.	Basic	Online	6 hrs	IIMC/IIMs/IITs /ISB	Igot	Spread across all quarters
17	Problem Solving & Decision Making	Project managers, team leaders and potential leaders	30	Advanced	Hybrid	8 hrs	IIMC/IIMs/IITs /ISB	-	Spread across all quarters
18	Self-Awareness & Empathy	All officers	With 17.	Basic	Online	6 hrs	IIMC/IIPA/Art of living/Isha foundation	Igot	Spread across all quarters



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Table 4 : Combined training plan for functional and behavioral competencies as per ACBP for other MSDE allied institutions

#	Competency	Training / Module name	Training Institute	Mode of Training
1.	Cabinet Note Preparation Procedure	Workshop on preparing cabinet notes	ISTM/IIPA	Offline
2.	CVC Act & Vigilance Manual, 2021 - guidelines, circulars, notifications	Training Programme in Administrative Vigilance	ISTM	Offline
3.	e – Office	Workshop on e-Office	ISTM/IIPA	Offline
		Orientation Training Programme on eOffice Management	ISTM/IIPA	Offline
4.	File Management	Record management and right to information	ISTM	Offline
5.	FRSR - Fundamental Rules and Supplementary Rules	Fundamental Rules (FR) and Supplementary Rules (SR)	IGOT/INGAF	Online
6.	General Financial Rules (GFR)	GFR and vigilance	NIFM/Indian Statistical Service Training Division/IGOT	Online
7.	Legal Compliance & Terminology - Case laws of SC, CAT etc.	Legal Workshop	National Judicial Institutes, NLU's	Offline
8.	Managerial Effectiveness	Training Programme on Managing Work Effectively: A Behavioral Approach	IIMC/IIMs/ISB/IITs	Offline
		Managerial Effectiveness	ISTM/IIPA/IITs	Offline
9.	Manual of Office Procedures	Office Procedure	iGOT/ISTM/IIPA	Online
		Training Programme on Office Procedure under SCTP	ISTM	Offline
10.	Manual of Parliamentary Procedures	Parliamentary Procedures	iGOT/ISTM/Parliamentary training institution	Online/ Offline



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#	Competency	Training / Module name	Training Institute	Mode of Training
		Handling Parliamentary Matters	iGOT/ISTM/Parliamentary training institution	Offline
11.	Manual of Procurement of Goods & Services	Public Procurement Framework of GOI	Igot/ISTM/NIFM	Online/ Offline
		MDP on Public Procurement	AJNIFM	
12.	Monitoring & Evaluation	Monitoring and evaluation of govt schemes	ISTM/IIPA/ISI	Online/ Offline
13.	MS – Office	MS office	ISTM/IIPA/Igot	
		Advanced MS Office	ISTM/IIPA/Igot	
14.	Noting & Drafting	Workshop on Noting & Drafting	ISTM/IIPA	Offline
15.	Official Languages Act, Amendments, Notifications, Circulars	Training Programme on Official Language	Department of official language	Offline
16.	Policy Formulation, Analysis, amendment process	Policy analysis, Policy formulation	IIM/IIT/ISB/ NIEPA	Offline
		Public Policy	IIPA/LBSNAA/NIEPA	Offline
		Workshop on Policy Formulation to Legislation	IIPA/LBSNAA/NIEPA	Offline
17.	RTI & CIC Rules, amendments, circulars, case laws	Right to Information Act 2005	Igot	Online
18.	Preparation of Reports, Proposals, Analysis, program appraisals etc	Report Writing	ISTM/IIPA/LBSNAA/IIMs	Offline
19.	Public Finance Management Systems (PFMS)	Training Videos of PFMS modules	Igot	Online
20.	Research skills	Training Programme on Research Methodology & Introduction to SPSS	IIMs/IITs/NIEPA	Offline



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#	Competency	Training / Module name	Training Institute	Mode of Training
21.	Stakeholder Management - Vendors, Multilateral funding agencies, Institutions, partners etc.	Stakeholders in Governance	ISTM/IIPA/IIMs/ISB	Offline

Behavioral Competencies

The identified behavioural competencies with identified training institutions is as follows:

#	Topics	Training Module/s	Training Institutions	Mode of Training
1	Adaptability and change management	Level I course	IGot/Coursera	Online
		Level II- III course	ISTM/IIPA/IIMs/ISB/ASCI (Hyd)/ YASHADA	Offline
2	Analytical Skills and attention to detail	Level I course to develop analytical skills	iGOT Karmayogi Platform (iGOT)	Online
		Level II-III course to develop analytical skills	ISTM/IIPA	Offline
		Big Data Analysis	IIMs/IITs	Hybrid
3	Management development program and change management and managerial Leadership/business leadership	Level-I & II	Yashwantrao Chavan Academy of Development Administration (YASHADA)/ Administrative Staff College of India (ASCI), Hyderabad/ISTM/IIPA/Public sector training institutes like BHEL/ IOC etc.	Offline
		Level III (advanced level)	IIMs/ISB	Offline
4	Commitment to Organisation	Level-I & II	iGOT	Online

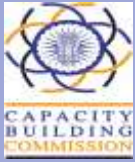


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#	Topics	Training Module/s	Training Institutions	Mode of Training
		Level III (advanced level)	IIPA/Public Sector understating institutions like BHEL/IOC etc.	Offline
5	Communication Skills	Level-I & II	iGOT	Online
		Level III (advanced level)	IIMs/IITs/ISB/other regional business Schools/LBSNAA	Offline
		Effective Communication and Presentation Skills	IIMC/ ISTM/IIPA/YASHADA/ASCI	Offline
		Writing reports, research and finding data skills	ISTM/IIPA/IIMs/IITs/Law schools/NIEPA	Offline
		Office Communication Skills: Noting, Drafting	ISTM/IIPA	Offline
		Communication Skills for Managers	IIMs/ISB/ ASCI, Hyderabad	Offline
		Level I - Conceptual thinking	iGOT	Online
		Level I – Critical thinking	iGOT	Online
		Level II & III– Conceptual, strategic and critical thinking	IIMs/ISB	Offline
7	Cost Conscious and judicious financial management	Level I – cost consciousness	IgoT	Online
		Level-II & III Cost Conscious and judicious financial management with calculations and exercises	IIMs/ISB	Offline
8		Level I	IGot	Online



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#	Topics	Training Module/s	Training Institutions	Mode of Training
	Data analytics and quantitative assessments	Level II & III (advanced)	ISI/ IIMs/ISB	Offline
9	Decision Making, problem-solving techniques and result orientation	Risk Management	IIMs/IITs	Offline
		EDM Effective Decision Making	IIMs/IITs	Online
		Decision Making for Effective Leadership	ASCI, Hyderabad/IIPA	Offline
10	Empathy	Level I- Empathy	iGOT	Online
		Level-I & II	Art of living/Isha foundation	Offline
12	Initiative, motivation and Drive	Level I -Initiative, motivation and Drive	iGOT	Online
13	Innovative Thinking	Level I- Managing Creativity and Innovation	iGOT	Online
		Level-II & III	ISTM/IIPA/YASHADA ASCI, Hyderabad	Offline
15	Leading self Leading Others	Level-I Self-leadership	iGOT	Online
		Level-II & III	ISTM/ ASCI, Hyderabad	Offline
		Level-III Advance Management Program/ Change Management / Leadership	IIM/ISB/other leading B-Schools/Public sector institutions like BHEL, IOCL etc.	Online
		Workshop on Team Building and Leadership	ISTM/IIPA/ Individual expert/specialized institutions	Offline
		Enhancing Performance and Well-Being through Leadership	IIMs/ISB/ASCI, Hyderabad/YASHADA	Offline
		Six Sigma for Business Leaders	IIMs/ISB/ASCI, Hyderabad/YASHADA	Offline & Online



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#	Topics	Training Module/s	Training Institutions	Mode of Training
		Innovation and Change Leadership	IIMs/ISB/ASCI, Hyderabad/YASHADA	Offline
21	Negotiation	Negotiation skill, persuasion and conflict resolution	IIMs	Online
22	Networking Skills	Level-1	Igot	Online
		Level-II & III	IIMs/ISB	Online
23	Citizen Centric & People First	Effective Public Service through RTI Act	iGOT /Public sector training institutions	Online
		Level-I People Centric Urban Governance in India, people First	iGOT	Online
25	Planning, coordination and feedback	Level I- Strategic planning and consultancy	iGOT	Online
		Level I-Planning & Coordination	iGOT	Online
31	Self-Awareness, self-confidence & Self Control	Level I	The Art of Living Training Program for Building Competence for Personal Excellence/ Isha foundation	Online
33	Stakeholder Management	Level I- Stakeholders in Governance	iGOT	Online
		Level II & III Stakeholder management	IIM/IITs/ISB	Offline

1.8 Non-Training Interventions

Non-training interventions identified at organization level are grouped into Technology & Data, Systems & Processes, Resource & Assets, Partnerships & Relationships and Personnel Management. Non-training interventions are collated based on focused group discussion across MSDE with different levels of officials and validated undertaken at divisional heads levels as below:

Table 5 : Non training interventions

Categories	Few suggestions
Technology & Data	<ul style="list-style-type: none"> • Upgradation of scheme specific portals, dashboards and user interface is one of the potential interventions, to improve <ul style="list-style-type: none"> ○ Linkage of ACBP outcomes with iGOT and MSDE dashboard, can be restricted to internal use ○ Intranet learning management system (LMS) can be linked of the same. • Integration of e-office to various other IT applications so that movement of files and data between different applications can be minimized, that can save lot of time of junior level officers. • Utilisation of e-Governance and m-Governance practices to manage schemes • Periodic training of all the officers in computer skills such as MS – Word, MS – Excel, Power Point etc. • More usage of Power BI type dashboards and training in them to all the officers working on dashboards • Robust database management systems and good cyber security measures, since the ministry’s schemes cover last mile beneficiaries and has a huge database of beneficiaries and their personal information • Utilisation of emerging technologies such as data mining, big data analytics, Artificial Intelligence (AI) and Block-Chain technologies may be used for better services to the beneficiary • Explore the opportunities for implementation of ERP for integrated technological management • Regulatory Sandboxes: For newer innovations and encouragement of entrepreneurs, regulatory sandboxes can enable real-life/live environment for testing innovative technologies, products, services or approaches, which are not fully compliant with the existing legal and regulatory framework. • Data management unit/cell <ul style="list-style-type: none"> ○ Central repository of datasets collected by various Divisions accessible cross-divisionally ○ Built in approval requirements from data owner(s) (need-to-know basis) if access is needed by other divisions/departments ○ In-built MIS worksheet functionality (e.g., MS Excel) and saving output on local machine



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Categories	Few suggestions
Systems & Processes	<ul style="list-style-type: none"> ○ Quality assurance of data input by ensuring alignment with pre-designed and pre-approved datasets formats for specific domain of work ● Medium term review and updation of induction and foundational training courses ● Periodic internal surveys to assess demand for specific training/courses ● Knowledge Management Systems to reduce redundant work by different sections and individuals on the same subject/data sources. Repository of documents that are required repeatedly would reduce redundant work of junior level officers. Maintaining repository of all the important Office Memorandums for ready reference of the officers ● Web-based templates can be developed for various common letters, circulars, notices, memos etc. can standardize the models of different types of written communication within MSDE to reduce duplicity of work and reduce resources. ● Development of SOPs and Manuals for not only schemes but also for other administrative divisions ● Revision of existing SOPs on a periodic basis or at the time of changes to the scheme guidelines or policies, whichever is earlier. This can reduce potential process gaps and avoid process lapses, mistakes of commissions and omissions ● Quarterly newsletter round-up of national and global developments and conferences, innovations in relevant domain and sectoral areas of work of MSDE and allied organisations/ divisions sourced and other through global institutionalised channels of knowledge sharing with organisations like: World Bank, ILO etc.
Resources & Assets	<ul style="list-style-type: none"> ● MTS staff are a large workforce, they can be upgraded including facilities management, service management, data entry etc. ● e-Office system can be relooked with a view to speed of operation. ● Availability of Knowledge resources like e-library etc. to all the employees would enable better knowledge enhancement opportunities
Partnerships & Relationships	<ul style="list-style-type: none"> ● Partnerships with International institutions working in the domain of skill development, exposure visits would provide employees especially the leadership different perspectives of entrepreneurship. ● Regular interactions with successful entrepreneurs in india and abroad can give a different perspective for policy formulation and mass scale interventions. ● Stakeholders engagement esp. encouragement to female entrepreneurs in focused skill based industry can be undertaken

Categories	Few suggestions
	<ul style="list-style-type: none"> Annual calendar for knowledge-sharing roundtables sessions with State Governments on alignment to national priorities, dovetailing State activities with MoEFCC work, sectoral and national priorities
Personnel Management	<ul style="list-style-type: none"> Cross-departmental knowledge-sharing sessions with peer group Building of network of professional that have left MSDE and allied and still interested in training activities with the ministry and sharing of know-how in the domain areas. Structured knowledge sessions with senior officials within Ministry (workshops, roundtables, debates, discussions, committees, etc.) Young Professionals in the Ministry may support CBU activities Policy creation for short-term appointments of project or programme-specific subject matter experts (non-trainers and trainers) on part-time or full-time basis Incentive mechanism (Reward and Recognition system) for officials volunteering to become trainers (training on domain areas and/or functional needs) Handover and relieving procedures may be reviewed may be adopted for consultants as well and the works carried out by them may be stored in a Knowledge Management Repository for retention and reference purposes. Annual division-level calendar for 'Leadership and Team Building Retreat' for <ul style="list-style-type: none"> Communicating vision and mandate of MDO to all staff Stakeholder discussion, brainstorming, community building Addressal of challenges, and key strategic areas of work in the upcoming year

Few other interventions that can be considered at the MDO levels are summarized below:

Table 6: Interventions for institutional capacity building for MDO

Proposed Pilot Institutional Interventions at MDO Level
<ul style="list-style-type: none"> Review of remuneration policy for training/technical institutions, non-institutional trainers, and other private sector partners identified for developing and/or delivering undertaking trainings
<ul style="list-style-type: none"> Paid access to key and high-Impact Factor journals relevant to an MDO, and research output to enable better decision-making while designing and implementation of national policies, programmes and global conferences
<ul style="list-style-type: none"> Development of policy for incentivizing trainers within the MDO to deliver training on domain and functional capacities to MDO officials



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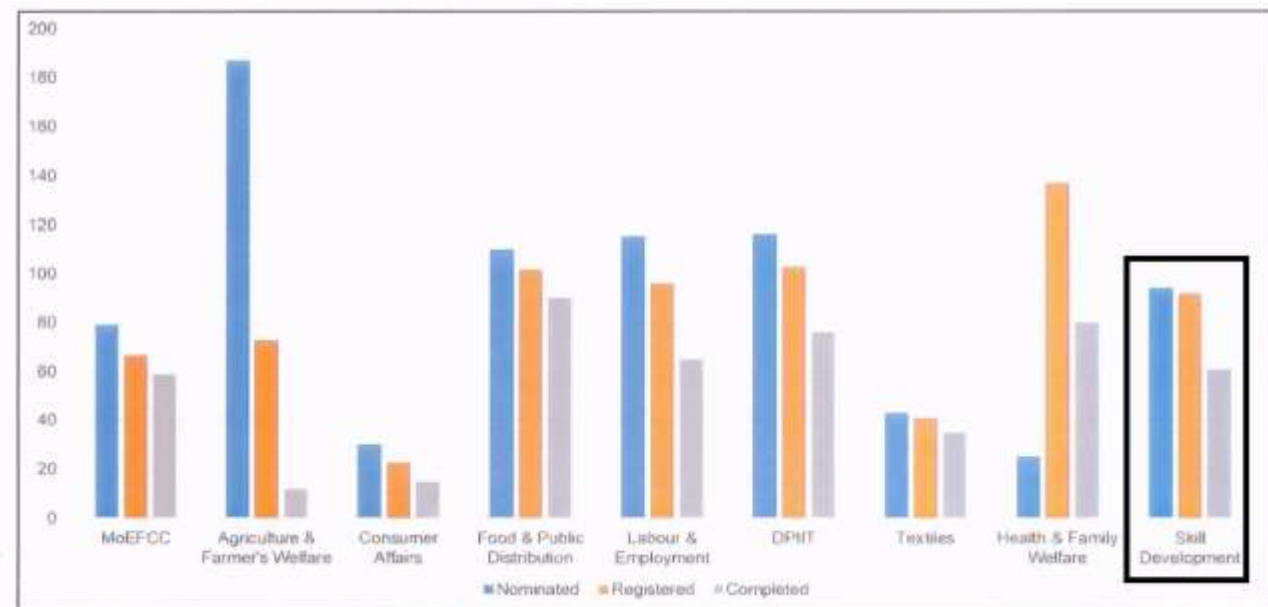
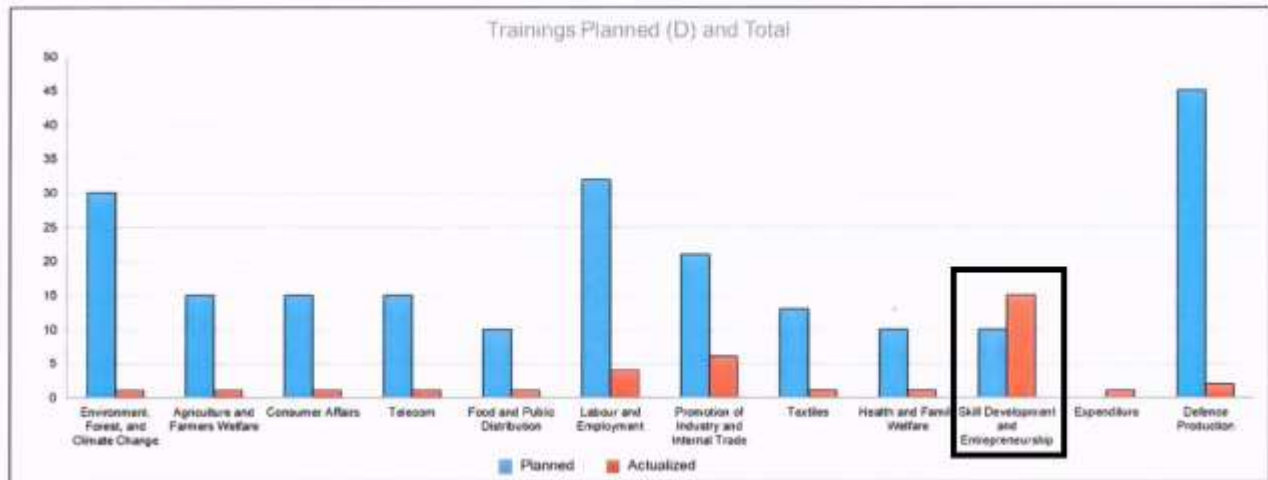
<ul style="list-style-type: none">• Policy for developing contractual internship positions from national university and technical institutions for qualified technical and scientific personnel
Proposed Institutional Interventions at Government Level
<ul style="list-style-type: none">• Institutionalised policy for linking performance appraisal and impact evaluation of specific common position to standardised Key Performance Indicators developed within a common Government-level framework
<ul style="list-style-type: none">• Integration of automation technologies and advanced software to effectively undertake aspects of operations, service and delivery, and improve system resilience (reduce turn-around time, redundancies and dependencies) For e.g., developing an automated performance assessment mechanism with large tech providers
<ul style="list-style-type: none">• Creation of theme-based Centres of Excellence with participation from multiple MDOs with aligned and adjacent domain of work and which integrates a joint MDO CBUs-led intra-governmental learning platform or Unified Data Lake to reduce heavy inter-ministerial siloization in terms of data sharing and knowledge management

1.9 Summary of the Training Interventions Implemented by MSDE

MSDE has been one of the top performers in terms of implementation of the recommended Training Programs .

CBC tracker shows that MSDE CBU has been actively pursuing the Flagship programs initiated by CBC such as the

- DAKSHATA program 100% SO/ASO have completed both Digital and Physical training,
- MS Office Digital Skills Program
- Know your ministry Induction Module
- Emerging Technology course on IGOT
- Whole of Government Training Program



Following is an illustrative list of interventions that MSDE has already implemented

MSDE Training Interventions Implemented						
S.no	Type of competency addressed (B/D/F)	Name of the training Institute/ Industry Partner (for Immersion)	Name of Course/ Training/ Module/ Intervention	Date of Training (DD/MM/YY)	No. of Actual Participants	Target Group (Designation/Level)
1	Functional	Harvard Design Lab	Whole of Government Design Thinking Workshop	Mar-22	40	Secretary, Addl Secretary, JS, Directors
2	Behavioural	Sports, Physical Education, Fitness and Leisure Skills Council(SPEFL-SC) under MSDE	Nirbhaya Women Self Defense Life Skill Training for MSDE and all other Ministries in Delhi NCR	March 2022- Ongoing	4671	Female Govt officials of various Central Ministries and Department and Students/trainees of Govt ITI, Schools etc
3	Behavioural	The Art of Living	Stress Management and Personal Excellence Workshop/ Breath and Meditation	April 2022	765	Group A, B, C
4	Domain	Maruti Suzuki	3-day training programme for NSTI (National Skill Training Institute) instructor in Basic Automobile Manufacturing	June, July, Sept, October, November 2022	53	Training Officers and Vocational Instructors from NSTIs from concerned trades
5	Functional	Institute of Secretariat Training and Management	Noting and Drafting, File Handling, Computer Skills, Procurement Guidelines, GeM Portal	August 2022	34	ISDS 2018 and 2020 batch Assistant Directors from MSDE and DGT
6	Behavioural	Indian School of Business (Mohali)	5 days Residential Training- Leadership and Management	May 2022	30	DGT Group-A Officers CEOs of Sector Specific Councils ISDS officers
7	Behavioural	Indian School of Business (Hyderabad)	5 days Residential Training- Leadership and Management	July 2022	30	DGT Group-A Officers CEOs of Sector Specific Councils ISDS officers
8	Behavioural	Indian School of Business (Hyderabad)	6 days Residential Training- Leadership and Management	September 2022	30	DGT Group-A Officers CEOs of Sector Specific Councils ISDS officers
9	Behavioural	Indian School of Business (Hyderabad)	Residential Training-Leadership and Management	April 2023	30	Assistant Directors/Deputy Director/Under Secretary/Deputy Secretary/Director/Joint Secretary/ NSDC leaders/ SSC CEOs
10	Functional	Institute of Secretariat Training and Management	Noting and Drafting, File Handling, Computer Skills, Procurement Guidelines, GeM Portal	August 2022	30	Section officers, Under Secretaries and Group A officers from MSDE, DGT, IIE
11	Functional	Institute of Secretariat Training and Management	Noting and Drafting, File Handling, Computer Skills, Procurement Guidelines, GeM Portal	Aug 2022- Sept 2022	30	ASOs and equivalent from MSDE, DGT, NSTI, IIE, NIESBUD
12	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	September 2022	25	Group A and B officials in MSDE
13	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	October 2022	25	For members of the "Internal Committee" constituted under SH Act, 2013, for MSDE, DGT, NCVET, JSS, NIESBUD and NSDC.
14	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	November 2022	25	DEO's, MTS and other support staff of MSDE
15	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	November 2022	25	Consultants and Young Professionals under various MSDE schemes of MSDE
16	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	August 2022	25	Group A and B officials in MSDE
17	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	September 2022	25	Group A and B officials in MSDE
18	Behavioural	UN Women	Capacity Building on Prevention, Prohibition and Redressal on Sexual Harassment of Women at Workplace	September 2022	25	Group A and B officials in MSDE
19	Functional	Institute of Secretariat Training and Management	Noting and Drafting, File Handling, Computer Skills, Procurement Guidelines, GeM Portal	November 2022	20	ASOs and equivalent from MSDE and DGT
20	Domain	CBU MSDE	MSDE Attachment for Indian Skill Development Service officers	March 2022	16	Assistant Directors



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1.10 Suggestions

MSDE has created an enabling environment for Capacity Building in an institutionalized manner. Following are some suggestions and next steps

- Institutionalization of Capacity Building by Strengthening of Capacity Building Unit within the Ministry: The Annual Capacity Building Plan is a starting point and will require consistent efforts to adopt the training and learning approach. It is therefore recommended to Strengthen of the Capacity Building Unit by adding fulltime resources in the form of Consultants, Young Professionals and Domain experts to assess and carry out requisite training within MSDE
- National Framework for Civil Services Training Institutions (NSCSTI): MSDE may utilize the National Framework for Civil Services Training Institutions for accreditation of its Central and State Training Institutions
- Promote Anytime Anywhere Learning using IGOT: Adoption and Dissemination of Karma yogi Bharat IGOT platform for ease of learning. The Ministry Admin has an access to review and monitor the course completions of the MSDE officials.
- 'Know your ministry' induction module has been prepared for any new entrant to know more about the ministry, work and outcomes. The same be utilized by MSDE officials.
- Mandatory trainings, of 5 man-days annually for all is also proposed based on needs as per each position, another enabling environment aspects. Monitoring and evaluation of the Training Program for consistent and ongoing improvement of learning of all MSDE officials
- Industry Immersion Programs: An Industry Immersion Program to provide exposure to Global Best Practices in Skilling, Vocational Education and Entrepreneurship, international good practices in Credit framework, Role of Govt. in skilling in other countries, New trends in Vocational training etc.
- Training on Managing Multilateral Projects: Training on Managing Projects with World Bank/ADB such as STRIVE and SANKALP for the Offices under MSDE ecosystem: Stakeholder engagement, Managing World Bank Projects, Strategic planning Framing of Contracts, Project design and formulation. Project implementation, monitoring and evaluation etc
- Strengthening India Skill Development Serve Cadre: This new service gives a new impetus to the government's skilling initiative significantly improving the efficiency and effective implementation of the various schemes. This cadre of trained skill administrators may be further enhanced by providing foundation course on Public Administration, Good Governance, Policy Framing, Citizen Centric Service Delivery. Exposure visits and Industry attachments to other Ministries Department and Organizations (Niti Ayog, LABSNAA etc)



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2. Introduction to Mission Karmayogi

Mission Karmayogi¹ is a National Programme for Civil Services Capacity Building (NPCSCB) (the “Program”), which aims to prepare Indian civil servants for the future by making them more creative, proactive, professional, energetic, transparent and technology enabled. It was launched by the Union Cabinet in September 2020², with focus on promoting ease of living and ease of doing business, by considerably enhancing the citizen-government interface. The NPCSCB has laid the foundation for capacity building for future generations of the civil servants with key philosophy “to create an ecosystem of competency driven training and human resource management by transitioning from a 'rules-based' system to the 'roles-based' system”.

NITI Aayog has also highlighted the need for reforms in training of personnel in its report “India@75”. Additionally, the COVID 19 pandemic has emphasized the need for the civil servants to be agile, capable of partnering with diverse stakeholders and to be up to date with new competencies.

The framework for implementation and monitoring of the Program would involve the Prime Minister’s Public Human Resource Council (PMHRC) which is the apex body for the Program. Under the apex body, there is a Cabinet Secretariat Coordination Unit (CSCU) that will monitor the implementation of NPCSCB, align stakeholders and provide mechanism for overseeing Capacity Building Plans (CBPs).

A Capacity Building Commission (CBC) has been set up for functional supervision of training institutions and would facilitate in preparation of the annual CBPs and a Special Purpose Vehicle (SPV) has been set up for operating the digital assets created for NPCSCB on behalf of the Government of India (GOI).

¹ Mission Karmayogi, DoPT. Link: <https://dopttrg.nic.in/igotmk/NPCSCB.html>

² Press Information Bureau, Gol link: <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1655663>



Figure 1: National Programme for Civil Services Capacity Building (NPCSCB)

To oversee the planning and implementation of the NPCSCB, the Capacity Building Commission, (CBC) was constituted in April of 2021. The Commission plays a key role at helm of Mission Karmayogi and its interventions are designed with three lenses: First, alignment of department's goals with National Priorities; second, Citizen Centric service delivery, and third, enhancing capacity of civil servants on Emerging Technologies. The Commission is mandated to perform the following functions:

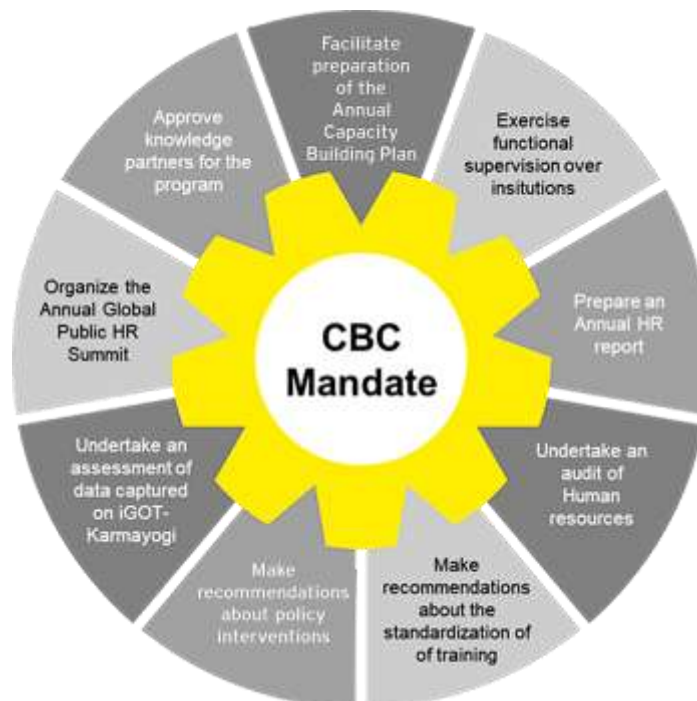


Figure 2: Mandate of CBC

Under the National Programme for Civil Services Capacity Building (NPCSC) CBC has conceptualized and developed CBP for pilot Ministries including - Ministry of Civil Aviation



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(MoCA), Ministry of Food Processing Industries (MoFPI), Ministry of Defence (MoD), Ministry of Labour & Employment (MoL&E), Ministry of Ports, Shipping and Waterways (MoPSW), Ministry of Social Justice and Empowerment and Department of Commerce. As the first step, CBC has been interacting and working along with these Ministries to chart out their goals, identify their competency requirement and preparation of their CBP.

This report provides an overview of the vision and the goals of Ministry of Skill Development and Entrepreneurship (MSDE or Ministry hereafter). It summarizes the competency requirements of the various divisions of the Ministry and highlights the interventions that can be marshalled as quick wins and critical interventions.

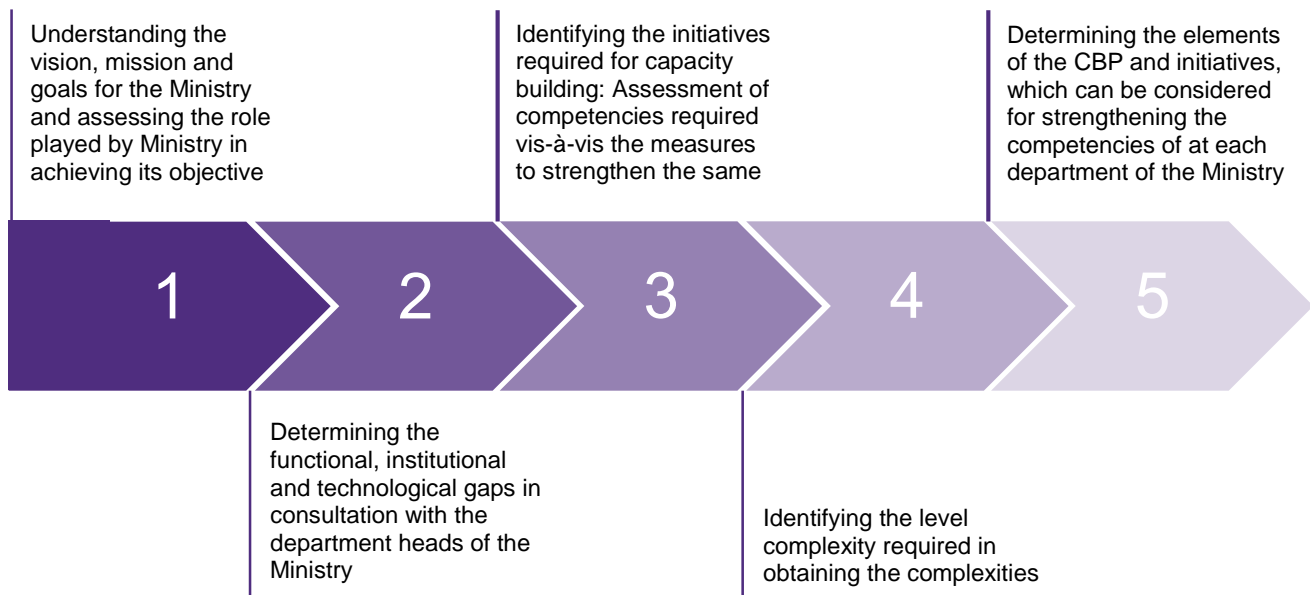
3. Approach & Methodology

The purpose of this study is to identify the need gaps and competency requirements in the Ministry of Skill Development and Entrepreneurship (hereinafter referred to as the “Ministry”) and suggest improvement initiatives which shall assist Ministry in realizing its vision & goals in a streamlined manner.

These improvement initiatives would form part of the annual CBP. The plan would help in identification of the key challenges in next one (1) to three (3) years. This section covers the approach undertaken by the team to deliver the CBP.

As part of this study, the team has adopted an agile and consultative approach in defining the broad contours of the CBP. The key steps followed by the team are as follows:

Figure 10: Key steps understanding needs within ACBP process



In the initial stage, secondary research was conducted to understand the Vision, Mission and Goals of the Ministry, subsequently, focused discussions were held with the Joint Secretaries (JS)/ heads of various divisions at the Ministry and its undertakings. The research and discussions assisted in understanding the vision and goals of the Ministry and understand the role of each division within the Ministry.

The current capability gaps (in terms of competency, institutional and technological) were identified along with desired competencies for each division based on the self-assessment of the JS/ heads of divisions at the Ministry and its undertakings.

After assessing the gaps and competency requirements, appropriate initiatives for capacity building were identified along with their level complexity. Lastly, the elements of the CBP were determined for strengthening the competencies of respective divisions in the Ministry.

Approach to define the broad contours of the CBP:

Table 7: Keys steps to carry out ACBP exercise at MSDE

Steps	Details
Step 1: Alignment of objective with the Ministry	Joint meeting was conducted with Secretary & the JS. In the meeting, the mandate & the objectives of the CBC were articulated. It was clarified that the framework of CBC is not limited to training, but also incorporates institutional and systemic capacity development. The expectations of Ministry were also identified from this meeting.
Step 2: Understanding the role & function of the Ministry	Following the above meeting, team conducted a thorough review of the following areas: <ul style="list-style-type: none"> • Ministry's mandate, policies, roles, functions, recent developments and trendlines from Ministry's website, portals and documents, web search and study reports • Ministry's key programs, priorities, strategic objectives and goals, emerging trends/ focus areas • National priorities and how Ministry fulfils/ contributes to same
Step 3: Comprehend role & responsibility of each division/ division of the Ministry	The team then further identified the following activities for each division/unit headed by a JS/Additional Secretary (AS): <ul style="list-style-type: none"> • Areas of responsibility of the division/unit • Emerging trends, government priorities and Ministry's objectives that fell within purview of division/unit • Specific schemes/programmes managed by division/unit
Step 4 – Consultation with the division head/JS	Multiple consultations were conducted with JS, division heads at the Ministry and its undertakings, to understand the following areas: <ul style="list-style-type: none"> • Entire spectrum of roles and responsibilities, functions and activities undertaken by each unit and the priority and frequency of respective activities • Interrelationships with other units within the Ministry and coordination/ cooperation with government agencies outside the Ministry and the larger set of stakeholders the unit engages with for each functional responsibility • Current and emerging trends and future possibilities and how it could impact the role and functioning of the unit • Understand the broad staffing structure and operational practices adopted by the unit to deliver outputs and outcome <p>Apart from getting a comprehensive understanding of the roles and responsibility of each division, consultations were held with the divisions to understand the:</p> <ul style="list-style-type: none"> • Current organizational practices and institutional mechanisms to address competency deficits, and ongoing capacity building and training initiatives • Competency gaps as per the experience of the head of the division based on self-assessment • Competency required to execute the critical functions of the division



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Step 5 – Situational analysis and key findings	Based on the consultation with the key stakeholders, the team conducted preliminary competency mapping which highlighted competency gaps and skills required in the Ministry The team then identified the key interventions that the Ministry can undertake for the identified gaps which included training courses and other systemic / institutional interventions
Step 6 – Workshop on way forward	Workshops were conducted with relevant stakeholders to discuss key observations & findings, synergies, and commonalities. CBP was prepared based on these discussions.

Based on the above methodology of the study, the broad structure and overview of the following sections of the report is provided below:

Section	Scope Coverage in the Section	
Section 4	Overview of the Ministry	This section focuses on the Ministry's Vision, Mission and Goals. It includes various areas of responsibilities of the Ministry's divisions.
Section 5	Roles & responsibilities of the divisions and requirements	This section incorporates division specific mandates and the role these divisions (which includes divisions under the Ministry and its undertakings) play as part of the Ministry to achieve the same. This section also captures the competency, institutional and technological gaps as identified by the various divisions. The assessment of the requirements is based on the deep dive into the Roles and Responsibilities (R&R) of various divisions of the Ministry and its undertaking that have specific focus areas and defined goals that was derived through consultations with these divisions and assists in identification of the critical areas.
Section 6	Requirements of the divisions	This section covers the areas of work responsibilities of the divisions and identification of various competencies required to deliver in a streamlined manner. It further categorizes the competencies into a framework as identified by the officials of the respective organization.
Section 7	Capacity Building Plan	Initiatives required to address the identified competency gaps have been outlined in this section. Initiatives have been categorized as initiated priorities, immediate priority and long-term initiatives, depending upon the ease of implementation and dependencies. This section also provides the larger institutional and technological requirements that are common across all Ministries and can be studied further for more structured action.

In view of the above approach and methodology, few challenges and global views are provided ahead, these may need to be addressed going ahead in terms of training and capacity development for the ministry and allied.



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4. Overview of the Ministry

The Ministry of Skill Development & Entrepreneurship is responsible for co-ordination of all Skill Development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'. Annually, more than One Crore youth, have been joining and benefitting from the Skill India programme, a mission under the Ministry to equip youth with skills for better livelihood.

4.1 Vision of the Ministry

The Ministry is responsible for co-ordination of all Skill Development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created.

The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'.

It is aided in these initiatives by its functional arms – Directorate General of Training (DGT), National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 37 Sector Skill Councils (SSCs) as well as 33 National Skill Training Institutes (NSTIs/NSTI(w)), about 15000 Industrial Training Institutes (ITIs) under DGT and 187 training partners registered with NSDC. The Ministry also intends to work with the existing network of Skill Development centres, universities and other alliances in the field. Further, collaborations with relevant Central Ministries, State governments, international organizations, industry and NGOs have been initiated for multi-level engagement and more impactful implementation of Skill Development efforts.

Vision Statement 2025

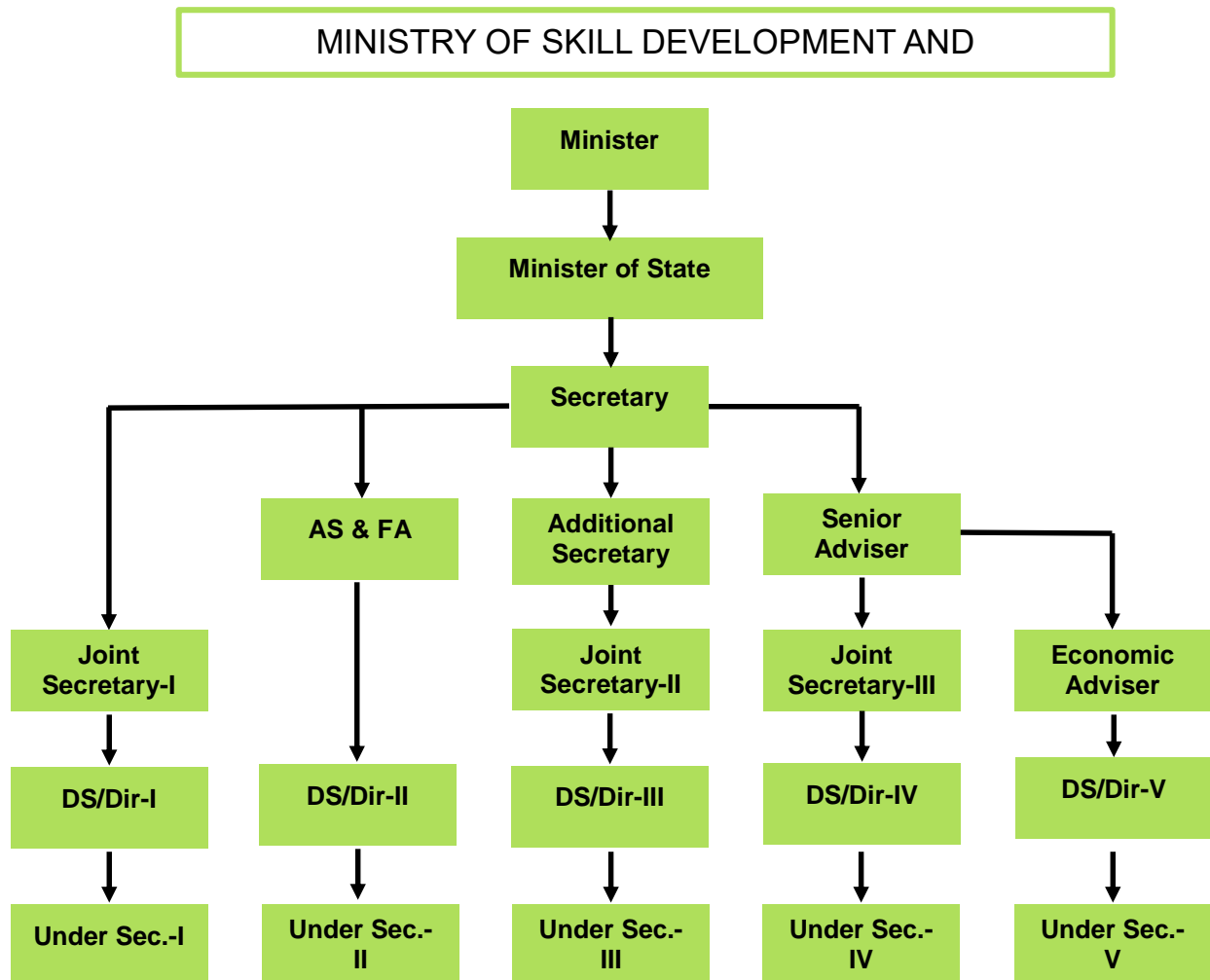
“Unlock human capital to trigger a productivity dividend and bring aspirational employment and entrepreneurship pathways to all”

MSDE's Vision 2025 adopts an ecosystem-enabling lens to transition India to a high-skills equilibrium and help create positive outcomes for individuals, enterprises and the economy. The three outcomes to be achieved through vision:

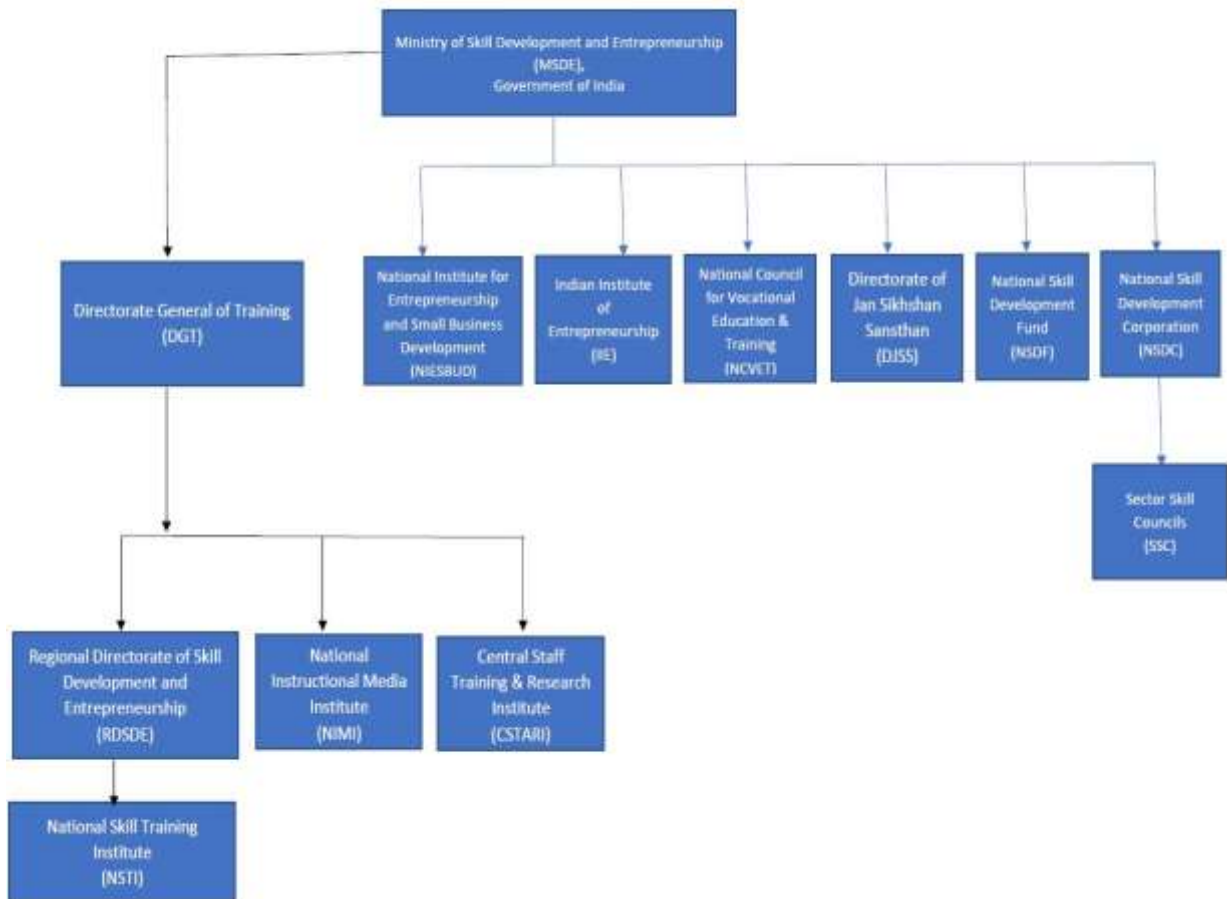
- Enable individual economic gains and social mobility;
- Create a skills market that is learner-centric and demand-driven; and
- Facilitate aspirational employment and entrepreneurship generation, improve overall productivity for enterprises, and catalyse economic growth.

4.2 Organizational Structure of Ministry

Below is typical representation of organogram of the Ministry:



The Ministry comprises of 12 institutions/functional arms for the administration of its overall objectives. Each institutions/functional arms manages a specific portfolio which are mentioned in the organogram as follows:



A brief of all allied institutions:

1. **Directorate General of Training (DGT):** Directorate General of Training (DGT) of Ministry of Skill Development and Entrepreneurship is the apex organisation for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training. DGT also operates Vocational Training Schemes/programs in some of the specialized areas through field institutes under its direct control. Development of these programmes at national level, particularly in the area concerning common policies, common standards and procedures, training of instructors and trade testing are the responsibility of the DGT. RDSDE and NSTI are arms under DGT, briefed below.
2. **Regional Directorate of Skill Development and Entrepreneurship (RDSDE):** To further improve skill training and apprenticeship training and to ensure effective integrated development and monitoring of all skilling programmes at State level, MSDE, Govt. of India, has set up Regional Directorates of Skill Development and



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Entrepreneurship (RDSDEs) for each State/UT, as attached offices of DGT under the Ministry. There are 22 RDSDEs at Present.

3. **National Skill Training Institute (NSTIs):** National Skill Training Institutes are one of the premier centrally funded institutes run by DGT under MSDE. Currently there are 33 NSTIs and 3 extension centers across the country. The main objective is to conduct various skill training programs specially CTS, CITS and other Short-Term Courses & Tailor-made courses.
4. **Central Staff Training and Research Institute (CSTARI):** Central Staff Training and Research Institute (CSTARI) was established in the year 1968 by then Directorate General of Employment & Training (DGET) under Ministry of Labour & Employment, Government of India in collaboration with the Government of the Federal Republic of Germany. From the year 2014, it is functioning under MSDE under Government of India. CSTARI conducts skill analysis and prognosis for the purpose of identifying occupational profiles for the existing and future vocations/ trades in which training could be imparted. Based on such analysis, CSTARI
 - (i) Designs and develops trade curricula for the various trades,
 - (ii) Organize suitable training programmes in institutes/ industries.
 - (iii) Conduct study and analysis for the development of appropriate methods, techniques, procedure and systems related to the Vocational Training.
 - (iv) Develop curricula as per outcome-based format and align the same with National Skill Qualification Framework (NSQF) for different flagship schemes of DGT viz., Craftsmen Training Scheme(CTS), Apprenticeship Training Scheme(ATS) & Crafts Instructor Training Scheme(CITS) and revise the same on continuous basis.
5. **National Instructional Media Institute (NIMI):** National Instructional Media Institute (NIMI) is functioning as an Autonomous Institute under the Ministry of Skill Development & Entrepreneurship (MSDE). The main objective of NIMI is to prepare instructional material for the use of the trainees and trainers in Industrial Training Institutes (ITIs), short term skill development courses and also for industries/establishments implementing the Apprenticeship Training programme. In addition to the development of Instructional Media Packages (IMPs), NIMI is also mandated to develop Question Bank (QB), translation of content/QB in Hindi and other Regional languages and also developing e-Content to facilitate new age learners and enhance its reach to masses in pace with the fast-growing technology.
6. **National Council for Vocational Education & Training (NCVET):** The National Council for Vocational Education and Training (NCVET) has been established through Govt of India notification dated 5th December, 2018, as an overarching regulatory body for regulating the functioning of entities engaged in vocational education and training, both long & short-term, and establish minimum standards for the functioning of such entities. It came into existence by subsuming the functions of erstwhile National Skill Development Agency (NSDA) and National Council for Vocational Training (NCVT) and has been fully operationalized from august 2020.



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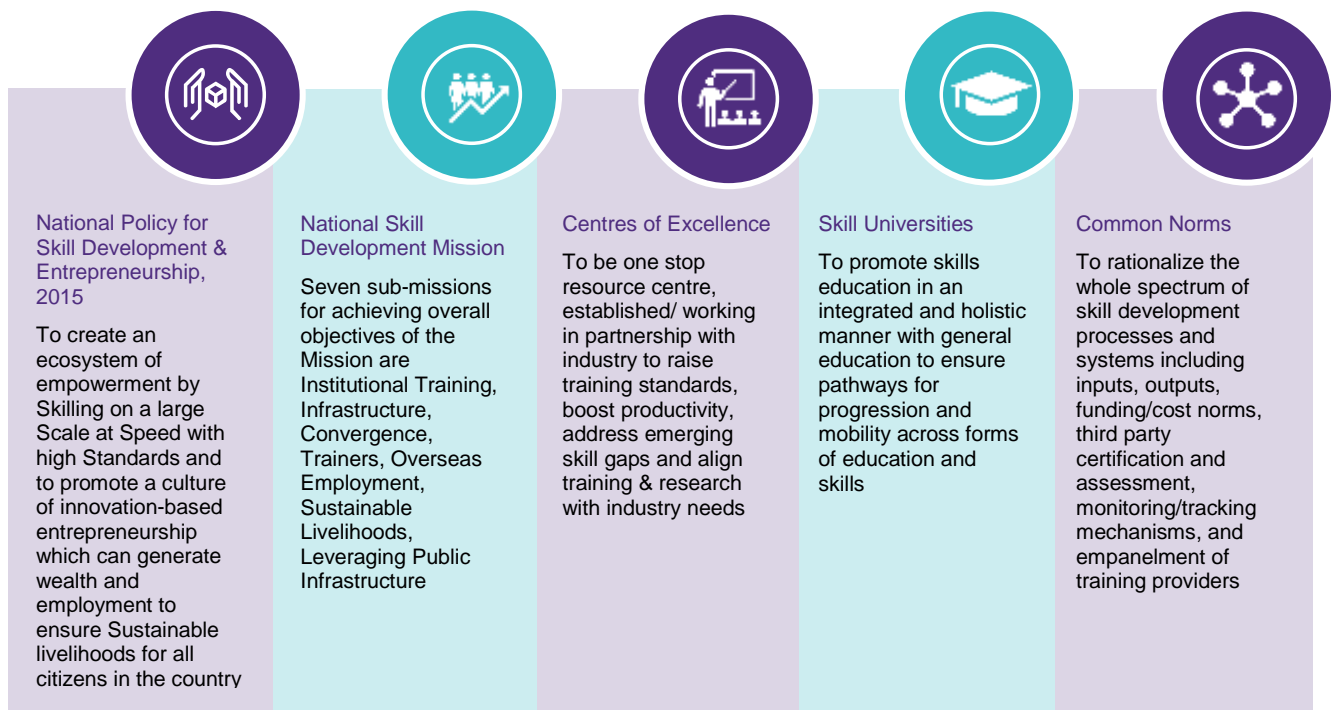


7. **National Institute for Entrepreneurship and Small Business Development (NIESBUD):** NIESBUD is an autonomous organization under MSDE, engaged in training, consultancy, research, etc. in order to promote entrepreneurship and Skill Development. The major activities of the Institute include Training of Trainers, Management Development Programmes, Entrepreneurship and Skill Development Programmes, Entrepreneurship Development Programmes and Cluster Intervention.
8. **The Indian Institute of Entrepreneurship (IIE):** IIE is an autonomous organisation under MSDE, which focuses on areas of stimulating, supporting and sustaining entrepreneurship development. IIE plays a supportive role by helping organizations which are directly or indirectly engaged in developing and promoting entrepreneurship and self-employment in the country. Programmes organized by IIE are constantly evaluated and revised to enable it to adapt to the changing needs for entrepreneurship and enterprise development.
9. **Directorate of Jan Shikshan Sansthan (DJSS):** The Directorate of Jan Shikshan Sansthan (DJSS), which is a sub-ordinate office of MSDE, is assigned responsibility of monitoring and supervision of the JSS Scheme. JSS scheme was transferred from Ministry of Education (erstwhile Ministry of Human Resource Development) to MSDE in July, 2018. DJSSs implements JSS Scheme through the network of Jan Shikshan Sansthans NGOs. Directorate of Jan Shikshan Sansthan (DJSS) is headed by Director, DJSS.
10. **National Skill Development Fund (NSDF):** The NSDF was set up in 2009 by the Government of India for raising funds from Government and Non-Government sectors for skill development in the country. The Fund is contributed to by various Government sources, and other donors/ contributors to enhance, stimulate and develop the skills of Indians. Its main objective is to enhance, stimulate and develop the skills of Indian youth force by various sector specific programmes. The management of the NSDF Trust is done through the Board of Trustees and Secretary, MSDE is the ex-officio chairman of the Board. Presently, Joint Secretary (Skill Development), MSDE acts as Executive Trustee of the Board and CEO of NSDF.
11. **National Skill Development Corporation (NSDC):** National Skill Development Corporation (NSDC) is a Public Private Partnership firm set up by the Ministry of Finance, India in 2009 under Section 25 of the Companies Act 1956 (corresponding to Section 8 of The Companies Act, 2013). NSDC works closely with the Ministry of Skill Development & Entrepreneurship (MSDE), Government of India. It has an investment management agreement with National Skill Development Fund (NSDF), a trust under MSDE. NSDC aims to promote skill development by catalyzing the creation of large, quality, and for-profit vocational institutions. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support, and coordinate private sector initiatives.

12. Sector Skill Councils (SSCs) are set up as autonomous bodies and not-for-profit organizations by the NSDC and are led by industry leaders in the respective sectors. They create occupational standards, develop competency framework, conduct train the trainer programmes, affiliate vocational training institutes, conduct skill gap studies in their sector, leading to a Labor Market Information System and most importantly, assess and certify trainees on the curriculum aligned to the National Occupational Standards developed by them.

Few policy interventions and schemes are summarized below:

Figure 11. Few Policy Interventions by MSDE



4.3 Major schemes/ Projects under MSDE

- 1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY):** Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of MSDE implemented by National Skill Development Corporation and State Skill Development Missions (SSDMs) of States/UTs. The objective of the skill certification scheme is to enable many Indian Youths to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL).



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2. **National Apprenticeship Promotion Scheme (NAPS):** The main objective of the scheme is to promote apprenticeship training and to increase the engagement of apprentices by establishments.
3. **Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):** Skill Acquisition and Knowledge Awareness for Livelihood Promotion (“SANKALP”) is a programme of the Ministry of Skill Development with loan assistance from the World Bank. It aims to improve short term skill training qualitatively and quantitatively through strengthening institutions, bring in better market connectivity and inclusion of marginalized sections of the society.
4. **Jan Shikshan Sansthan (JSS):** The Scheme of Jan Shikshan Sansthan (JSS) formerly known as Shramik Vidyapeeth, a unique creation of Government of India is being implemented through NGOs in the country since 1967. The scheme was renamed as Jan Shikshan Sansthan in 2000. JSS scheme was transferred from Ministry of Education (erstwhile Ministry of Human Resource Development) to MSDE in July, 2018. The mandate of the scheme is to provide vocational skills in non-formal mode to non-literate, neo-literates, persons with rudimentary level of education upto 8th and school drop-outs upto 12th standard in the age group of 15-45 years. The priority groups are women, SC, ST, minorities and other backward sections of the society.
5. **Skills Strengthening for Industrial Value Enhancement (STRIVE):** Skills Strengthening for Industrial Value Enhancement (STRIVE) project is a World Bank Assisted-Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships.
6. **Craftsmen Training Scheme (CTS):** The Craftsmen Training Scheme (CTS), implemented under DGT, was introduced by the Government of India in year 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production by systematic training, to reduce unemployment among the educated youth by providing them employable skills and to cultivate and nurture a technical and industrial attitude in the minds of younger generation.
7. **Craftsmen Instructor Training Scheme (CITS):** This scheme is operational since the inception of the Craftsmen Training Scheme (CTS) with the core mandate of Training of Trainer (ToT) i.e. Training of Craft Instructors. Comprehensive training both in skills and training methodology is imparted to the instructor trainees to make them conversant with methodology of teaching and techniques of transferring hands-on skills, to produce skilled manpower for the industry.
8. **Advanced Vocational Training Scheme (AVTS):** in order to upgrade and update the skills of serving industrial workers, the AVTS is in operation since 1977. The scheme was launched by erstwhile DGE&T, Ministry of Labour and now Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship in collaboration with UNDP/ILO in 1977 at the then six Advanced Training Institutes (ATIs) under DGE&T and 16 ITIs of 15 State Governments.



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This part of the report summaries the main roles of the 12 allied institutions of MSDE:

Directorate of General Training (DGT)	Directorate of Jan Shikshan Sansthan (DJSS)	National Council for Vocational Education and Training (NCVET)	National Skill Development Corporation (NSDC)	National Skill Development Fund (NSDF)	Regional Directorate of Skill Development & Entrepreneurship (RDSDE)
It is an apex organisation for the development and coordination of the vocational training including Women's Vocational Training of the employable youth in the country and to provide skilled manpower to the economy	To provide vocational skills in non-formal mode to non-literate, neo-literates, persons with rudimentary level of education upto 8th and school drop-outs upto 12th standard in the age group of 15-45 years	An overarching umbrella regulator establishing regulations and standards to ensure quality in the TVET space, subsuming the responsibilities of NSDA and NCVT	It was set up as part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills	The NSDF meets its objectives through National Skill Development Corporation (NSDC)	To further improving skill training and apprenticeship training and ensure effective integrated development and monitoring of these programmes at State level
National Skill Training Institute (NSTI)	National Institute of Entrepreneurship and Small Business Development (NIESBUD)	Indian Institute of Entrepreneurship (IIE)	National Instructional Media Institute (NIMI)	The Central Staff Training and Research Institute (CSTARI)	Sector Skill Councils (SSC)
Imparting training to the instructor of ITIs in the country	Training of Trainers, Management Development Programmes, Entrepreneurship-cum-Skill Development Programmes, Entrepreneurship Development Programmes and Cluster Intervention	To be a leading provider of quality professional development programmes, research and information service in the field of entrepreneurship promotion/ motivation and development and management of MSME	To make available well prepared instructional material for the use of the trainees and trainers for securing overall improvement in the standard of training imparted in ITIs, short term skill development courses and for Industries & establishments implementing the Apprenticeship training programme	The various operational activities are executed by two different wings – namely Research and Training, and spread across Crafts Man training, Craft Instructor training, Modular Employable Skills & CoE	It plays a vital role in bridging the gap between what the industry demands and what the skilling requirements ought to be



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a) Skill Sector

About Skill Development Sector

Skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. As per the National Sample Survey Office (NSSO), 2011-12 (68th round) Report on Status of Education and Vocational Training in India, among persons of age 15-59 years, about 2.2% are reported to have received formal vocational training and 8.6% are reported to have received non-formal vocational training. While the debate on the exact quantum of the challenge continues, there is no disputing the fact that it is indeed a challenge of formidable proportions.

“Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development” - International Labor Organization

The objective of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global market. It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. It seeks increased participation of youth, women, disabled and other disadvantaged sections of the society and to synergize efforts of the various sectors and to reform the present system with the enhanced capability to adapt to the changing technologies and the labour market demands.

Challenges in the skilling and entrepreneurship landscape in the country

- i. Public perception that views skilling as the last option meant for those who have not been able to progress/opted out of the formal academic system.
- ii. Skill development programmes of the Central Government are spread across more than 20 Ministries/Departments without any robust coordination and monitoring mechanism to ensure convergence.
- iii. Multiplicity in assessment and certification systems that leads to inconsistent outcomes and causes confusion among employers.
- iv. Paucity of trainers, inability to attract practitioners from industry as faculty.
- v. Mismatch between demand and supply at the sectoral and spatial levels.
- vi. Limited mobility between skill and higher education programs and vocational education.
- vii. Very low coverage of apprenticeship programs.
- viii. Narrow and often obsolete skill curricula.
- ix. Declining labour force participation rate of women.



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- x. Predominant non-farm, unorganised sector employment with low productivity but no premium for skilling.³
- xi. Non-inclusion of entrepreneurship in formal education system.⁴
- xii. Lack of mentorship and adequate access to finance for startups.
- xiii. Inadequate impetus to innovation driven entrepreneurship.

Globally, many organizations view skill development as necessary for productivity and growth, including foreign direct investments. The World bank envisages investment in a high-quality workforce that can create a virtuous cycle, where relevant and quality skills enable economic growth resulting in more and better jobs. It estimates following four main issues that are required to be tackled for skills development:

1. Access and completion: Across the world, investments in education and skills development—from preschool through post-secondary education to vocational training—have high returns. Further, provisioning of equitable access is a challenge in the middle-income countries. Enrollment in a course versus completion of a formal degree has seen a wide disparity, thereby educational investments in terms of lifetime earning potential. This may need mass level policy measures, especially in training and capacity building.
2. Quality: Many young people attend schools without acquiring basic literacy skills, leaving them unable to compete in the job market. For those who access technical and vocational training at secondary and post-secondary levels, returns can vary substantially by specialization and institution. In particular, technical and vocational training (TVET) systems in many countries face challenges related to quality assurance, resulting in perceptions of the vocational track being a second-best option compared to general secondary or tertiary education.
3. Relevance. Technical and vocational education and training—which can last anywhere from six months to three years— can give young people, especially women, the skills to compete for better paying jobs. Nevertheless, more needs to be done in terms of engaging local employers to ensure that the curriculum and delivery of these programs responds to labor market needs.
4. Efficiency. Challenges related to governance, financing, and quality assurance also impact the efficiency of skills development programs. The resulting unnecessarily high costs can limit opportunities for disadvantaged youth and adults to access these programs.

The ILO deems skill development an essential prerequisite for sustainable development, which contributes to facilitating the transition from the informal to the

³ Reference Note, Skill Development in India, 2020

⁴ India Skill Report, 2022



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formal economy. It recommends uptake of skill development strategies in view of three primary reasons:

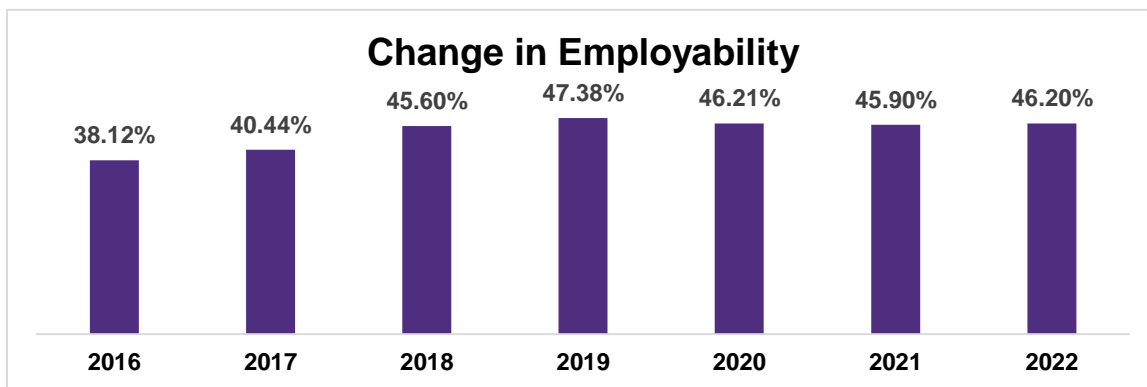
- *Skills matching*: to better forecast and match the provision of skills, both in terms of relevance and quality, with labour market needs;
- *Skills upgrading*: to adjust skills development programmes and institutions to technological developments and changes in labour markets so that workers and enterprises can move from shrinking, low-productivity economic sectors and professions to expanding, high-productivity sectors and occupations. Such adaptation requires permanent and regular re-skilling, skills upgrading and lifelong learning for workers to maintain their employability and enterprises to remain competitive; and
- *Skills for society*: to build up capabilities and knowledge systems within the economy and society which induce and maintain a sustainable process of economic and social development.

With respect to India, various researchers have pointed out multiple challenges to skill development. According to the India Skills Report 2015, lack in the development of skills was highlighted. Of all the students applying for roles in the labour market, a mere 1/3rd of the number had the appropriate skills to match the requirement of the employers. Though we have sufficient manpower but they are not skilled enough to get a job. A skill gap is a considerable gap between the skills required by the workforce and their current attributes and capabilities. World Economic Forum identifies for 2019 India's labour force above 30 years of age as 262 million people, of which 259 million are currently employed and needed to be future-ready. Challenges to skill development stated are such as avenues needed to expand public sector collaboration with industry and the private sector, creation of pathways for greater international mobility and addressing women's low participation in the labour force. These have been recognized due to reasons such as market failures due to externalities, information asymmetries such skilled person's ability is less known to a potential employer. Other challenges enlisted were:

- **Insufficient capacity** -The current infrastructure facilities available in institutes all over the country are not adequate in proportion to the massive demand for skilled labour. Moreover, there is a lack of highly skilled trainers who can train the workforce.
- **Mobilisation**- One most challenging tasks is enrolling students in vocational training and education in institutes.
- **Scalability**- There is a limited buy-in from the private sector for the Skill India model. In short, it does not get much support from any stakeholders in the country.

- Mismatch of skills -There comes a situation when the skill sets provided by the institutes do not suit the requirements of the employers. As a result, even though the youth are skill trained, they do not get employed.

Figure 11: Change in employability



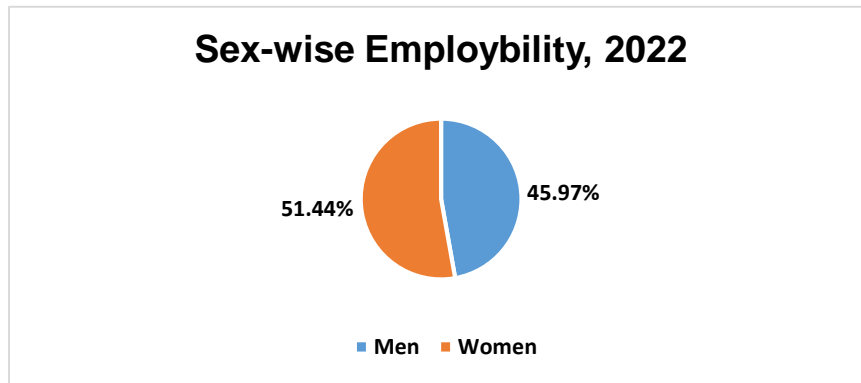
Source: India Skill Report, 2022

Table 8: Top sectors who have hired the most

2015	2016	2017	2018	2019	2020	2021	2022
Hospitality (including Aviation, Tours and Travels)	Retail	Core Sectors (Oil, Gas, Steel. etc.)	BFSI	BFSI	BFSI	BFSI	Internet Business
BFSI	E-Commerce & Transport	Software/Hardware	Retail	Software/Hardware	BPO/KPO/ITES	Software/Hardware	Software/Hardware
Core Sectors (Oil, Gas, Steel. etc.)	Pharma & Healthcare	Auto Ancillary		Manufacturing	Internet Business	Internet Business	Pharma
							BFSI

BFSI – Banking & Financial Services and Insurance; Source: India Skill Report, 2022

Figure 12: Sex wise employability



Source: India Skill Report, 2022

The spread of coronavirus (COVID-19) was a disaster at an unprecedented scale for the world. COVID-19 caught the world unprepared to face a pandemic of such magnitude. The pandemic confined people to their homes and robbed professionals of their jobs. Mass unemployment rose worldwide from the period from December 2019 to September 2020. The effects of the pandemic that started in 2019 is impacting the Indian employability landscape gravely. According to the Economic Survey from 2018, 93% of India's workforce operates in the informal sector of the economy.

Daily wage workers, contractual labour and self-employed workers were hit the hardest. They had to face uncertain conditions to sustain in a competitive economy. The lack of food and shelter continued through the initial months of 2020, resulting in a mass migration from cities to rural areas. The organised private sector also witnessed massive layoffs. The Centre for Monitoring Indian Economy (CMIE) reported that India's unemployment rate might have spiked up to 23.4% during the week that ended on 5th April 2020. Until March, the unemployment rate was officially reported to increase from 7.8% to 8.7% all throughout February 2020. The result was an increase in death rates due to insufficient supplies during the spread of COVID-19 in a large, vulnerable population.

In 2020, the remote work environments showcased India's skilled workforce in both the formal and informal sectors. With increased connectivity and remote collaboration, the pandemic's impacts on unemployment were slowly reverted with the hiring intention of companies. According to the data collected, the youth employability stood at 45.9% consisting of highly employable resources. This is significantly lower than the previous year. The emergence of a skill gap is the reason that youth employability reduced to 45.9% from last year's 46.2%. The skill gap that emerged with the COVID-19 pandemic has given rise to computer courses, language classes, and online skill assessments. Local businesses have emerged with online stores and numerous social organisations aimed at connecting businesses with technology. The Covid19 pandemic revealed how central technology is to everyday lifestyle.



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Table 9: States with maximum supply of employable talent

2016	2017	2018	2019	2020	2021	2022
Andhra Pradesh, Uttar Pradesh, Delhi	Maharashtra, Andhra Pradesh, West Bengal	Andhra Pradesh, Delhi, Gujarat	Andhra Pradesh, Delhi, Uttar Pradesh	Maharashtra, Tamil Nadu, Uttar Pradesh,	Delhi & NCR, Orissa, Uttar Pradesh,	Maharashtra, Uttar Pradesh, Kerala



India is paving the way towards becoming the Skill Capital of the world. With one of the youngest populations in the world, India can realise its demographic dividend through a workforce that is trained in 'employable' skills and is industry-ready. Harnessing this potential into a positive force for development, Ministry of Skill Development and Entrepreneurship (MSDE), has collaborated with Central Government Ministries, State Governments, Industry, Non-Profits and Academia to synergize and accelerate the skilling efforts across geographies. The collective efforts by all stakeholders has steered positive outcomes with substantial growth in skill training.



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Figure 13: MSDE at a Glance



PMKVY Overall - 1,22,73,302

Candidates Enrolled

Craftsmen Training Scheme - 18,09,442

Trainees Enrolled

Jan Shikshan Sansthan - 13,97,680

Candidates Enrolled

Crafts Instructor Trg Scheme - 8,858

Trainees Enrolled

Apprenticeship - 6,85,058

Apprentices Enrolled

Schemes/Initiatives



Short Term Training

- Pradhan Mantri Kaushal Vikas Yojana 2.0 (PMKVY 2.0) 2016-20
- Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0) 2020-21
- Pradhan Mantri Kaushal Kendras (PMKK)
- Jan Shikshan Sansthan (JSS)
- Capacity Building Scheme
- Udaan
- School Initiatives and Higher Education
- India International Skill Centres (IISCs)
- Pre Departure Orientation Training (PDOT)



Long Term Training

- Craftsmen Training Scheme (CTS)
- Crafts Instructor Training Scheme (CITS)
- Advanced Vocational Training Scheme (AVTS)
- Vocational Training Programme For Women
- Schemes for Upgradation of ITIs
- Flexi MoUs
- STRIVE
- Initiatives in the North East and LWE Regions
- Dual System of Training (DST)
- Polytechnics



Apprenticeship Training

- National Apprenticeship Promotion Scheme (NAPS)



Entrepreneurship Schemes

- National Entrepreneurship Awards (NEA)
- Pilot Project on Entrepreneurship

Other Schemes/Initiatives

- SANKALP
- Aspirational Skilling Abhiyan
- Rozgar Mela
- Indian Institute of Skills (IISs)
- Skill Loan Scheme



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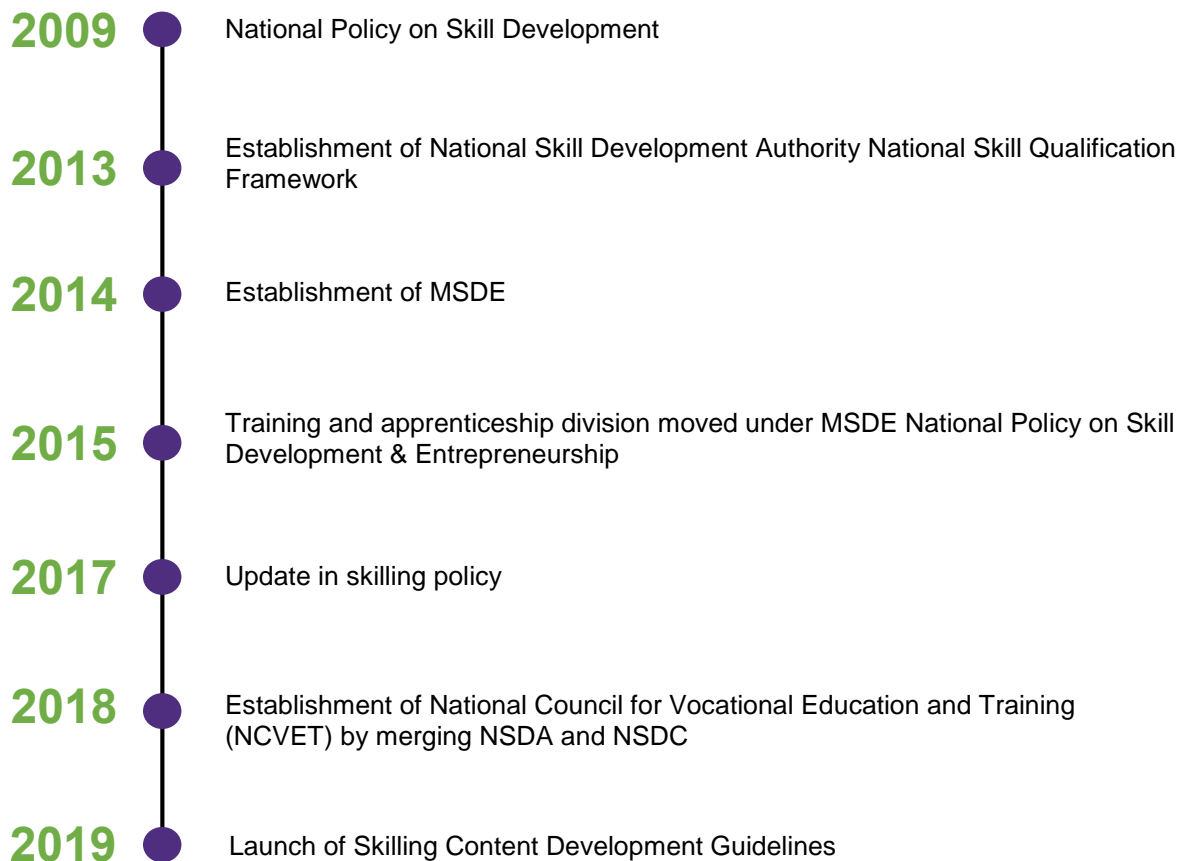
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The Hon'ble Prime Minister's flagship scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) alone, has till date seen close to 92 lakhs people get skilled and prepared for a new successful India. More than 720 Pradhan Mantri Kaushal Kendras (PMKKs) have been established till date to support skill development infrastructure in the country. These are state of the art centres of skilling with latest pedagogy and use of technology. MSDE also recognises and certifies skills acquired through informal means through its Recognition of Prior Learning (RPL) program under PMKVY, bringing about a major shift from unorganised sector to an organised economy. So far more than 50 lakhs people have been certified and formally recognised under the programs.

MSDE also introduced a scheme called National Apprenticeship Promotion Scheme (NAPS) in August 2016 to promote this most sustainable model of skill development and industry connect. Under this scheme, the Government of India provides financial benefits for apprenticeship. More than 7 lakh apprenticeship trainings have been conducted so far. MSDE has also introduced the Pradhan Mantri Yuva Yojana (PM-YUVA) which aims to educate and equip potential and early stage entrepreneurs and catalyse a cultural shift to support aspiring entrepreneurs. The candidates are linked to the MUDRA scheme of the government to get assistance in initial business funding.

A Journey of transformation: India is committed to promoting vocational education and training through bold and meaningful actions.





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Skill India is no more just limited to the domestic market but is actively engaging with countries across the world to promote cross geographical exposure and opportunities in the international market. Skilled youth from across the nation from different States and Regions compete against each other in their respective skills in Regionals & National Level (India Skills) Competition. The winners of the IndiaSkills further nurture their skills over the next one year and prepare themselves to represent India at WorldSkills Competition.

In a bid to empower India's youth and encourage more trainers to join the Skill India Mission, the MSDE honours the trainers and of skill ecosystem with Kaushalacharya Awards. The awards were conferred in five categories namely Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Sikshan Sansthan (JSS), Directorate General of Training (DGT), Apprenticeship and Entrepreneurship in an event organised online on view of COVID guidelines. A total of 41 Awards were conferred to trainers from diverse backgrounds for outstanding contribution in creating a future-ready and skilled workforce.

The ministry lays emphasis on success of a nation dependent on youth and that skill India would bring advantages and opportunities for these young Indians, a path towards a skilled society and prosperity for all.

⁵ Annual Report 2021-22, Ministry of Skill Development & Entrepreneurship



5. Capacity Needs Analysis of the divisions

This section captures the roles and responsibilities of the Ministry's various divisions, as well as the various requirements of these divisions that are necessary for them in imparting their responsibilities and in line with the Ministry's overall vision. This has been done primarily through interactions with the head of the departments of the Ministry's.

During the consultations with the respective divisions and departments it was observed that since the skill development sector is quite dynamic in nature, there is continuous development in technology, process optimization, operating business models, etc. These developments are driven by domestic requirements as well as international practices and stipulations. Therefore, in order for the Ministry to be able to perform its role effectively and meet the objectives, the development of capacity and capability by identifying and meeting the following requirements of its divisions is imperative.

Competency Requirements: With emerging technologies, new business models and disruptive forces, the nature of skills required to cater to the demanding needs of the sector have evolved significantly over the years and it is important to ensure that the Ministry has such skills.

The requirements can be in the form of new skills requirements or upgradation of current skill levels in line with the emerging technologies and global scenarios and these have been identified for each division / department.

In addition to this, there are requirements that are common across most of the divisions that contribute towards a better understanding of the division/department, the role of the individual, the tools for discharge of tasks, official procedures, rules, law and also soft skills. The specific content may vary from entity to entity, however, the need for capacity building in these areas are mostly common across all divisions/departments and have been mentioned subsequently in this section.

Institutional Requirements: The various divisions under the Ministry have an organization structure and institutional infrastructure that has evolved organically over the years. Therefore, there may be instances where there are constraints, capacity or otherwise, to be able to meet the changing demands of the sector. Such requirements have been identified and addressed to enable the Ministry to impart its responsibilities efficiently and effectively, in the following section.

In addition to the above, there are requirements in terms of training modules and tools that are common across all divisions / departments have also been identified and addressed in subsequent sections on competency mapping as well as capacity building plan.

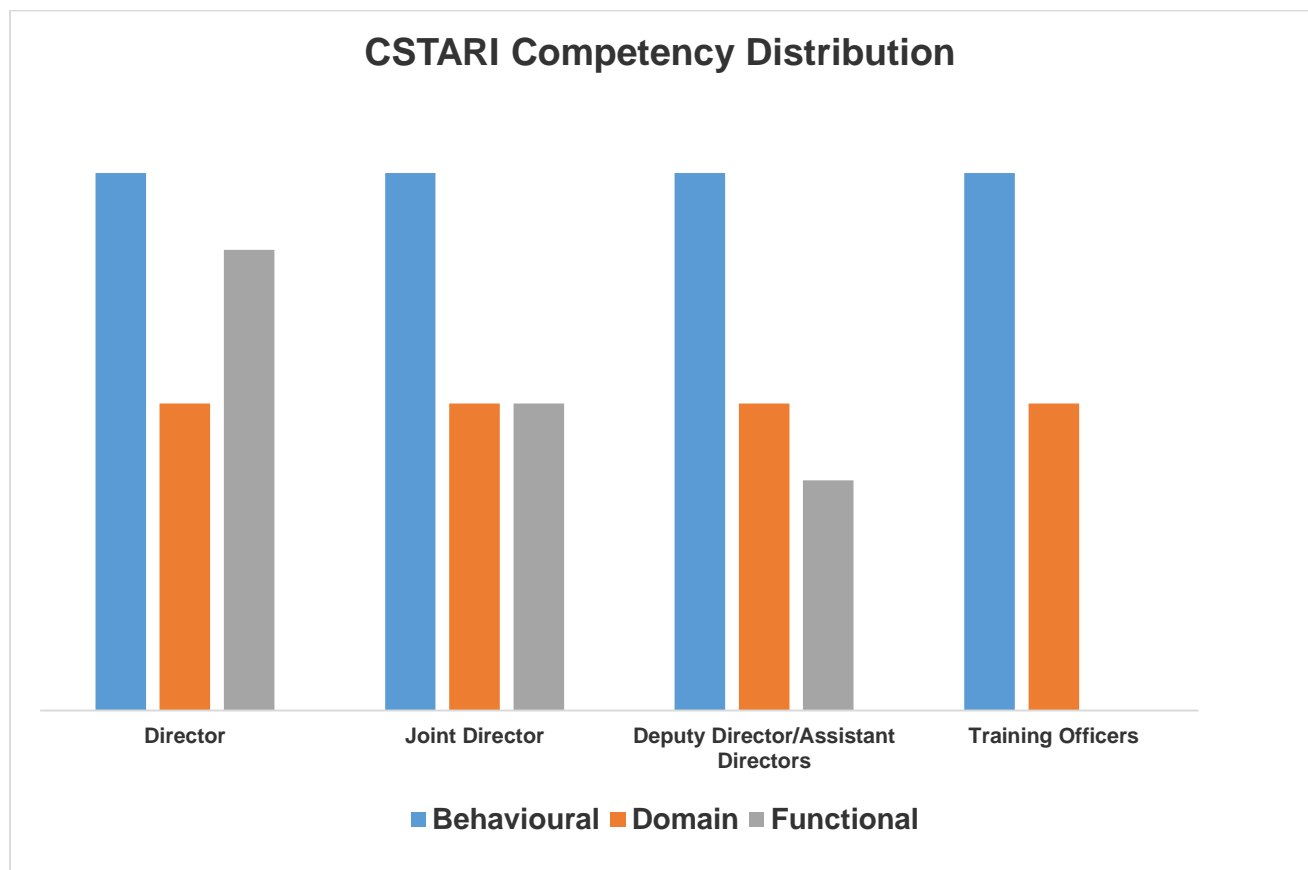


Technological Requirements: There have been significant technological advancements on skill sector. It is important that the divisions/departments have the necessary technological tools and techniques for its efficient functioning. Some of the basic tools and technology requirements are common across all divisions and departments. However, some very domain specific requirements have also been identified that would require interventions. The identification of actual gaps / level of interventions can only be determined based on a dedicated gap assessment exercise, which would include detailed interactions with the resources across levels and assessment of the existing competencies, study of the existing training programs, etc. Hence, for the purposes of this study, the observations based on the discussions with the JS / Department heads have been considered to identify the current gap areas.

a) The Central Staff Training and Research Institute (CSTARI)

CSTARI is headed by Shri Ishwar Singh, Director. It is a premier institute with a sprawling campus of approximately 16 acres located in the biggest IT hub of eastern part of the country at Kolkata. From April 2015 CSTARI is under Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship (MSDE).

Capacity building analysis of the division





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According to the aforementioned graph, it was established that CSTARI resources are emphasising on learning/developing of behavioural-related competences than domain and functional expertise. Further to the discussion, it was also observed that functional related competency requirements are more with Directors and Joint Directors as compared to Deputy Directors/Assistant Directors and Training Officers.

The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Vision/Goal	Role of Division
Director	Research	To conducts skill analysis and prognosis for the purpose of identifying occupational profiles for the existing and future vocations/ trades and impart in-house training programs	<ul style="list-style-type: none"> • Design and develop trade curricula for the various trades and NSQF alignment. • Organize suitable training programmes in institutes/ industries. • Conduct study and analysis for the development of appropriate methods, techniques, procedure and systems related to the Vocational Training. • Develop curricula as per outcome-based format and align the same with NSQF for different flagship schemes of DGT viz., CTS, DST, Flexi-MoU, ATS & CITS and revise the same on continuous basis.
	Training		Conducts various in-house training programme as per schedule and off campus training programmes based on request for faculty and principals of State Govt. on training methodology, Training of Trainers (TOTs), Employability skill, Managerial and supervisory development.

During the discussions with the HODs and the Ministry, the following requirements and priority areas were identified:

Competency sought	Training partner	Man-hours (duration in hrs)	Remarks
Domain			
1. Curriculum development	Refer section 1.7 above	40	Training sought abroad. At onaset, best Insitution witihn the country may be explored.



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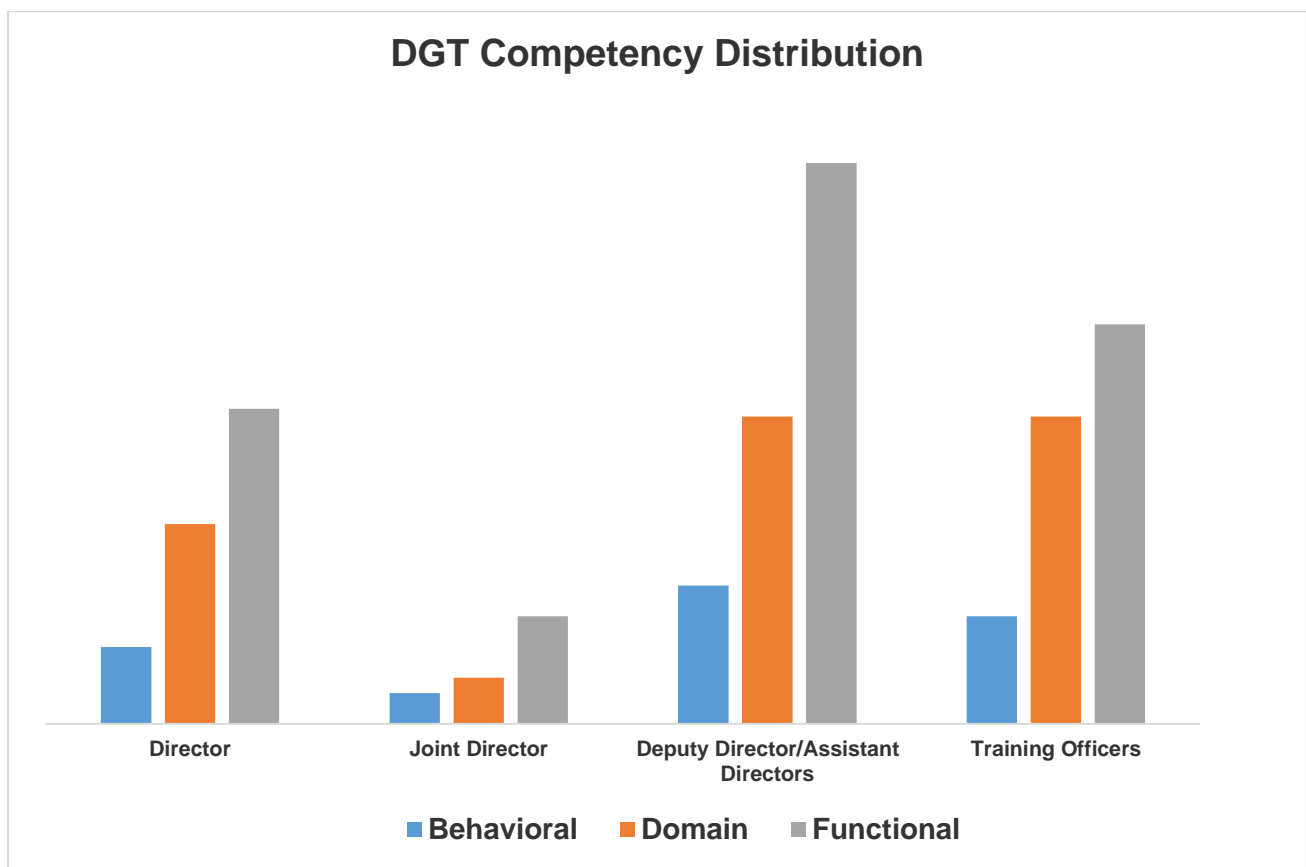


2. Training of trainers/training Methodology/ Pedagogy		80	Training sought abroad. At onset, best Insitution withn the country may be explored.	
3. Entreprenuership		40	Training sought abroad. At onset, best Insitution withn the country may be explore, like IIMs, IITs, ISB	
4. Understading TVET		40	Training sought abroad. At onset, best Insitution withn the country may be explored.	
5. Management Development Program		40	At onset, best Insitution withn the country may be explore, like IIMs, IITs, ISB.	
Functional/operational areas				
1. Project management	IIM/ ISTM	80	Quick win- can be taken up immediately in every quarter	
2. Financing and budgeting			40	No of participants to be identified for offline training, basic level 5 day course
3. Communication skills				
4. PFMS				
5. E-office				
6. Gem & E-gem				
Behaviourial/ Attitudinal/ Soft skills				
1. Personality development & self confidence	IIM/ ASCI	80	Quick win- can be taken up immediately in every quarter	
2. Attitudal changes & development & other behaviorial skills	Refer section 1.7 above		No of participants to be identified for offline training, basic level 5 day course	
3. Empathy building and wellness			Incentivse trainings especially wherein changes have been assesed by/observed by supervisor	
4. Ethics in Adminstration				



b) Directorate of General Training (DGT)

DGT is headed by a Director General. It includes a network of about 15,000 Industrial Training Institutes (ITIs) (Govt. and Pvt.) in States; 33 National Skills Training Institutes (NSTIs)/ National Skills Training Institutes for Women (NSTI-W) and other central institutes. A number of training programmes catering to about 24 lakhs students yearly, trainers and industry requirements are being run through this network.



According to the aforementioned graph, it was established that DGT resources are emphasising on learning/developing of functional-related competences than behavioural and domain expertise. Further to the discussion, it was identified that Deputy Director/Assistant Directors and Training officers have more behavioral, domain and functional training requirements than other roles.

The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:



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Division Head	Area of Focus	Vision/Goal	Role of Division
Director General	ITI Students	Development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training	<ul style="list-style-type: none"> To frame overall policies, norms and standards for vocational training. Carry out Skill Gap Analysis and ascertaining the skill workforce required as per latest technological changes of Industries Designing new curricula, revising course curriculum, granting affiliation, trade testing, certifications Conducting Training of Trainers for ITI Instructors under Craftsmen Instructor Training Scheme (CITS) Reskill and upskill the Instructors and workers of Industries Conduct courses in participation of industry under ATS/DST/FLEXIMOU to provide industry ready work force. Monitor the quality of Vocational Training, Developing the content and blended learning materials, functioning of all the vocation training schemes.
	ITI Trainers		
	Apprentices		
	Upgrading skills of Technicians & Engineers		
	Industry		

During the discussions with the HODs and the Ministry, the following requirements were identified:

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
1. Program Formulation	ILO/NITI Aayog	3 days	There should be batches having cross ministries representative to imbibe cross departmental learning as well. Batches may commence from Quarter 1 of FY. Participants and number to be identified. Participants can have regional representation
2. Program Implementation	ILO/NITI Aayog	3 days	
3. Program Evaluation/Impact assessment	NITI Aayog	3 days	
4. Output Outcome Monitoring Framework	NITI Aayog	2 days	
5. Best Practices Global/National	-	5 days	
6. New Education Policy	Ministry of Education	2 days	
7. Skill Employment Linkage	-	5 days	
8. Skill Gap Survey	-	3 days	
Functional/operational competencies			
1. PFMS	NIFM/DoE	3 days	Quick Win trainings- This should be conducted at the earliest
2. GeM	Ministry of Finance /NIFM	3 days	Participants and numbers to be identified for trainings across quarters
3. RTI	ISTM	2 days	



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4. GFR	Ministry of Finance / NIFM	2 days	
5. Budget heads and accounting	NIFM	2 days	
Behavioural/ Attitudinal/ Soft Skills			
1. Leadership	IIM/ ISB	As per CBU	Quick win trainings, can be taken up on immediate basis across quarters
2. Office/Meeting etiquettes			
3. Stress Management			



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For the Curriculum Development (CD) section

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
1. Court Case Handling		One Week	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2.NSQF, NEP	Ministry of Education	One Week	
3.Course/Content Development Processes	IIM Kolkata	One Week	
4. Guidelines/SoPs	NIEPA	One Week	
5.Policy	NIEPA	One Week	
Functional/operational competencies			
1.Leadership Management	IIM Kolkata	10 Hrs.	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2.Administratives Rules	IIM	10 Hrs.	
3.Data Analysis	ISB	10 Hrs.	
4.Skill Practices (Best)	SDI	10 Hrs.	
5.Industry Orientation IR 4.0, IOT, Future Immerging Technology	IIT	10 Hrs.	
Behavioural/ Attitudinal/ Soft Skills			
1.Comunication	IIM	10 Hrs.	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2.Stress Management	IIM	8 Hrs.	
3.Managerial Skill	IIM	8 Hrs.	
4.Time Management	IIM	8 Hrs.	
5.Conflict Management	IIM	8 Hrs.	

For the establishment section

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
1. Maintenance of Service Book	ISTM, Delhi	112	
2.Handling of Court Cases	ISTM, Delhi	112	



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3.Revision of Drafting of new RR / Recruitment Rules	ISTM, Delhi	112	Quick win trainings can be taken up across 4 quarters. Participants and their numbers to be earmarked	
4.Effective Noting & Drafting	ISTM, Delhi	112		
5.Handling Compassionate Appointment Cases	ISTM, Delhi	112		
6.Pension Cases	ISTM, Delhi	112		
7. Manual of Office Procedure	ISTM, Delhi	112		
8.Maintenance of Seniority. Updating of reservation Roaster. Preparation of new Reservation Roaster	IIPA, New Delhi	112		
9.RTI & Public Grievances (PIO CPIOs)	ISTM, Delhi	112		
10.Record Management of all the employee	ISTM, Delhi	112		
11.Promotions/DPC/Direct Recruitment	ISTM, Delhi	112		
12.Requisition to UPSC/SSC for direct recruitment.	ISTM, Delhi	112		
13.All Establishment Rules (MACP, LTC, Pay Fixation)	ISTM, Delhi	112		
Functional/operational competencies				
1. Effective Noting and Drafting	ISTM, Delhi	112		Quick-win training, can be conducted across four quarters, with regional representation. Participants and numbers to be earmarked
2. Communication Skills	IIPA, New Delhi	112		
3.GFR 2017	ISTM, Delhi	112		
4. Management of Cash Book	IIPA, New Delhi	112		
5.Function of Drawing & Disbursing Officer (DDO)	ISTM, Delhi	112		
6.Critical Thinking	IIPA, New Delhi	112		
7.Problem Solving Decision Making Strategic Planning, Managerial Effectiveness	ISTM, Delhi	112		
8.Event Management				
Behavioral/ Attitudinal/ Soft Skills				



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1. Interpersonal Relations	ISTM, Delhi	48	Quick-win training, can be conducted across four quarters, with regional representation. Participants and numbers to be earmarked
2. Communication Skills	ISTM, Delhi	112	
3. Inter Disciplinary Skills	ISTM, Delhi	112	
4. Organizational Behavioral	ISTM, Delhi	112	
5. Team Building	ISTM, Delhi	112	
6. Stress Management	ISTM, Delhi	112	
7. Art of Living	ISTM, Delhi	112	

Year wise initiatives can be distributed based on needs analysis as follows:

Year/Type of trainings/non-intervention	1	2	3
Domains specific Trainings	Program Formulation	Program Implementation	Impact Assessment methodologies
Functional training	PFMS/ GeM/RTI	GFR/Budgeting	-
Behavioural Training	Stress Management	Leadership /Ethical Dilemma	Meeting etiquettes
Attachments for cross learning	With Various Ministries	With various State Government	With key Global Institutions

For the Curriculum Development (CD) section

Year/Type of trainings/non-training intervention	1	2	3
Domain	Court Cases, NSQF, NOS	Course Content Development Process	Policy, Guideline /SoP
Functional	Leadership Management	Data Analysis	Industry Orientation IR 4.0, 10T, Future Immerging Technology
Behavior	Communication Managerial	Time Management	Conflict Management



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For the establishment sections

Year/Type of trainings/non- training intervention	1	2	3
Domain	40%	40%	20%
Functional/operational competencies	40%	30%	30%
Behavioral/ Attitudinal/ Soft Skills	40%	40%	20%

II Training Needs for newly joined MTS proposed by establishment section

Recently DGT has recruited 10 Multi-Tasking Staff (MTS) selected by Staff Selection Commission. The average qualification of the MTS are 12th Std. Out of this 6 are possessing graduate qualifications. It is pertinent to mention that these staff is highly underutilized and accordingly following Training module is being proposed for MTS at DGT (Hqrs)

1. Special Training Module on:

a) Induction/orientation program

It will cover Basic Introduction of MSDE/ various sections of DGT. Role of Regional Directorate located all over India along with NSTIs/NSTI(W). Motivation/inter-disciplinary skill/organization behaviors Basic etiquettes.

Domain specific training for MTS proposed by establishment section

1. Receiving/ Dispatch of letter, other correspondence
2. Records i.e. Service Keeping Books/ Files/ Documents.
3. Handling of files
4. Basic Computer Orientation/Typing
5. Orientation Training of e-office.
6. Maintenance of discipline/ office decorum
7. Motivation to take responsibility towards up gradation in career progression

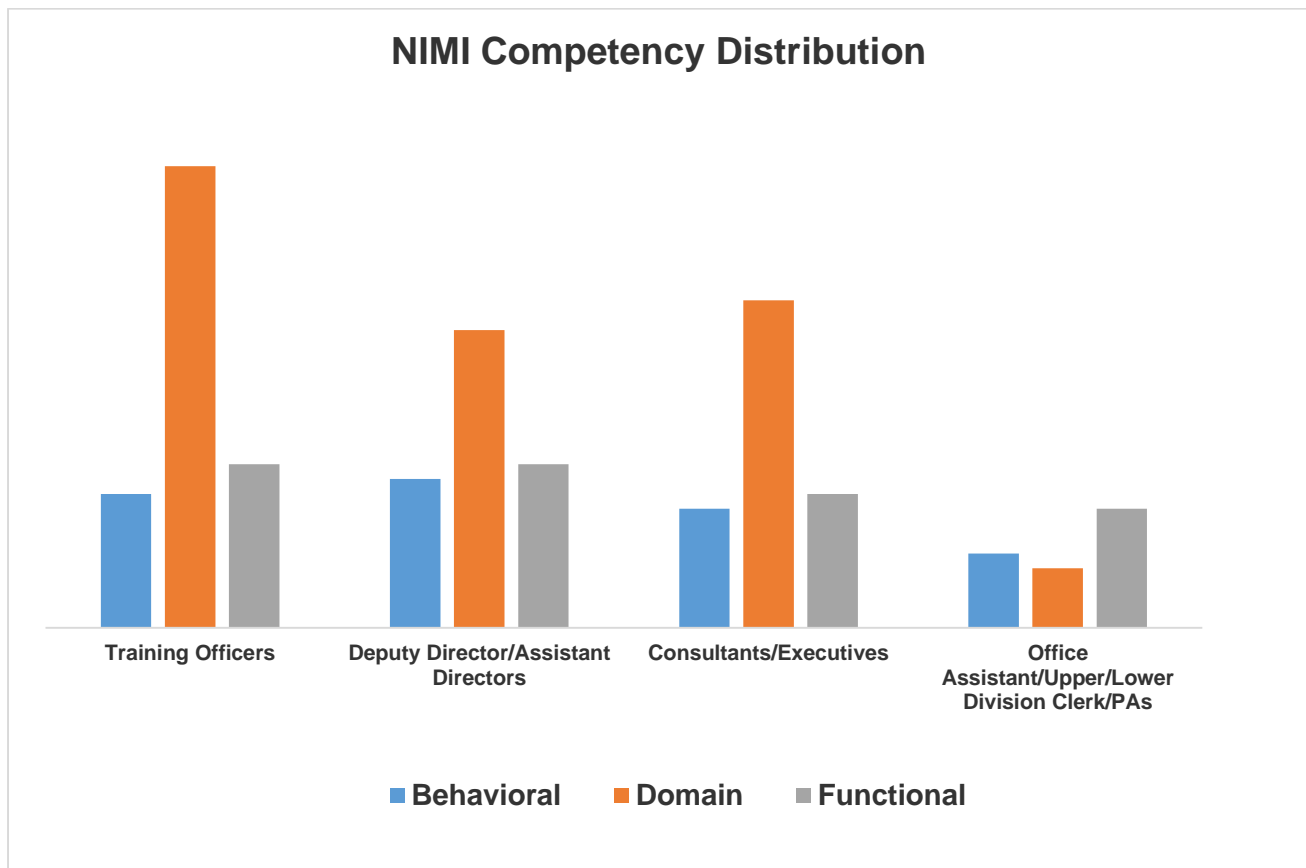
Suggestions:

- Participants and numbers to be earmarked for MTS training, can be conducted across four quarters at local institutions and regional headquarters.
- Incentives MTS to take up progressive roles and ones progressing may be awarded.



c) National Instructional Media Institute (NIMI)

NIMI is headed by Shri R P Dhingra, Director. National Instructional Media Institute (NIMI) was established in 1986 by the Government of India under the Ministry of Labour with the assistance of Deutsche Gesellschaft Fuer Technische Zusammenarbeit (GTZ) GmbH acting as the executing agency on behalf of the Government of the Federal Republic of Germany. From 1st April 1999, NIMI has been functioning as an Autonomous Society. With effect from 16.04.2015, Honourable Union Minister of Skill Development and Entrepreneurship, Govt. of India is the President and Chairman of the General Body and Governing Council of the Society respectively.



According to the aforementioned graph, it was established that NIMI resources are require domain-related competences than behavioural and functional expertise. Further to the discussion, it was also identified that Deputy Director/Assistant Directors and Training officers have more behavioral, domain and functional training requirements than other roles.

The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:



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Division Head	Area of Focus	Vision/Goal	Role of Division
Director	Industrial Training Institutes (ITIs) / Industrial Training Centres (ITCs)	To make available well prepared Instructional Material (books) for the use of the trainees and trainers for securing overall improvement in the standard of training	<ul style="list-style-type: none"> • Development of Instructional Media Packages (IMPs) and Question Bank for assessing the trainees under <ul style="list-style-type: none"> o Craftsmen Training Scheme (CTS) o Centre of Excellence (CoE) o Skill Development Initiative (SDI) • Scheme for Modular Employable Skills (MES). • Translation of IMPs into Hindi and other Regional Languages • Digitizing of Instructional Materials prepared by NIMI. • Development of e-Learning. • Training • Development of Terminal Competencies for the courses under MES. • Development of Video Instructional Programmes for the courses under MES. • Printing, Publishing and Marketing of the products developed by NIMI.
	Industries and Establishments implementing the Apprenticeship Training Programme		

The main requirements identified during discussions with the HODs and the Ministry are mostly domain specific training. Below is detailed list of competencies identified:

Competency- courses sought	Training partner sought (probable)	Man-hours (Duration)	Remarks/Critics
Domain			
1. Evaluation of Trade content and assessment methodology's as per the industries and labor market needs	NIIT/AICTE -Learning academy	80	Based on year wise priorities, these trainings can be taken up in each quarter.
2. Assessment methodology of the Content	NIIT/AICTE -Learning academy	80	
3. Content designing ideas as per the trends in the market	NIIT	96 (16 + 80)	Participants and numbers to be identified
4. Innovative ideas in content development/ Assessment techniques	RSI Content solutions	16	
5. Development of Blended/E-content in technical books publications	NOVAC/RSI Content solutions/ Macmillan Learning	160 (80 + 80)	
6. Conceptualization of innovative ideas	IIM – Bangalore	40	
7. Resource planning	IIM – Bangalore	40	



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8. New systems/ Methodology for development including blended learning	Macmillan Learning	80 (40 + 40)	
Functional Competencies			
1. Creative Ideas in about Publications	Macmillan Learning	80	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2. Competency in IT tools	NIELIT	80	
3. Product Promotions	IIM – Bangalore	40	
4. GeM and other purchase procedures	CIPS (Chartered Institute of Procurement and Supply)	80	
5. Financial Management	NIFM	40	
6. Vigilance Awareness	Any Govt. dept./Instt.	40	
Behavioural/ Attitudinal/ Soft Skills			
1. Leadership & Team Building	SIMB, Pune	80	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2. Personal Development training (Attitude, soft skills, communication Training)	IIM – Bangalore	80	
3. Interpersonal Relationship management at work Place	IIM – Bangalore	56 (16+40)	
4. Empathy Building	IIM – Bangalore	16	
5. Public Relationship	IIM – Bangalore	40	
6. Stress Management/Managing emotions	NIMHANS	40	

Year wise priorities enclosed by NIMI in training needs analysis

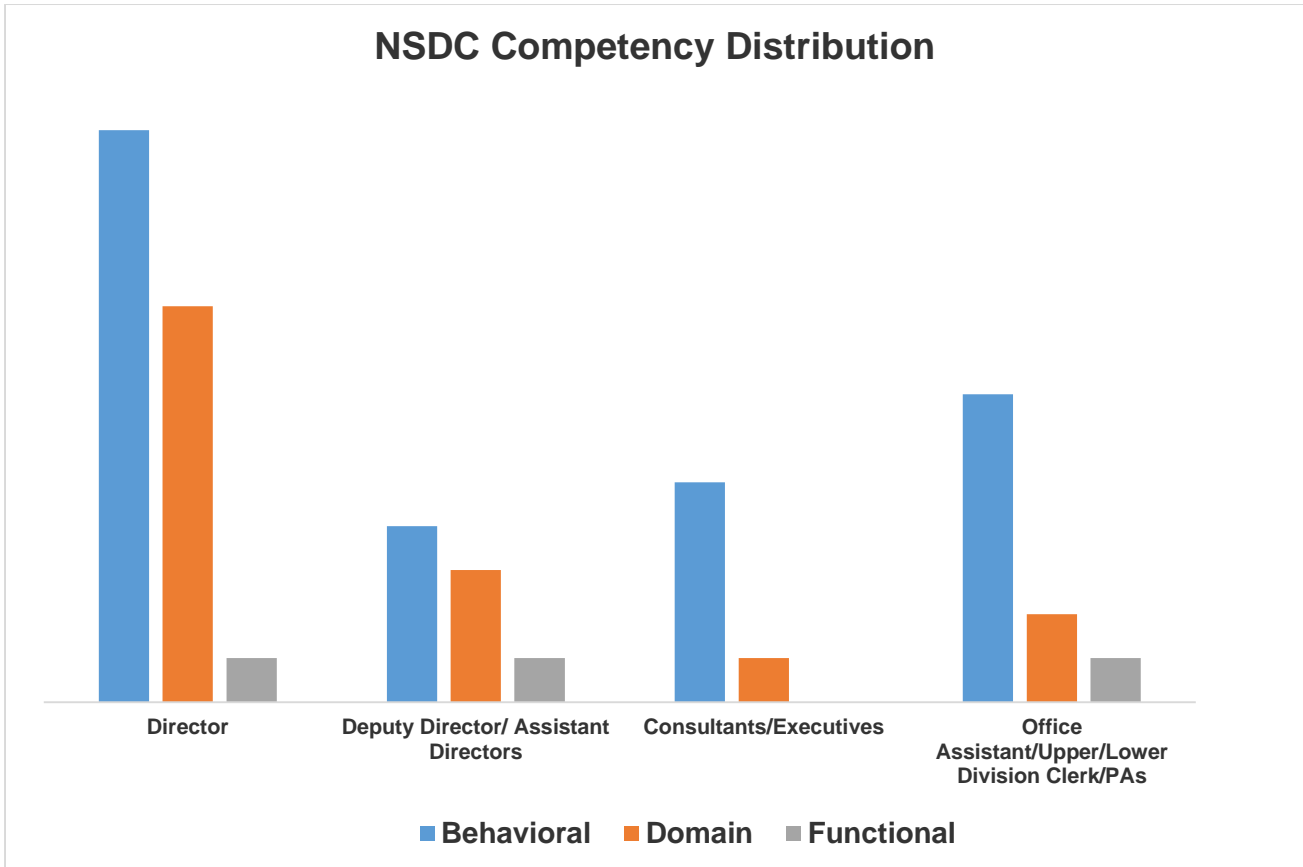
Year/Type of trainings/non- training intervention	1 st Year	2 nd Year
Domain Competencies		
Trainings	Evaluation of Trade content and assessment methodology's as per the industries and labor market needs	Familiarities with development of Blended/E-content in technical books publications
Trainings	Assessment methodology of the Content	Management of Instructional development and related activities for effective output
Trainings	Content designing ideas as per the trends in the market	Conceptualization of innovative ideas



Trainings	Innovative ideas in content development/ techniques/ IT portal	New systems/ Methodology for development including blended learning
Non-Training	Resources planning	
Functional Competencies		
Trainings	Creative Ideas in about Publications	Identification of latest technology which suit the requirement of current needs
Trainings	Competency in IT tools	Product Promotions
Trainings	Maintenance of inventory	Financial Management
Trainings	GeM and other purchase procedures	Vigilance Awareness
Behavioral/ Attitudinal/ Soft Skills		
Trainings	Leadership & Team Building	Interpersonal Relationship management at workplace
Trainings	Attitude Training	Empathy Building
Trainings	Soft Skill Training	Public Relationship
Trainings	Commination Skills	Motivational Approach

d) National Skill Development Corporation (NSDC)

NSDC is headed by Shri A M Naik, Chairamn. The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India. The training and certification of candidates under PMKVY (2016-20) enhanced their employability prospects by 1.8 times, with their incomes being 15% higher than untrained individuals.



According to the aforementioned graph, it was established that NSDC resources are emphasising on learning/developing of behavioural-related competences than domain and functional expertise. Further to the discussion, it was also observed that domain related competency requirements are more with Directors and Deputy Directors/Assistant Directors as compared to Consultants/Executives and Office assistant/UDC/LDC/PAs.

The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Vision/Goal	Role of Division
Chairman	Corporate Strategy and New Initiatives	NSDC was set up as part of a national skill development mission to fulfil the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.	To contribute significantly to the overall target of skilling up of people in India, mainly by fostering private sector initiatives in skill development
	Market Led Programme		
	International Partnerships		
	CSRs and Industry Partnerships		



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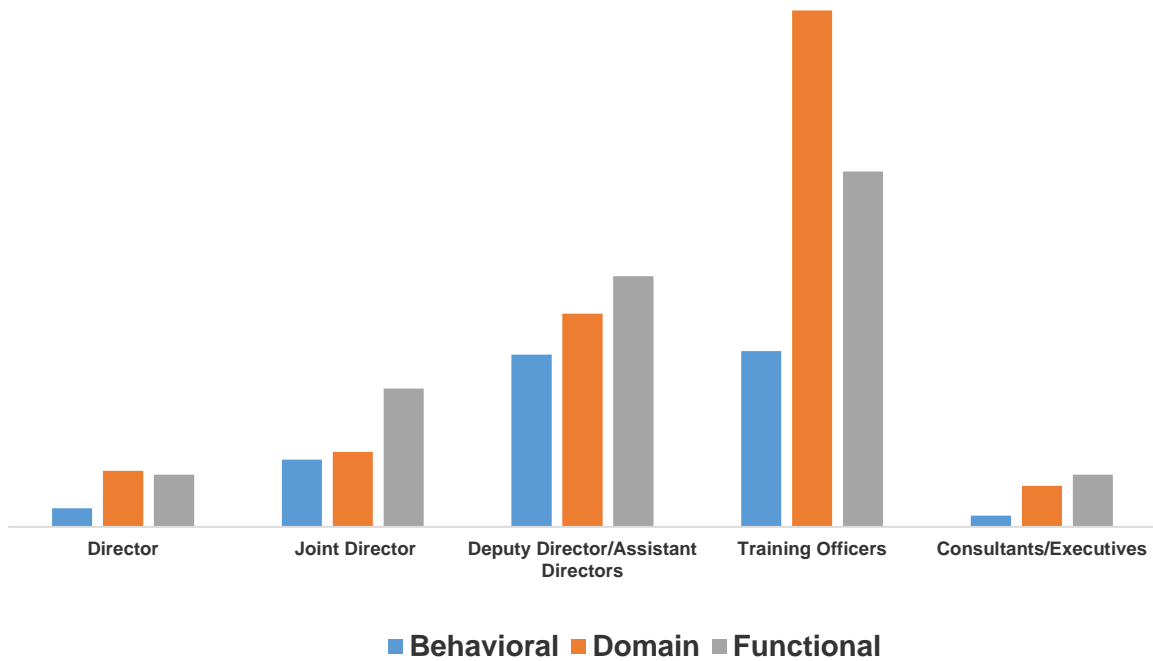


	Strengthening Industry Connect		<p>programmes and to provide funding.</p> <ul style="list-style-type: none"> o Create: Proactively catalyse creation of large, quality vocational training institutions. o Fund: Reduce risk by providing patient capital. Including grants and equity. o Enable: the creation and sustainability of support systems required for skill development. This includes the industry led Sector Skill Councils.
	Making Skills Aspirational		

e) National Skill Training Institute (NSTI)

National Skill Training Institute (NSTI) is one of the premier institutes run by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship, Govt. of India. There are about 33 NSTIs in the entire country. The training programmes are so designed by identifying the industrial needs of mechanical, electrical, electronics and chemical sectors by our officers in consultation with industry experts and individuals through level structured training programme so that at the end all trainees will be competent enough with the skills acquired that are required for the wage and self employment.

NSTI Competency Distribution



According to the aforementioned graph, it was established that NSTI resources are emphasising on learning/developing of functional and domain related competences than behavioural expertise. Further to the discussion, it was identified that Deputy Director/Assistant Directors and Training officers have more behavioral, domain and functional training requirements than other roles.

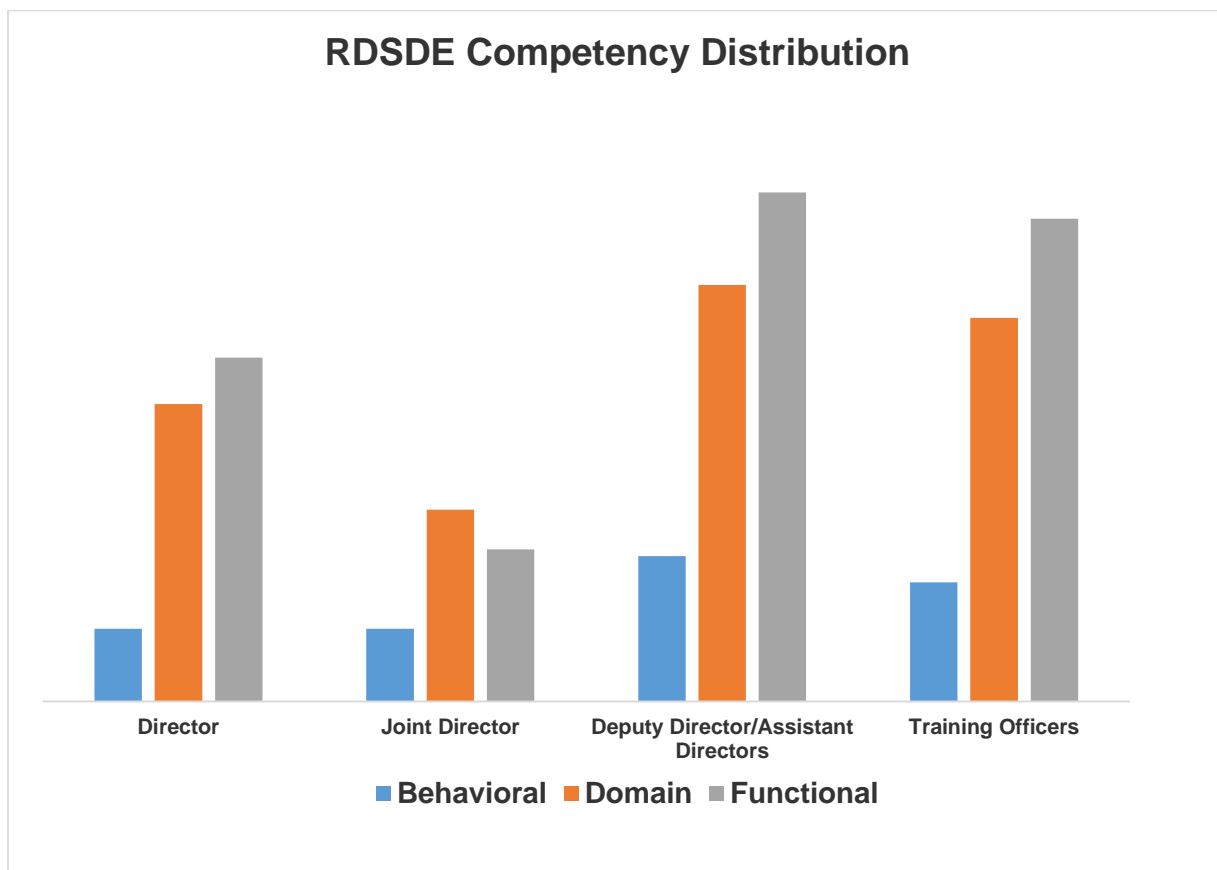
The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Vision/Goal	Role of Division
Director General	Upgrade and update	To make this institute as pioneering in providing skill training and learning service with focus on maintaining international standards	<ul style="list-style-type: none"> • Identification of vocational skill training areas • Organization of skill training programmes for women • Maintaining industry-institute linkages. • All around development of Trainees
	Innovate		



f) Directorate of Skill Development & Entrepreneurship (RDSDE)

For further improving skill training and apprenticeship training and ensure effective integrated development and monitoring of these programmes at State level, RDSDE was formed. There are about 22 training institutes pan India.



According to the aforementioned graph, it was established that RSDDE resources are emphasising on learning/developing of functional-related competences than behavioural and domain expertise. Further to the discussion, it was also observed that domain related competency requirements are more with to Deputy Directors/Assistant Directors and Training Officers as compared to Directors and Joint Directors.

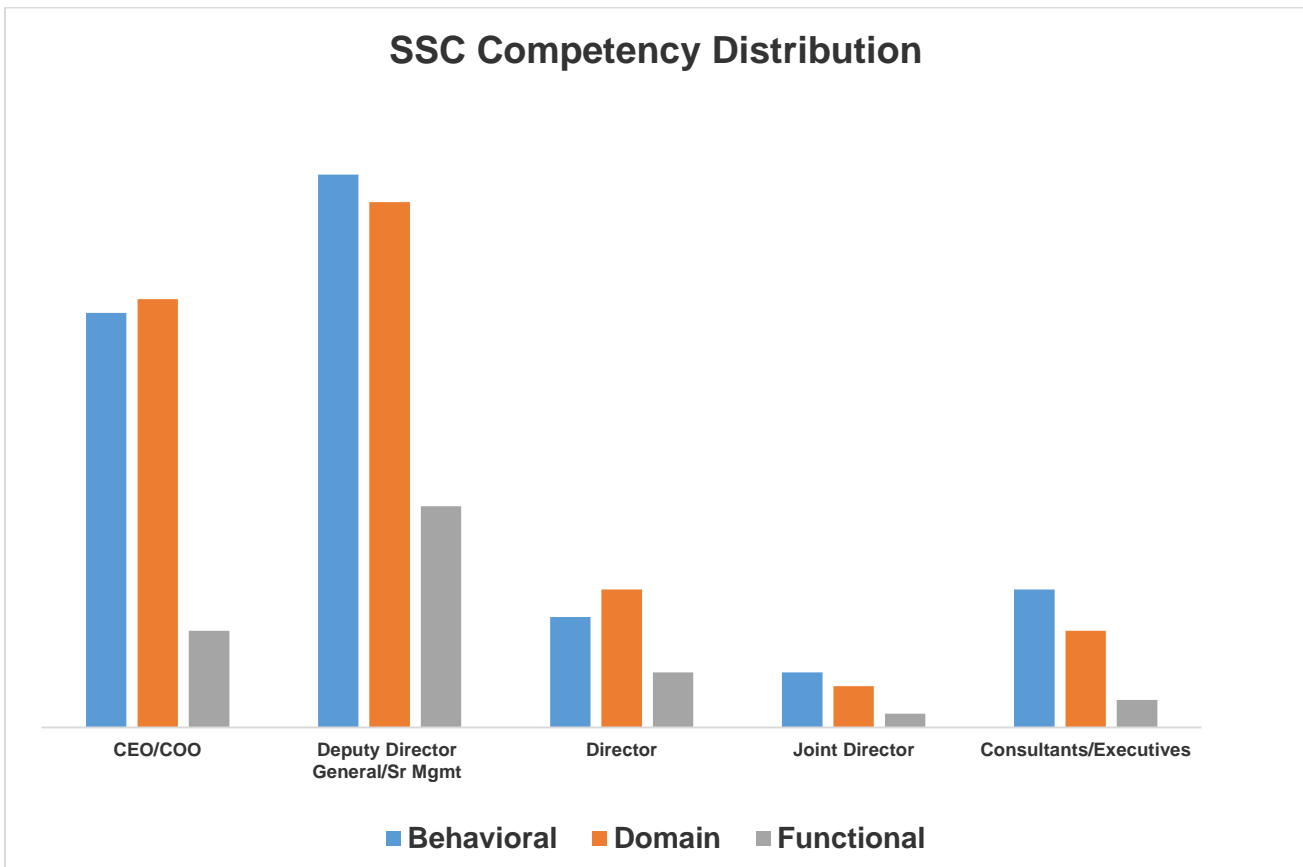
The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:



Division Head	Area of Focus	Vision/Goal	Role of Division
Director General	Upgrade and update	To make this institute as pioneering in providing skill training and learning service with focus on maintaining international standards	<ul style="list-style-type: none"> • Identification of vocational skill training areas in every state • Organization of skill training programmes for women • Maintaining industry-institute linkages. • All around development of Trainees
	Innovation		

g) Skill Councils (SSC)

Sector Skill Councils (SSCs) are set up as autonomous bodies and not-for-profit organizations by the National Skill Development Corporation and are led by industry leaders in the respective sectors.



According to the aforementioned graph, it was established that SSC resources are emphasising on learning/developing of behavioural-related competences and domain



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Division Head	Area of Focus	Vision/Goal	Role of Division
Director General	Placement support and achievement	Bridging the gap between what the industry demands and what the skilling requirements	<ul style="list-style-type: none"> • Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them. • Development of a sector skill development plan and maintaining skill inventory. • Determining skills/competency standards and qualifications and getting them notified as per NSQF. • Standardization of affiliation, accreditation, examination and certification process in accordance with NSQF as determined by NSQC. • May also conduct skill-based assessment and certification for QP /NOS aligned training programmes. • Participation in the setting up of affiliation, accreditation, examination and certification norms for their respective sectors. • Plan and facilitate the execution of Training of Trainers along with NSDC and states. • Promotion of academies of excellence. • Paying particular attention to the skilling needs of ST/SC, differently-abled and minority groups. • Ensuring that the persons trained and skilled in accordance with the norms laid down are assured of employment at decent wages.
	Apprenticeship promotion & participation		
	Assessment & Certifications		
	Standards, Curriculum & Content		
	Adherence to good governance practices		
	Activities to increase industry connect like demand aggregation, industry membership, etc.		

than functional expertise. Further to the discussion, it was also observed that functional related competency requirements are more with CEO/COO and Deputy Directors General/Senior Management as compared to Directors, Joint Directors and Consultants/Executives.

The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:



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h) National Institute of Entrepreneurship and Small Business Development (NIESBUD)

NIESBUD is headed by Ms. Anuradha Vemuri, Director General. It is a premier organization of the Ministry of Skill Development and Entrepreneurship, engaged in training, consultancy, research, etc. in order to promote entrepreneurship and Skill Development. The Institute has been actively delivering International Trainings for the ITEC nation participants under the aegis of Ministry of External Affairs. The institute has been financially self-sufficient since 2007-08. The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Role of Division
Director General	Training of Trainers and Cluster Intervention	<ul style="list-style-type: none"> • To standardize and systemize the processes of selection, training, support and sustenance of potential and existing entrepreneurs. • To support and motivate institutions/organizations in carrying out training and other entrepreneurship development related activities.
	Management Development Programmes	<ul style="list-style-type: none"> • To serve as an apex national level resource institute for accelerating as well as enhancing the process of entrepreneurship development, to measure the impact of the same within different strata of the society. • To provide vital information and support to trainers, promoters and entrepreneurs by organizing research and documentation activities relevant to entrepreneurship and skill development. • To create a holistic environment to train the trainers, promoters and consultants in diverse areas of entrepreneurship and skill Development.
	Entrepreneurship-cum-Skill Development Programmes	<ul style="list-style-type: none"> • To offer consultancy nationally/internationally for promotion of entrepreneurship and small business development at national and international level. • To provide national/international forums for interaction and exchange of ideas for policy formulation and its refinement at various levels. • To share experience and expertise in entrepreneurship development across national frontiers to create awareness on it at national level. • To interchange international experience and expertise in the field of entrepreneurship development for mapping its development at international levels too.
	Entrepreneurship Development Programmes	



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During the discussions with the HODs and the Ministry, the following requirements were identified:

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
1.Content /Curriculum development	Refer section 1.7 above	50 hrs	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2.Emerging trends in Entrepreneurship Development		50 hrs	
3. Research and Data Analysis		50 hrs	
4.Cluster Development		50 hrs	
5. Use of advanced Digital methods in Classroom/ Training		50 hrs	
6. Mentoring and Handholding techniques		50 hrs	
7. Preparation of Project Proposals		50 hrs	
8. Programme Designing		50 hrs	
Functional/operational competencies			
1. Monitoring and Evaluation		50 hrs	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2.Technology Upgradation		50 hrs	
3.E-office and e-procurement		20 hrs	
4. Parliament matters/ questions		20 hrs	
5. Drafting and Noting		20 hrs	
6. Administration, GFR rules, PFMS, GEM etc.	ISTM/ NIFM	50 hrs	
7. Data Base Management System		50 hrs	
8. Financial Management	ISTM/ NIFM	50 hrs	
9. Hospitality and Hygiene	IHTMs	20 hrs	
Behavioural/ Attitudinal/ Soft Skills			
1. Time Management	IIM/ IITs/ ISB	20 hrs	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified
2. Communication Skills		20 hrs	
3. Inter Disciplinary skills		20 hrs	
4. Stress Management		20 hrs	
5. Soft Skills		20 hrs	
6. Leadership and Team Building		20 hrs	
7. Conflict Management		20 hrs	

Year wise priorities enclosed by NIESBUD in training needs analysis



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Year/Type of trainings/ non- intervention	Year -1	Year -2	Year – 3
Domain	Content /Curriculum development	Research and Data Analysis	Emerging trends in Entrepreneurship Development
	Emerging trends in Entrepreneurship Development	Cluster Development	Programme Designing
	Mentoring and Handholding techniques	Use of advanced Digital methods in Classroom/ Training	
	Preparation of Project Proposals	Mentoring and Handholding techniques	
	Programme Designing		
Functional/operational competencies	Monitoring and Evaluation	Technology Upgradation	Financial Management
	E-office and e-procurement	Monitoring and Evaluation	Data Base Management System
	Parliament matters/questions	Financial Management	Administration, GFR rules, PFMS, GEM etc.
	Hospitality and Hygiene	Drafting and Noting	Hospitality and Hygiene
		Administration, GFR rules, PFMS, GEM etc.	
Behavioural/ Attitudinal/ Soft Skills	Leadership and Team Building	Communication Skills	Soft Skills
	Time Management	Inter Disciplinary skills	Stress Management
	Stress Management	Leadership and Team Building	Conflict Management
		Soft Skills	
Non- training intervention		Data Base Management System	Data Base Management System
			Learning Management System



i) Indian Institute of Entrepreneurship (IIE)

IIE is headed by a Director. It is an autonomous National Institute to undertake training, research and consultancy activities in small and micro enterprises focusing on entrepreneurship development. They have commenced a startup initiative i.e. “NERES 1.0”, an entrepreneurship summit aimed at offering a platform to promising start-ups and aspiring entrepreneurs across NER. Under the initiative, 20 best business ideas will be promoted with prize money of Rs. 5 Lakhs each. The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Vision/Goal	Role of Division
Director	Entrepreneurship Development Programmes	To promote and develop entrepreneurship. To conduct research and provide consultancy for entrepreneurship development. To coordinate and collaborate with other organizations in undertaking training, research and other activities to increase outreach of the institute.	<ul style="list-style-type: none"> • To promote and develop entrepreneurship. • To conduct research and provide consultancy for entrepreneurship development. • To coordinate and collaborate with other organizations in undertaking training, research and other activities to increase outreach of the institute. • To provide consultancy and monitoring service to MSMEs/ potential entrepreneurs and enhancing employability of participants. • To promote greater use of information technology in the activities/ functions of the IIE. • To comply with statutory responsibility
	Training of Trainers		
	Consulting Services		
	Technology		

j) National Skill Development Fund (NSDF)

NSDF is headed by a settlor and chairperson. It has been incentivized by the Government through various tax and non tax Policies. It is registered under section 80G of Income Tax Act. This allows Trust to work more effectively in skill development sector by allowing tax incentives to donors of funds. Further NSDF is exempted from FCRA regulations to accept funds from foreign sources. Till 31st March 2021, NSDF has released Rs. 5029.63 crore to NSDC towards skill development programmes including National Skill Certification and Monetary Reward Scheme (STAR) and UDAAN Scheme (J&K oriented). The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Vision/Goal	Role of Division



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Settlor and Chairperson	Skill Fund	To develops appropriate models to enhance, support and coordinate private sector initiatives	Promotion of the fund and oversee apt application and equitable dissemination
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k) Directorate of Jan Shikshan Sansthan (DJSS)

DJSS is headed by the Secretary, MSDE. At present, 304 JSSs in 26 States and 7 Union Territories are functional. The annual coverage of the beneficiaries is around 4 lakh, out of which 85% are women. The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Vision/Goal	Role of Division
Secretary	To uplift this rural population economically by imparting essential skills training, thereby enabling local trades to grow and creating new opportunities for the natives of the region.	<ul style="list-style-type: none"> • Approval of Annual Action Plan of JSSs • Recommendation of release of grants to JSSs • Facilitate and coordinate technical resource support services to JSSs • Supervision and monitoring of JSS progress through periodical visits • Training and orientation of programme/administrative staff of JSSs • Creation of pool of master trainers • Clearing house services and providing guidance to the members of Board of Management/Executive Committee and Programme/ Administrative staff • Conduct half yearly/annual review meetings • Development of course curriculum • Monitoring of Livelihood Cells of JSSs • Collaborate and coordinate with other stakeholders in the field of skill development • Operationalisation of new JSSs • Matters related to JSS Portal, viz. its periodical updation, maintenance, etc. • Publicity and media • Organisation of national level meetings/workshops/seminars • Activities needed for promotion of the objectives of the scheme • Scrutiny of proposals of Board of Management of JSSs • Grievances on Public Grievance Portal • RTI matters in respect of JSS on functional issues • Providing input on court cases on functional issues of JSS • Any other work assigned to the Directorate for the promotion/ implementation of JSS Scheme or the matter related to it.

l) National Council for Vocational Education and Training (NCVET)

NCVET is headed by a chairperson. It is regulating the functioning of entities engaged in vocational education & training, both long-term and short-term. A total of 41 proposals of



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Awarding Bodies have been considered for granting recognition. The table below provides goals of the division in each of these areas along with its role in accomplishing these goals:

Division Head	Area of Focus	Role of Division
Chairperson	Recognition	<ul style="list-style-type: none"> • Recognition and regulation of Awarding Bodies (ABs), Assessment Agencies (AAs) and Skill related Information Providers • Approval of qualifications as per the NSQF (National Skills Qualification Framework) • Monitoring, Evaluation and Supervision of recognized entities • Grievance Redressal of the varied stakeholders
	Monitoring	
	SSC	

Next part of the report deals with the responsibilities across the three competencies and allied institutions based on the data set provided. This section and next part of the report are a minimum representation and in next revision of the acbp exercise, these parts can be updated and modified.

Capacity Requirements of the Divisions

This section outlines the Ministry's primary job areas as well as the competencies needed to carry out all of its work-related responsibilities effectively and smoothly.

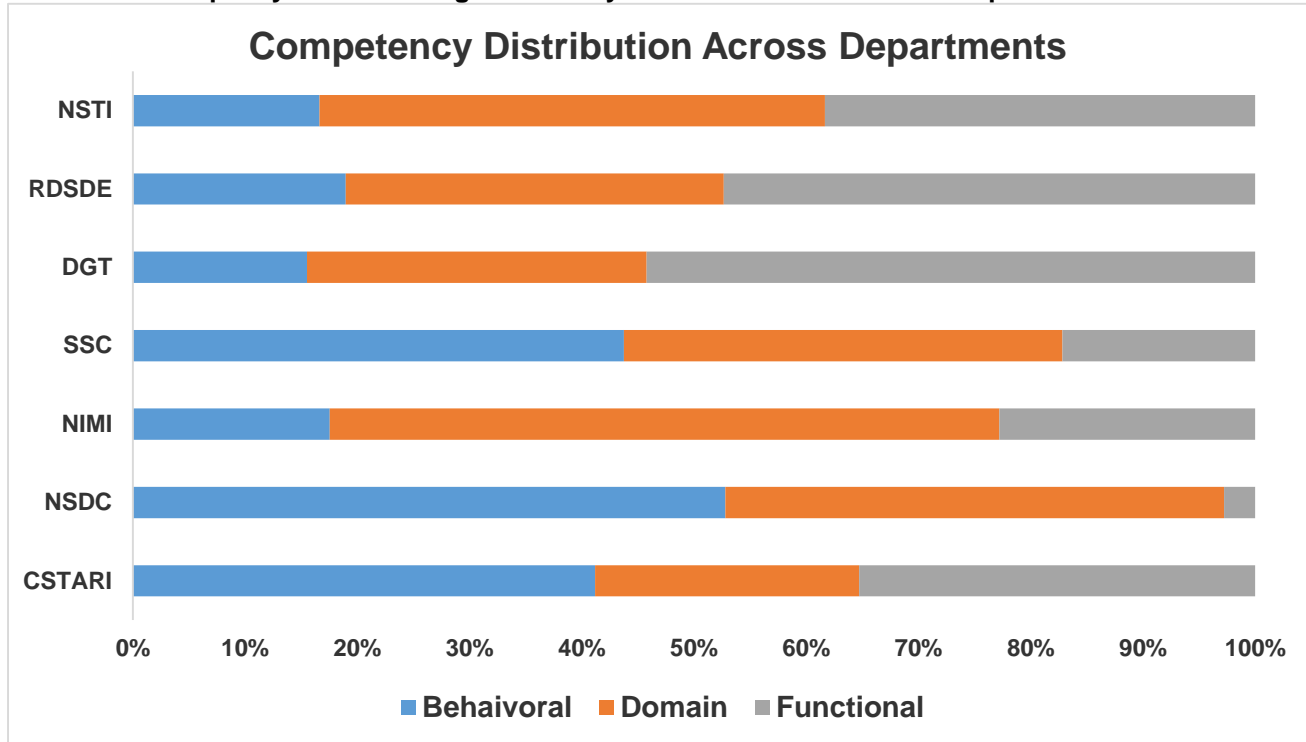
The organizational level competencies are divided in three categories in which are:

- **Domain competency:** This includes competencies required to build understanding and expertise related to the sector, division, and the respective focus areas.
- **Behavioural competency:** This includes competencies related to behaviour and soft skills such as negotiation skills, self-motivation, interpersonal skills, etc. One of the important competencies under this segment is the citizen centricity/ stakeholder focus capability.
- **Functional competency:** This includes competencies related to the functional aspects of the division such as science of policy designing and implementation, project management, financial planning, etc. and most importantly, technological know-how.

These competences encompass a blend of theoretical and applied knowledge, cognitive abilities, technology and automation adoption, values, and performance-enhancing behaviour. The competency requirements of the Ministry have been defined based on the objectives and emphasis areas of each division.



Overall Capacity Building Analysis of the Departments/Divisions



The above-mentioned graph shows a percentage competency distribution across the departments/divisions of MSDE. While the demands differ from department to department, the necessity for domain competency remains the same across all divisions. Additionally, it was noted that compared to other divisions, CSTARI, NSDC, and SSC have a higher demand for behavioural competency and NSTI, RDSDE and DGT have more necessity for functional competency.

These competency requirements include a wide range of topics, including the craft of policy writing, industry expertise, networking and negotiation skills, and customer-focused talents. The competency requirements for the Ministry's various divisions are shown in the table below:

#	Competency	Division	Competency Requirement
1	DOMAIN	ENP	Digitalization of skill ecosystem
			Field/ground level exposure of scheme, implementation of scheme and NSQF aligned courses, needs assessment from a policy perspective
			Development economics - skill, livelihood and micro-entrepreneurship
		Establishment	Smart way of working using Computer Skills, how to optimize computer skills.
			How to leverage technology in doing work in smart way.
		PMKVY	Management Training
Training on preparation of notes and Oms			



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			Banking System
			Understanding of the SIP Portal, Training in SIP and SoPs of PMKVY
		Entrepreneurship	Training on Entrepreneurship, Entrepreneurship Development Schemes of GOI, Policy Formulation
		IFD	Project Management, Financial Management, Leadership development programme
		Skill Development wing	Knowledge of appraisal and approval of scheme, Parliamentary procedure, Financial rules, Office procedure, etc. is required.
		SANKALP	Public Dealing Awareness
			Project designing
			Entrepreneurship
			Beneficiary assessment
			Budget head for SANKALP
		Apprenticeship Division	Knowledge of Apprentices Act
			Schemes and funding
			Forecasting
			Bringing Global practices in apprenticeship
			Organizing events
			Scheme promotion
2	FUNCTIONAL	ENP Data Acquisition Cell	CCS (Conduct rules) CCS (CCA rules) Central civil services rules and guidelines, Manual of Office Procedure
		ENP cell	Public speaking
			Consultancy, Advocacy
		ESTABLISHMENT	Understanding of Rules related to Service Matters (such as Pension, Leave, Pay fixation, Deputation etc.)
			Pay fixation Rules, APAR rules, Leave Rules
		PMKVY	General Business Rules
			Artificial Intelligence
			Design Thinking
			Project Management Models
			Monitoring and Evaluation Models
			Primary Unit of Appropriation
			Integrated Finance Advisor Scheme (OM dt. 6th Oct, 1975)
			Processing of proposal in IFD from Finance Angle
		Policy and Coordination wing	Establishment Rule
			Training on Recruitment Rules, Financial Rules and Procurement Rules
			Professional knowledge of Microsoft office, E-office, Communication skills for co-ordination, Website development training
			Interpersonal relationship management at workplace: Behavioural Science
		SANKALP	Computer skills
			Contract and Vendor Management
			Training for Procurements in CPP Portal
			Government E Marketplace Training
		Apprenticeship Division	Effective Capacity Building
			Mass Awareness
			Expenditure control
			Policy making



3	BEHAVIORAL		Amendment of Apprentices Act
			Advocacy of NAPS
			Portal technical support
			Coordination of apprentice engagements
			Mass Awareness creation and strategy
		Parliament	All Parliamentary related work during Session as well as Inter-Session Period such as Coordination of Parl Questions, Legislative Matters, Matter of Urgent Importance, Parliamentary Assurances, Coordination with Dept. related Standing Committee and other Parl Committees, Convening Consultative Committee Meetings of MSDE etc.
			RTI/Grievances
		ENP	Personality development, Self Confidence
		ENTREPRENEURSHIP	Email writing skills
			Sensitization towards weaker sections of society.
		ICT	Presentation skill
			Workplace behaviour
			Culture of different countries.
		Parliament	Motivational Training
			Training on Time Management and Prioritizing Tasks
			Interpersonal Skills Training
			HR management and Recruitment Process
		Apprenticeship Division	Interpersonal relations
	Collaboration & Co-ordination		
	IT - software related		
	Portal and Blogs designing		
SANKALP	Emotional intelligence		
	Regarding workflow of different organization		
	Coordination with other Ministries/ Organization		

Specific priorities of Budget division:

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
1.	Data Analysis using MS Excel	1 Month	Based on year wise priorities, these trainings can be taken up in each quarter.
2.	Automating routine work	2 Weeks	
Functional/operational competencies			
1.	Hand holding training on Budget formulation in Government	3 Weeks	Based on year wise priorities, these trainings can be taken up in each quarter.



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			Participants and numbers to be identified
Behavioral/ Attitudinal/ Soft Skills			
1.	Communication Skills, both verbal and written	2 Weeks	Based on year wise priorities, these trainings can be taken up in each quarter. Participants and numbers to be identified

Year wise priority of Budget division

Year/Type of trainings/non-intervention	1	Remarks
1.	Data Analysis using MS Excel	This may be taken up immediately, online training by Microsoft, jointly put forth by MSDE and CBC Participants may be identified for the 24 hours basic and advanced course and distributed for training across 4 quarters.

Specific priorities of PMKVY division:

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
1. Emerging Technology	ABVIITM, Gwalior	1 Week	Based on year wise priorities, these trainings can be taken up in each quarter.
2. Content Management	RCPV Noronha Academy of Administration and Management, Bhopal	2 Weeks	
3. Global Best Practices	ABVIITM, Gwalior	1 Week	
4. Market Research & Data Analysis	Indian School of Business (ISB)Hyderabad/Mohali	1 Week	Participants and numbers to be identified
5. Data Driven Governance	Indian School of Business (ISB)Hyderabad/Mohali	1 Week	
Functional/operational competencies			
1. Litigation Management		1 Week	Based on year wise priorities, these trainings can be taken up in each quarter.
2. Budget	Institute of Financial Management Training and Research. Lucknow UP	2 Weeks	
3. GeM Portal	NIFM Faridabad	2 Weeks	
4. Administration, GFR Rules, PFMS, GEM, CCS	NIFM Faridabad	2 Weeks	



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5. Project Management		2 Weeks	Participants and numbers to be identified
Behavioural/ Attitudinal/ Soft Skills			
1. Stress Management	IIM Ahmedabad	1 Week	Quick-win training, can be taken up immediately.
2. Decision Making	IIM Ahmedabad	1 Week	
3. Time Management	IIM Ahmedabad	1 Week	
4. Managerial Skill	LBSNAA , Missouri	1 Week	
5. Conflict Management	LBSNAA ,Missouri	1 Week	

Year wise priority of PMKVY division

Year/Type of trainings/non-training intervention	1	2	3
Domain	(i) Emerging Technology (ii) Content Management	(i) Global Best Practices (ii) Market Research & Data Analysis	(i) Data Driven Governance
Functional/operational competencies	(iii) Litigation Management (iv) Budget	(iii) GeM Portal	(ii) Administration, GFR Rules, PFMS, GEM, CCS (iii) Project Management
Behavioural/ Attitudinal/ Soft Skills	(v) Stress Management	(iv) Decision Making (v) Time Management	(iv) Managerial Skill (v) Conflict Management

Specific priorities of Parliament division

Competency- courses sought	Training partner sought	Man-hours (Duration)	Remarks/Critics
Domain			
Parliamentary procedures	LS Sect/ RS Sect	24	Based on year wise priorities, these trainings can be taken up in each quarter.
Coordination with other Ministries	MoPA	8	
Process of Question selection and related matters	LS Sect/ RS Sect	8	
Parliamentary practices across the world	UK/USA Parliament	48	
Training with other Parliament Sections of other Ministries	MoPA	16	
Functional/operational competencies			
Thorough knowledge of Parliamentary Procedures	MoPA	16	Based on year wise priorities,



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Awareness about overall functioning of the Ministry and different schemes	Ministry	8	these trainings can be taken up in each quarter. Participants and numbers to be identified
Taking action as per rules contained in Manual of Parliamentary Procedures and as per Rules of Procedure & Conduct of Business in Lok Sabha/Rajya Sabha	MoPA	24	
Procedural Knowledge of Handling Govt. Bills	M/o Finance	16	
Knowledge of Different Schemes of the Ministry and related Budget proposals as Parliamentary work requires coordination	MSDE/ M/o Finance	8	
Behavioral/ Attitudinal/ Soft Skills			
Managerial Skills	IIM	24	Quick-win, based on year wise priorities, these trainings can be taken up in each quarter.
Team Work	IIM	24	
Time Management Skills	IIM	24	
Soft Skills	IIM	24	
Vipasna	Art of Living	48	Participants and numbers to be identified

Year wise priorities for Parliament division

Year/Type of trainings/non-intervention	1	2	3
2022-2023	Parliamentary Democracies	Soft Skills/ Behavioral	Procedural
2023-2024	Parliamentary Democracies	Soft Skills/ Behavioral	Procedural
2024-2025	Parliamentary Democracies	Soft Skills/ Behavioral	Procedural

Given the above priorities across divisions, these may be taken up immediately. Participants may be identified, distributed evenly across quarters in view of work load and regional representation must be considered for cross learning purposes as well.

Apart from above mentioned competencies, some common requirements across Ministry are mentioned below:



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1. Advance level of communication skills, leadership development programme, meeting etiquette, Personality Development, Time Management, Stakeholder engagement, Collaboration, Priority Identification, etc.
2. Profession training on Microsoft office, data analytical tool and research, Parliamentary procedures and office work/procedures, website development training
3. Knowledge of NSQF, ATS, NAPS, CSS, ITI ecosystem, PMKVY, Entrepreneurship, Stakeholder engagement, beneficiary assessment, Training Skill (CTS, CITS, AVTS), latest updates in Skill Ecosystem, Holistic picture of various skill schemes and programs under MSDE and Skill Schemes of other departments and Ministry, Knowledge of the best practices in skill development, Recent trends and demands in Skill Ecosystem, Appraisal and approval of scheme.
4. Motivational Training, Training on HR management and Recruitment Process, Workplace Behaviour related training, business planning and, entrepreneurship.
5. Preparation of SFC/EFC/PIB/DIB Memos, Preparation of Cabinet notes, Analysis of Financial Implication, Need Analysis, concept note, Dealing of legal matters, MoUs, Handling of CAT/ Court Cases, IT tools, etc.
6. Financial Training, Re-appropriation of funds, PFMS and Budgeting, GeM & Public procurement, GFR Rules, GeM guidelines, DFPR, Tendering Process, Processing of Bills, matters related to Budget and Audit and estimates, Knowledge of NTRP, RTI, CPGRAMS.
7. Training on Noting and Drafting, Recruitment Rules, Financial Rules, and Procurement Rules, Establishment Rule, CCS rules (CCS (Conduct rules) CCS (CCA rules) Central civil services rules and guideline). GFR Rules. Office procedure, Parliamentary procedure, Vigilance Matters, Policy matters, Government Accounting Rules (GAR), Record Management.
8. Global Skill Gap Study, International visit guidelines, Knowledge of the Apprenticeship Act and Rules



6. Capacity Building Plan & Interventions Implemented

The previous section identified the competencies required to strengthen the Ministry's effective operation. This section discusses the elements of a capacity-building plan and initiatives that can be considered for strengthening the various competencies of the Ministry's divisions.

As detailed in the initial chapters, the study was undertaken for training needs. While competency enhancement plans are being developed for individual effectiveness, competency-based training function management is also equally important. Some of the inputs for efficient training function management are mentioned below:

Table 10: Organizational level Training interventions suggested

#	Intervention	Description of Intervention
1.	Induction training	<ul style="list-style-type: none"> - Induction training is one of the most important onboarding training for every employee of the ministry and allied institution. This may an online training for 2 hours, an interactive session, without usual presentation and video style, . - 'Know your Ministry' may contain "About the Ministry, allocation of business rules, Divisions and it's functions, Schemes, targets and outcomes" - CBU may with the help of internal resources supported by external resources develop modules for induction. - CBU may also mandate for every new employee to undertake induction training within 1 month of joining.
2.	Training of Consultants	<ul style="list-style-type: none"> - Ministry engages large number of consultants to carryout various functions in the ministry. However, the consultants do not have expertise in government systems and procedures. It may be considered to include the consultants working in the ministry into the training eco-system of the ministry and provide basic trainings regarding office procedures etc.
3.	Certification and weightage	<ul style="list-style-type: none"> - Every employee who has attended the training either online or offline, should undergo assessment and certification should be provided by the concerned training institutions. - This certification should be recognized by all the ministries and suitable weightage should be given during ACR/APAR, transfers and promotion. - While allocating work to the employees in the ministry, competencies acquired by them should be given due consideration
4.	Training policy and Mandatory trainings	<ul style="list-style-type: none"> - The Ministry may take measure to prepare a training policy for MSDE covering a policy decision regarding training of its officers. - Mandatory training for 5 days or 40 hours in a year can be made a part of the trainings, as per a position's need and choices.



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#	Intervention	Description of Intervention
		<ul style="list-style-type: none"> - Ministry may enforce that every employee working in the ministry must attend at least 1 training programme every year (Online / Offline) as mandatory training programme and the responsibility to ensure this may be assigned with the respective reporting officer
5.	Immersion program	<ul style="list-style-type: none"> - Exposure of employees to the ground level implementation of the policies would equip them with insights regarding policy implementation and also understand the gaps between the policy and actual implementation.
6.	Extending ISTM courses to officials of Hindi division	<ul style="list-style-type: none"> - Employees working in official language division are not trained on most common practices of the government. However, they are expected to undertake translation works for the ministry. - Training in the procedural manuals such as Manual of office procedure, Manual of Parliament Procedure, RTI Act etc. would enable better translation
7.	Database of internal resource persons and experts	<ul style="list-style-type: none"> - In fulfilment of its mandate, Ministry undertakes various initiatives like new schemes, training programs, internal studies, etc. Additionally, the ACBP identified various domain competencies specific to the Ministry - For detailed discussions on these initiatives and to handle sessions during training programs, details of officials working in the Ministry with vast experience and expertise in various subjects/domain should be identified and they should be considered as resource persons for training programs and expert level discussions when needed
8.	Competency based Training Function Management	<ul style="list-style-type: none"> - Employees working in training division may be trained on the techniques of competency-based training function management, which includes competency-based CNA, nominating right person for right training programme and more importantly collection of feedback of the training programme for evaluation of effectiveness of the training programme
9.	Robust MIS for training division	<ul style="list-style-type: none"> - It may be explored to develop or adopt open-source training function management software, to enable proper management of the training function
10.	Incentivisation for undergoing Training	<ul style="list-style-type: none"> - Ministry may derive an incentive policy to reward officers who have undergone trainings pro-actively, especially online programmes on iGOT portal, to encourage learning attitude among officials
11.	Monitoring and evaluation	<ul style="list-style-type: none"> - Monitoring and evaluation apropos trainings undertaken in a regular basis, enlisted below.
12.	CBU activities	<ul style="list-style-type: none"> - Carrying out an analysis of evaluation inputs of the past trainings for the employees for taking necessary corrective measure in future trainings. - Seeking internal feedback from reporting officers on trainings attended by their subordinates. - Corrective measures for the observations/internal feedback from reporting officers.



#	Intervention	Description of Intervention
		<ul style="list-style-type: none"> - Tie-ups with Institutions, Organizations, Multi-lateral agencies for bridging the gap in the planned and available training modules. - Continual coordination with Capacity Building Commission for – development of the training module and iGOT related courses for online training modules. - Review of existing course content material considering the training need and if required take steps for development of course material and updation. - Maintain record of expenditure incurred towards salaries, infrastructure maintenance, Consultant costs, external trainers’ costs, material design, development and printing cost, etc. - Maintain training information relating to Mapping of Competencies, Training Needs Analysis, Database of Trainings undergone by the Employees, Training Database, Trainers Database, evaluation reports, etc. - Preparation of acbp report by CBU on the capacity building programs organized by the department which forms part of either an Annual Report or on regular basis. - CBU to facilitate an exercise of identification of new competencies using the formats provided as part of ACBP at the Individual, Section level and aggregate them to the existing competencies list for further processes of mapping to the training programs and organizing capacity building programs. - CBU to take steps for addressing non-training interventions indicated in ACBP and continue to address any non-training interventions reported by the divisions/sections in future.

6.2 Training Calendar Annualisation

Capacity Building Commission (CBC) has extensively worked with the Ministry and allied institutions to identify and gauge the individual and organizational demand through comprehensive Training Needs Assessment (TnA) exercise. The exercise was conducted through various data collection mechanisms and consultations with officers at all levels. CBC also covered all the sub-divisions and regional and zonal offices of the divisions. As a result, the output of the exercise was diverse and accurately representative of the demand. This was validated through second round of discussions with the senior leadership of the ministry.

CBC, then strategically prioritized and distributed the demand within the next 3 years and provided training facilitators for the needs. The training facilitators were diverse and their competence and historic performance was accounted for while preparing the training calendar. The entire design of a demand-based training calendar based on prioritisation and needs is known as Annualization exercise. Annualization of a training calendar provides for a north star in capacity building and gives key insights on the plan of action such as Number of training man-hours, courses, participants and frequency of training and training facilitators.



The following diagram showcases key transition from raw TNA output to training calendarization outcome.

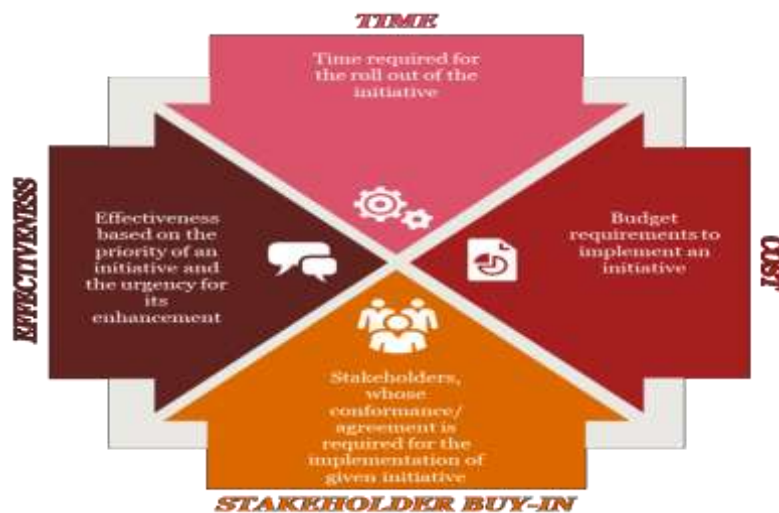
Figure 13: Breakdown of year-wise training and adoption from TnA to Training Calendar

Division	Competency	Year-Wise Prioritization (Sample)		
		Year 1	Year 2	Year 3
Directorate General of Training (DGT)	Domain	<ul style="list-style-type: none"> Purchase Management in Government Training on Arrangement of regular office meetings Program formulation 	<ul style="list-style-type: none"> Program Implementation Output Outcome Monitoring framework Course content development process 	<ul style="list-style-type: none"> Impact Assessment Methodologies Modelling and analysis of Skill gap analysis in required sectors
	Functional	<ul style="list-style-type: none"> Advanced MS office PFMS Budget Heads and Accounting 	<ul style="list-style-type: none"> Advanced Data Analysis Record Maintenance Apex committees 	<ul style="list-style-type: none"> Industry 4.0 orientation Emerging technologies
	Behavioral	<ul style="list-style-type: none"> Stress Management Managerial Skills 	<ul style="list-style-type: none"> Leadership/Ethics Time Management 	<ul style="list-style-type: none"> Conflict Management
Indian Institute of Entrepreneurship (IIE)	Domain	<ul style="list-style-type: none"> Orientation for Entrepreneurship Development Project Conceptualization & Development 	<ul style="list-style-type: none"> Livelihood & Cluster Development Integrated Management Development Program 	<ul style="list-style-type: none"> Trends in Digital Platform Advance Classroom /Training
	Functional	<ul style="list-style-type: none"> GeM Office procedure and Management 	<ul style="list-style-type: none"> E-office HR management 	<ul style="list-style-type: none"> Store Management Promotion & Publicity
	Behavioral	<ul style="list-style-type: none"> Personal Effectiveness and Communication 	<ul style="list-style-type: none"> Stress Management 	<ul style="list-style-type: none"> Women Empowerment

Capacity Building Initiatives

The competency-related initiatives have been divided into immediate priority initiatives or the initiated initiatives based on the ease of implementation (easiness of modifying existing programmes to specific needs, cost and time requirements), stakeholder buy-in, and so on. Furthermore, certain requirements that are common across Ministries and necessary for meeting the overall goal of the Program have been identified and classified as institutional and technological requirements that require immediate resolution.

Figure 14: Key considerations for identification of initiatives in short - medium term



Immediate priority initiatives are those that can be implemented on an immediate basis for high impact and can resolve many key concerns without requiring enormous budget and planning. The **initiated initiatives** were a few low-risk, high-return projects that were accomplished quickly and had a significant influence on the Ministry.

Long-term capacity enhancement initiatives can be started in the short to medium term depending on the findings of a thorough analysis and assessment of bigger institutional and technology problems that may be shared by multiple Ministries. The assessment would need to be a constant and iterative process, and the initiatives suggested could need to occasionally be updated or adjusted with customization at a divisional, departmental, or specific level. Such capacity building strategy has the



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advantage of increasing division/department knowledge and improving alignment with organizational goals/objectives.

According to the preliminary evaluation, the government has already started a few initiatives and has decided to carry out and put into action the immediate priority initiatives first, followed by long-term efforts for capacity improvement.

This section is based on the initiatives which are already executed trainings/programmes which are as follows:

6.3 Capacity Building Unit:

CBC had issued an advisory to all ministry to constitute a dedicated Capacity Building Unit (CBU) with representatives from concerned verticals. The objective of the CBU is to initiate, monitor and facilitate all the capacity needs of the Ministry in a institutional manner. Representative of the Nodal training agencies who are part of the CBU will implement all the Capacity Needs and programs identified by the CBU.

A standing unit namely Capacity Building Unit (CBU) was created in MSDE on 17th January 2022 which is responsible for co-ordination with CBC and implementation of various capacity building interventions for all employees under MSDE ecosystem (including DGT, NSDC, JSS, NSTI, RDSDE, NCVET, NIMI, CSTARI, NIESBUD and JSS) on a continuing based approach upon Training Need Analysis (TNA). From Ministry, Sh. RK Gupta, Director (MSDE) and Sh. Harsh Vardhan Sharma, Assistant Director (CBU & PMKVY, MSDE) are assigned the Capacity Building Unit (MSDE).

T-CBU/2023-POL-CDN
Government of India
Ministry of Skill Development & Entrepreneurship
Capacity Building Unit

3rd Floor, Kaushal Bhawan,
New Moti Bagh, New Delhi,
Dated: 05th July, 2023.

OFFICE MEMORANDUM

Subject: Re-Constitution of Capacity Building Unit (CBU) in MSDE regarding

In pursuance of the advisory issued by the Capacity Building Commission (CBC) under Department of Personnel & Training, a standing Capacity Building Unit (CBU) was constituted for Ministry of Skill Development and Entrepreneurship (MSDE) vide OM No. PC/11032/01/2023-Pol-CDN dated January 17, 2022.

2. I am directed to say that the composition of the CBU (MSDE) is hereby re-constituted as follows with immediate effect: -

S.No.	Name of the Organization	Name and Designation of the Officer	Remark
1.	MSDE	Ms. Hema Ujjain, Joint Secretary	Chairperson
2.	MSDE	Sh. Parveen Kaur, Deputy Secretary	Member
3.	MSDE	Sh. Harsh Vardhan Sharma, Assistant Director	Convener
4.	DGT	Sh. Sanjay Nigam, Assistant Director	Member
5.	JSS	Sh. Ashwini Kumar, Deputy Secretary	Member
6.	CSTARI	Sh. N R Ananddas, Director	Member
7.	NIMI	Sh. Nirmala Nath, DGM	Member
8.	NIESBUD	Sh. Poojan Singh, Director	Member
9.	IEE	Sh. Lalit Sharma, Director	Member
10.	NCVET	Sh. Parmendra Kaur, Director	Member
11.	NSDC	Sh. Mahendra Singh Paryasi, Sr. Head Business Development	Member

3. This issue with the approval of the Secretary, MSDE.

Harsh Vardhan Sharma
05-07-2023
(Harsh Vardhan Sharma)
Assistant Director
Email: harsh.vardhan.92@gov.in

To,

- Chairman and Members of CBU, MSDE as above.
- Member (Admin) CBC, Jawahar Vyapar Bhawan, Tolstoy Marg, New Delhi
- PS to Hon'ble Minister of SDE / MOS (SDE)
- Sr. PPS to Secretary MSDE
- DG, DGT / Chairperson NCVET / CEO / COO NSDC
- Directors, CSTARI / IIE / NIESBUD / NIMI
- Director (Estt), MSDE
- All Officers /Sections in MSDE



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6.4 Whole of Government – Design Workshop with Harvard Design Lab

A 2 Day workshop facilitated by CBC, MSDE, Harvard Design Lab and conducted by Dr. Andre Nogueira, Deputy Director of the D-Lab at Harvard T.H. Chan School of Public Health

While working in complex, intertwined & interlinked governance structures consisting of multiple divisions, each with specific agendas and budgets, is is that officers tend to function as Silos, ie, working in a isolated manner without sharing information with other Divisions. To address this siloed governance-structure, a 2-day physical workshop was conducted on "Whole view model" and "Design Thinking" for senior officers of the MSDE. The said workshop was delivered by CBC & Bharat Design Lab incubated by Transforming Rural India Foundation (TRIF) in partnership with Harvard Design Lab and One of the important shortcomings in terms of capacity

Current governance structures consist of ministries/divisions, each with specific agendas and budgets, which may function as silos with internal management practices aimed at minimizing operational and production costs while maximizing the value of their own programs. These siloed governance -structures are now proving to be insufficient to overcome the complex intertwined challenges they face today. It has become clear that no single office can solve complex problems alone and, more problematic, schemes developed in one office can have negative influence on other offices if they do not have a whole view of what each is doing.

DESIGN SYSTEM THINKING

Design thinking entails replacing conventions about producing and distributing standardized products and services to serve the economy of scale a by flexible networked production of tailored offerings in an economy of choice. Design concept promotes thinking on economically viable ways of providing choice. It considers holistic systems, recognizes intangible values, and reframes problems. It brings a human perspective to why problems exist and what can be done to address them.

Design thinking answers the questions:

Who do we serve?

What should the organization make/do?

Who is it for?

Why will it create value?

S.No	Name of the Officer/Official	Designation
1	Sh. Atul Kumar Tiwari	Secretary MSDE
2	Ms. Trishajit Sethi	Director General DGT
3	Dr. Nirmaljeet Singh Kalsi	Chairperson NCVET
4	Sh. Nilambhuj Sharan	Senior Economic Advisor MSDE
5	Sh. K. K. Dwivedi	Joint Secretary MSDE
6	Dr. Suparna S. Pachouri	Joint Secretary MSDE
7	Ms. Madhumita Das	Joint Secretary/Financial Advisor MSDE
8	Ms. Hena Usman	Joint Secretary MSDE
9	Ms. Archana Mayaram	Economic Advisor MSDE
10	Ms. Sandhya Salwan	DDG DGT
11	Sh. Ved Mami Tiwari	CEO NSDC
12	Dr. Vinita Aggarwal	Executive Member NCVET
13	Dr. Neena Pahuja	Executive Member NCVET
14	Sh. Sandesh M. Tilekar	Director MSDE
15	Ms. Anita Srivastava	Director MSDE
16	Ms. V Jayanthi	Director MSDE
17	Dr. R. K. Sura	Director MSDE
18	Dr. Poonam Sinha	Director NIESBUD
19	Sh. Mahendra Singh Payal	Sc. Vice President NSDC
20	Sh. Sushil Agarwal	Director NCVET
21	Sh. Harsh Vardhan Sharma	Assistant Director CBU MSDE
22	Sh. C. S. Murthy	Director DGT
23	Sh. Ujjwal Biswas	Director DGT
24	Sh. Ishwar Singh	Director DGT
25	Sh. Sanjay Kumar	Director DGT
26	Sh. D P Singh	Director DGT
27	Sh. JK Singh	Deputy Secretary MSDE
28	Sh. Pritam Dutta	Deputy Secretary MSDE
29	Sh. Amresh K Jha	Deputy Secretary MSDE
30	Col. Santosh Kumar	Director NCVET



How should the organization make it?

PARTICIPANTS

30 participants of Leadership level dealing with Policy matters in Ministry and all attached and subordinate organizations (as per Annexure)

Are we internally aligned?

3. Lack of preparation increases the cost of treatment and decreases economic productivity..

II. We invite faculty and field researchers from around the world to do remote field and user observation, and use self-documentary methods to capture the everyday activities of people who are coping with being quarantined. We will use insights from this work to create concepts and plan prototypes and pilots for new offerings that can improve people's lives during and after being a victim of an epidemic.

How to make it real?

10. The intent is to leverage the existing body of knowledge in well-being and use discoveries from the field and user observation to support the health, happiness, and prosperity of people, organizations, and the natural environment by reducing the trauma related to all stages of a pandemic, including during future outbreaks.

Who is it for?

8. However, of all the possible changes we can design, how do we know which ones are worth pursuing?

9. With much of the world's population under quarantine, we have an unusual opportunity to observe how people live, work, learn and play while they pay attention to COVID-9.

What are the offerings?

4. Services designed to save people from floods in Houston or earthquakes in California are memorable because their associated images are forceful, physical, visual, and noisy. They offer images that are more visceral and tangible than photos of empty streets and grounded aircraft.

6. Crowded wet markets can be designed to decrease the likelihood of viruses jumping from animals to people. Airport security can be designed so that agents' gloves do not transfer pathogens to the documents of the thousands of people. Household cleaning products can be designed to indicate when surfaces have viruses or bacteria.

Why does it create value?

5. Our premise is that many offerings shaping the activities of daily life can be designed in ways that help decrease the frequency of epidemics, slow their transition into pandemics, and when they do occur, make the quarantine protocol more effective. Furthermore, the same innovations that help fight a contagion can help us raise the quality of life in normal times.

How ambitious is your project?

2. It responds to our society's habit of paying attention to pandemics after they arrive.

What business are we in?

1. This project aims to help civilians, government agencies, foundations and policymakers prepare for future epidemics and prevent them from becoming pandemics..

7. These innovations can help make a new level of cleanliness visible, visceral and tangible, contributing to civilians and funders remember the possibility of pandemic reoccurrence.



6.5 DAKSHATA Functional Training Program for SO/ASO

CBC in partnership with IGOT and ISTM designed a flagship program call DAKSHATA to improve the functional training of the Section officers and Asst Section officers. An advisory was issued to enhance Participation of all CSS officers of SO/ASO grades (With 3 years' service completed) in the Dakshta functional competency courses hosted on i-GoT Mission Karmayogi platform.

CBC had identified various functional / behavioral competencies for officers of the CSS cadre. Based on the same the CBC had curated an applied problem solving set of courses in collaboration with ISTM, for the officers of CSS cadre, in hybrid online/offline mode, called Dakshta.

The Dakshta functional competency courses comprise an online component, which can be consumed by the officers online while continuing to work in office. The ASOs/SOs of CSS, who complete the 10 day online module inform the same directly to ISTM. ISTM will then invite the officers who have completed the online component, in batches of 20, on first come first serve basis, to attend the 5-day physical component of Dakshta at ISTM, as per an appropriate schedule to be drawn up and communicated separately by ISTM to all Ministries.



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The Dakshta functional competency course modules are hosted on the i-GoT platform (<https://igotkarmayogi.gov.in/>) developed under the Mission Karmayogi and related websites. The details of the procedure to access the online component of the Dakshta suite of courses are explained in the Annexure. The Dakshta suite of courses are also displayed prominently under a separate heading, on the home page of igotkarmayogi.

- ▶ Office Procedure-Filing, Processing, Aids to Processing, Monitoring Pendency
- ▶ Noting
- ▶ Drafting
- ▶ Parliament Procedure
- ▶ Noting Exercises
- ▶ Drafting Exercises
- ▶ Parliament Procedure
- ▶ GFR & GeM
- ▶ Records Management
- ▶ Cabinet Note Preparation
- ▶ Right to Information Act, 2005
- ▶ Soft Skills
- ▶ Decision Making

MSDE is one the first ministries to have saturated the DAKSHATA training completely. All of the 120 SO & AS of the ministry have completed both the Online IGOT Dakshata Training as well as the inperson DAKSHATA training at the ISTM



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6.6 Stress Management, Meditation & Breath workshop – Art of Living

Trainer - The workshop was conducted by The Art of Living team. The Art of Living Foundation is a volunteer-based non-governmental organization which was founded in 1981 by Ravi Shankar. They have their centers in more than 156 countries.

Trainees - Over 1000+ officers and staff attended the program

Place - The offline programs happened in more than 15 locations across India and all were delivered simultaneously in one week.

Target Audience - Officers and staff of the Ministry of Skill Development and Entrepreneurship and its divisions.





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Duration of the training - It was a 5-day training session.

Training Overview - The program was designed to help participants deal with stress and undo some of the harmful effects of stress. It consists of conceptual inputs, interactive exercises, and training in Sudarshan Kriya Yoga (SKY). Participants take away enhanced skills of efficiency, productivity, teamwork, positive attitude and people management skills. Some key highlights of the session are as follows:

The training included interactive processes, games and discussions aimed at improving life skills, better response to work and life situations, achieving higher productivity, efficiency & commitment, managing of emotions & dealing with negativity.

Besides Yoga Asana, Pranayama and Meditation and interactive games, Sudarshan Kriya – a powerful breathing technique laid the foundation for the rest of the program.

Post session, feedbacks was also taken from the attendees where 98% rated their experience as excellent and 95% believed that this exercise was important for organizational growth.

It was also confirmed by the participants that after the session they found some major changes such as they were energetic, relaxed, had a focus in mind, improved productivity, etc.





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Snippets of the program

Below are some firsthand reviews received from the attendee:

Really Excellent. Now myself feeling stress free, More energetic for discharging days official as well as personal work. - Mr. Chandrakant Diggewadi, Asstt. Director, RDSDE, Vijayawada, Andhra Pradesh

After a long time, was able to spend time on introspection and think of challenges in a more positive frame of mind- Mr. Rajasekar, Deputy Director, NSTI(W), Trichy



It is wonderful program to improve and enhance overall performance and interpersonal relationship and peace of mind. It's really great. - Mr. Oriya Lokendra, Section Officer, DGT Hqrs, New Delhi

Program scientifically designed in a capsule form by investing 20 minutes daily one can have stress free mind and evergreen health - Mr. Subhankar Bhowmik, Assistant Manager, NIMI Chennai

The Program helped me improve my sleep quality. I have started taking more responsibility in my office as well as at house - Mr. T. L Ravikumar, DGT Hqrs, New Delhi

Each day feeling calm, more in control, organized. Lesson for life and not just for workplace. it is applicable to holistic personality and for well being. - Ms. Punita Bhatia, Dy Director, Training, DGT Hqrs, New Delhi

6.7 Residential Training Programme on Leadership Skills

Trainer - Indian School of Business was chosen for the capacity building of the Ministry of Skill Development and Entrepreneurship's officers and officials. is a research oriented independent management institution that grooms future leaders for India and the world. It has ranked No. 1 in India and No. 4 in Asia by the Financial Times Global MBA 2022 Rankings.



Trainees - A total of 120 officers (30 per batch) across divisions under MSDE would be undergoing a training out of which 60 officers have already completed the training.

Place - Training is a residential training programme at ISB Hyderabad and Mohali campuses.

Target Audience - The Programme is aimed at upskilling the MSDE officers facilitating capacity building training of a mixed batch of officials including officers from MSDE, Industrial Training Institutes (ITI) Principals, Sector Skill Councils, CEOs, State Skill Mission Directors, and Jan Sikshan Sansthan (JSS) & National Skill Development Corporation (NSDC).

Duration of the training - It is a 5 day long residential training.

Training Overview - The primary goal of the programme is to strengthen leadership skills while developing a strategic mindset that will aid in gaining insights into data analytics and digital transformation. Through strategic leadership and management development programmes, the MSDE and ISB are encouraging officials to instill a culture of innovation within their respective organizations. The batches are strategically



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designed to encourage cross-learning while embracing new challenges and comprehending complexities to ensure sustained success.

The objective of the session is as follows:

- Strengthen your leadership skills lead yourself and others to sustained success
- Build a strategic mindset gain a big picture view of the core components of business strategy
- Gain deep insights into data analytics and digital transformation
- Embrace tomorrow's challenges, understand the complexities of leading talent in the future
- Imbibe a culture of innovation within your organization

For a 5-day session, the training was divided up in 7 modules. The content covered by each module is listed below.

- **Module 1 - Leading high-performance teams with emotional intelligence**
Understanding of various facets of organizational leadership leader as an individual, collaborator, influencer, problem solver and change agent, Rehumanizing leadership for the new era the value of purpose, Refine analytical intuition and critical thinking skills to make better, more objective decisions, Identify the attributes and drivers of a high performing work environment, Learning to empathetically lead and work with diverse teams, Creating the climate for collaboration and inclusion.
- **Module 2 - Innovation and change management**
Learning New Age Leadership models and principles, understanding key trends and opportunities in the new economy, including technology led work and business models, Future proofing of products and services, Understanding structures, processes, cultures and mindsets that motivate employees to drive innovation, Determine the interplay between culture and innovation strategy.
- **Module 3 - From Data Based Decision Making to Building a Datacentric Organization**
Leveraging data-based decision making for sustained business benefits, building a data centric culture within your organization, Building successful new business models with marketing analytics, Creating intangible assets and financial value for the firm with analytics.
- **Module 4 - The Modern Marketing Organization**



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Introduction to value-based marketing, Decode the new reality of customer centric marketing, New product marketing plan and launch strategies, Value creation and extraction, Managing business performance, Nation as a brand.

- **Module 5 - Managing Global Businesses**

Industrial insights from within a fast growing emerging economy, Assess opportunities, manage risk, create & capture value for your organization, Explore the economic, political, and social factors driving change, and learn how decisions affect global markets and your business, Learn about strategic alliances: faster growth, greater leverage, lower risk, Learn how to build value adding relationships & when to make, buy or ally.

- **Module 6 - Government, Society and Business**

Government, Society and business overview of the political, social, institutional and economic forces that affect businesses, Understand the evolving relationship between business, government & society in India, Apply insights from economic theory to maximize shared value given regulatory, legal, political and social constraints.

- **Module 7 - Excellence in Project Management**

Introduction to Project Ownership and Management, What is a Project? What is a Project not?, Project Life Cycle, Project Selection, Project Portfolio Management, Strategy maps and risk assessment based project selection methods, Projects Prioritization using financial criteria based and Multi criteria screening methods.



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MSDE Capacity Building Programme
September 19 - 23, 2022.





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Below are some firsthand reviews received from the attendee:

“Proud to be a part of such a brilliant program amongst such dynamic professionals. Indeed, a great learning experience”. – Arpit Sharma, COO, SCGJ

“It was a great learning experience”. – Harsh Vardhan Sharma, ISDS, MSDE

*“Thanks ISB team and MSDE team for organizing such a learning and powerful session”
– Shalini Singh, COO, SSC*



6.8 ISDS 2021 batch Training Program

Trainee - MSDE has issued the notification of setting up of Indian Skill Development Services (ISDS). This service has been created for the Training Directorate of the Ministry of Skill Development and Entrepreneurship. ISDS is a Group 'A' service where induction will take place through Indian Engineering Service Examination conducted by UPSC.

Action - CBC made recommendations for the ISDS 2021 batch orientation program. The suggestion was given for 3 aspects which covered Domain, Functional and Soft skill needs along with the training materials, certification, reward & recognition.

Some key suggestions shared were as follows:

- **Domain areas** - Entrepreneurship ecosystem (in specific meaning, types, attributes, stakeholders, encouragement needed, models of entrepreneurship), leadership and governance aspects, global benchmarks, elements of entrepreneurship (covering innovations, vision mapping, risks, technology needs, funding systems available for an entrepreneur, profit potential, sandboxes, and alignment with MSDE schemes for evaluation of actual benefits), methods and practices of monitoring can be added. For this ISB can provide a practice led module which includes talks with successful entrepreneurs.
- **Functional/Operational areas** - Following are the things which may be added to the module.
 - Stakeholder management
 - Basic understanding of GFR
 - Types of procurement at central government. Learning of E procurement through GEM portal, understanding cost estimates and its evaluation & feasibility report nuances.
 - Overview of all welfare schemes of the central ministry. Ministries/ Division like Pandit Deen Dayal Upadhyaya National Academy of Social Security, Ministry of Labour has showcased interest in providing the same at inter-ministerial level.
 - In ISTM training or trainings on E-office, establishment related matters and intra-ministerial technology in use, etc can also be included.
 - Awareness of Audit aspects



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- Monitoring and evaluation of schemes like it's methods and practices, program implementation, monitoring, etc.
- Advance MS Office training such as macros, advanced uses of excel and presentation skills.
- **Soft skills area** – This included below mentioned suggestions:
 - Communication needs across stakeholders
 - Presentation skills as covered above
 - Professionalism and attitudinal aspects
 - inter-personal relationship management aspects
- **Certification** - Every course/module should lead to certification and for minimum passing percentage. In case of failure can keep repeating it until benchmark level is achieved or suitable.
- **Training material** - SOPs, reference videos/material, case studied to be provided.
- **Reward and Recognition** - Outstanding officers may be recognized and/or rewarded.
- **Outcomes** - Expected outcomes of each course/module must be enlisted by the Institution/Ministry / Trainers providing the course/module.

The initiatives that call for immediate intervention for the ministry. As in the previously described sections, this section's initiatives are also divided into three categories: domain, functional, and behavioral initiatives. The table below provides the description of the various **immediate priority initiatives** along with the key target staff for these training with content and the implementation strategy.

Apart from above mentioned requirements, we have found out some common needs which are required across Ministry.

1. Induction/Orientation Module for all new joinees to the Ministry
2. Basic and advance MS Office and data Analysis & research tool
3. PFMS, GeM, CPP, RTI, GFR, E-office, e-HRMS, e-procurement, and various E-portals, Pension rules,
4. Guidance on effective noting, drafting, writing and communication skills, financial management, procedural Knowledge of Budget heads and accounting, Program



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Formulation, Implementation, Impact assessment, Monitoring and Evaluation, Regulatory Framework and global best practices

5. Leadership and Managerial skills, stress management, interpersonal relations and conflict management, team building, team management, collaboration and planning, time management, public speaking, project management, etc.

There are a few important difficulties that have been noted by the various divisions, functions, projects, etc. of the Ministry by conducted discussions. These problems include lack of training, collaboration with other departments and teams, limited knowledge of the government portals, etc. These problems/priorities are divided in a few years to train and develop an action plan.

The table below lists a few of these important requirements along with the suggested course of action that came out of the conversations with the various stakeholders.

#	Institutional Issues and Technological Requirements	Proposed Action
1	Responding to Parliamentary questions and prioritising	Internal portal can be prepared
2	Performance Appraisal	HR specific division can be considered
3	Reward & Recognition	HR specific division can be considered
4	Technological change as per global standards	Global benchmarking and allied research
5	Rules and regulations	Enabling environment like sandboxes can be considered

6.9 CBC, MSDE, Microsoft Partnership for Enhancing Digital Skill of Civil Servants

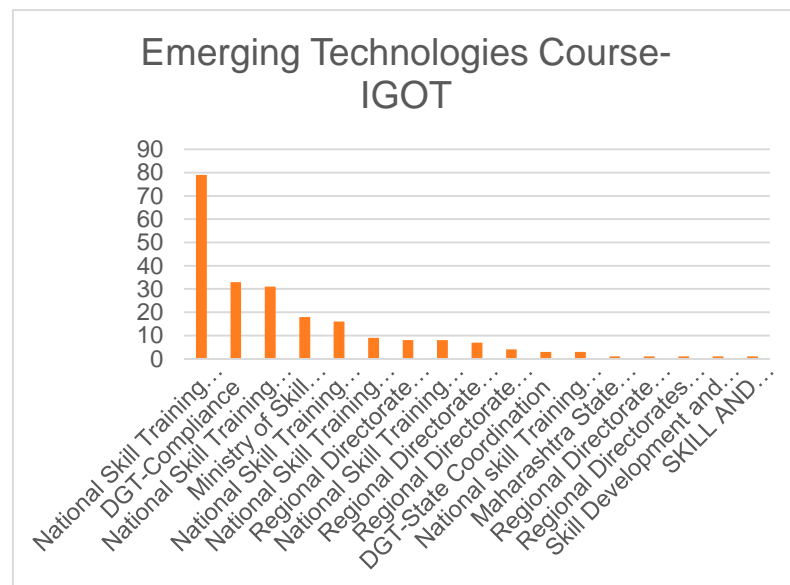
In order to enhance the functional computer literacy of Central Govt officials, the trilateral MOU was signed among MSDE, CBC and Microsoft on August 10th, 2022. MSDE in collaboration with CBC and Microsoft, will felicitate to provide access to the Digital Training in Ms Word, PowerPoint, Excel, Outlook, Teams etc, to all the Central Govt Employees across all Ministries and Departments PAN India.

The 24 hours of Online Digital Training Module, which is divided into Basic and Advanced Module of 12 hours each, is self-learning, self-assessment and self-certified in nature.

6.10 Emerging Technologies

Capacity Building Commission curated at Foundation Course on 'Emerging Technologies' on IGOT Platform. An advisory was issued to all MDOs to completed the 2.5 hrs Training module. The topics covered were as follows

- Data Analytics
- Artificial Intelligence
- Machine Learning
- Computer Vision
- Natural Language Processing
- Internet of Things
- Block Chain
- Drone Technologies
- AR/VR



6.11 Training of MSDE officials on Procurement on Government e-Marketplace (GEM): -

A training session cum Workshop on Procurement through GEM was organised for all concerned officials from MSDE DGT, NSTI, RDSDE, NIMI, CSTARI, JSS, NIESBUD, IIE on 9th November, 2022 in the Conference Room, 2nd Floor, PTI Building, New Delhi. The workshop was conducted in Hybrid mode with participation of 150 officials from MSDE. The officials from GEM have trained the officials of MSDE in this workshop and also resolved various queries.





6.12 Re-Imagination of MSDE Training Institutes in consultation with CBC

A workshop – “Skill Manthan” for imagination of the training institutes under MSDE in consultation with CBC, was organized on 12th September 2022 at Speaker Hall in Constitution Club of India (CCI), under the chairmanship of Hon’ble Minister (MSDE). CBC gave recommendations on improving the Skill Training institutions and presented the National Standard for Civil Services Training Institutions (NSCTIs).

Participants: The event was conducted under the chairmanship of Hon’ble Shri Dharmendra Pradhan, Minister of Education and Skill Development & Entrepreneurship. Hon’ble Minister of State SDE, Chairman Capacity Building Commission (CBC), Secretary Capacity Building Commission (CBC), Secretary MSDE, Special Secretary MSDE, Director General DGT, Regional Directors of RDSDEs, Principals of NSTIs, NSDC, NIESBUD, IIE representatives were present at the meeting

Objective: Preparing the roadmap for Reimagining of Training Institutions under MSDE

Scope:

- a) Internal Capacity Building of Managerial and Training staff under MSDE.
- b) To bring synergy with other training institutes.

Pillars of MSDE: MSDE ecosystem comprises of 4 important pillars: -

- Directorate General of Training (DGT) is the most important pillar which has institutionalized NSTI and network of ITIs
- NIESBUD has been transferred from MSME to MSDE, to promote Entrepreneurship
- For Industrial connect, NSDC was brought under MSDE by NITI Aayog
- The Fourth pillar is JSS from Ministry of Education, to promote rural connectivity
- Few central schemes and Projects like NAPS. STRIVE, SANKALP

Current Challenges with NSTIs:

- Limited Turnover and Output capacity
- Inadequacies to meet expectations to act as hub for creating a pool of skilled manpower
- Expected to act as Skill India International Centers however have limited delivery in bridging Global skilled manpower demand supply mismatch
- Lack of Knowledge Partnerships: Collaboration with Skill Universities under Ministry of Education, IITs, IIMs etc
- Lack of representation of NIESBUD/ IIE centers to provide entrepreneurship training to trainees



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- Inadequate sharing of Knowledge and resources among NSTIs

Recommendations for Reimagining and Strengthening of Training Intuitions

- a) Build on the current vision for Role Clarity: Building on the strategic direction and key targets for the next decade by clear Identification of vision & roles for each RDSDE & NSTI. This may be done through leadership interviews in the Ministry, industry leaders / think-tank / academia interviews, global international expert interviews
- b) Accreditation mechanism: A formal Performance Review Mechanism may be initiated by MSDE. CBC may support in creating a formal framework/mechanism for accreditation for the NSTI in line with the National Standard for Civil Services Training Intuitions. Following may be few focus areas
 - Training Need Assessment: Mechanisms for TNA, Converting needs into standard programs, Functional, behavioral & domain competency, Stakeholder contribution
 - Governance: Review of the current Governance areas such as Autonomy – finance, recruitment, procurement, etc., State of the art learning infra, Data utilization & Sustainability initiative
 - Collaboration within NSTIs: Sharing of – Physical Infra, knowledge database, faculty, courses, etc. by creating Networking forums/ events
 - Mechanism for Collaboration with Industry: Mechanism to engage with Local Industry to actively invest in (through CSR), curate courses and recruit from NSTIs
 - Trainer/Faculty development: Review Faculty Selection & Onboarding process, Faculty Development Program, Training of Trainers
 - Sustainability: To prepare resource targets by focusing on Sufficiency of resources Balance training & research, Roles & responsibilities, Determine & fulfil training targets
 - Digitalization of Courses: Digitalization of content & courses, Diversification of modes of training, Host content on iGoT for the benefit of stakeholders
- c) Functional review: To Prepare a comprehensive roadmap for organization transformation a Functional review may be carried out to suggest transitioning to the new structures and processes without disrupting ongoing activities
- d) Addressing the shortfall of Master Trainers: Making Instructor/Trainer jobs aspirational
- e) Capacity building of all the employees may be carried out by identifying the need of training w.r.t. functioning of training Institutes
- f) Recruitment of the best talent lays strong foundation to teaching and learning ecosystem. The emerging trends and introduction of demand driven new courses like Artificial Intelligence, Internet of Things, additive manufacturing, drones shall require different skillset among the trainers
- g) Digitalization's of learning: To maximize the reach and enhance revenue systems centralized internal capacities may be created for e-LEARNING CONTENT DEVELOPMENT (e-Lessons, e-Capsules, m-Nuggets)



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6.12 Rapid Foundation Self Defense program

Trainer - The Sports, Physical Education, Fitness & Leisure Skills Council (SPEFL-SC) was selected for the conceptualization and end to end implementation of the project. SPEFL-SC is a Not-for-Profit organization formed by Ministry of Skill Development & Entrepreneurship (MSDE). The council has been promoted by National Skill Development Corporation & Federation of Indian Chambers of Commerce & Industry (FICCI). They are activating attitudinal change towards sports in India by Vocationalization of Sports, Physical Education, Fitness and Leisure and is helping India to get its due recognition.

Trainees - A total of 10,000 beneficiaries has been targeted to complete the training within 6-months

Place - The project was conducted in the Delhi/NCR region.

Target Audience - Women in all Ministries and associated departments of Delhi/NCR region. The project also covers female students from selected schools (including rural schools), women ITIs/NSTIs, PMKVY/DDUGKY training centers, NCC cadets, Women in Postal Services, Physical Education in Schools and nurses from government hospitals.



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Duration of the training - 5 days and 5 hours (1 hour each day)

Training Overview - Below are the list of activities covered during the session.

- Daily exercises included warmup, stretching, power drills, body conditioning & core building exercises, self-defense techniques (explanation & fundamentals), dry drills, partner drills, cool down, question answer session.
- The course was divided into 3 major activities based on the difficulty level.
- The first level included Introduction to Self-Defense Concepts, Warm-up and Stretching, Introduction to body weapons, Vital Areas of the Human Body, Defensive Stance.
- The second level involved Knee Strike, Front Kick, Elbow Strike, Palm Heel Strike, Tiger Claw, Impact Drills, Stun and Run Tactics.
- The third level had Hair Pulling (Front/Back), Wrists hold with single hand, Wrists hold with both hands, Shoulder Grab with single hand, Shoulder Grab with both hands, Bear Hug from front with arms free, Bear Hug from front with arms pinned, Weapons of Opportunity.





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Snippets of the program

Key activities taken by Sports SSC are as follows:

- Confirmation with the organization for the Self Defense Training
- Candidates Mobilization (to be done by respective organizations), Screening (for Self Defense Readiness Questionnaire), Batch formation of selected candidates
- Distribution of T-shirts to Trainers, and Facilitators on the first day of training
- Distribution of Nirbhaya Self Defense Kit to trainees on the last day of training comprising of Keychain Alarm, Pepper Spray, Stinger, and Metropolitan Whistle
- Attendance of candidates and trainers with daily training report



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- Ensuring video-graph and photographs are taken daily of all trainings daily with geo tagged facility
- SPEFL-SC was responsible for the branding, marketing and publicity of training through print and digital media.
- Designing, Printing and distribution of certificates on the last day of training.



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ANNEXURE

Annexure 1: Template for training needs analysis utilized across MDSE and allied institutions

MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP
TEMPLATE FOR CAPTURING BASIC INFORMATION ON MSDE

DEPARTMENT/VERTICAL (For Ex: Entrepreneurship or Vigilance)

Name of Specific Division/Wing (For Ex: JS-I (Vig OR Ent-I OR Ent-II & Pol) OR CVO)

Refer notes ahead to complete the tabulation exercise. This is a self-assessment exercise termed as 'Training needs Assessment' (TNA). To begin, **Fill the template attached as Step 1. There are total 5 steps in this exercise.**

At the onset, list the positions in your department. For each position, identify the roles that the role holder performs at present or is expected to perform in future. Next, identify the functions they need to perform as part of each role. There can be multiple roles and functions attached to one designation. Lastly, identify competencies required to perform that role or function. The competencies required are divided into Domain (Table 1A), Functional (Table 1B) and Behavioural (Table 1C) as Part 1 of the exercise. Few progressive trainings for future readiness are a must to be identified while filling the tables 1A, 1 B and 1C. A brief explanation of these competencies is given below.

Domain competencies areas are specialised skills and specific to roles in and for MSDE (for example, Understanding of TVET, knowledge of NSQF, Entrepreneurship, NAPS, stakeholder engagement, beneficiary assessments, etc).

Functional competencies are operational requirements for the Department/ vertical/ Ministry towards seamless work or operations. For example, project management, budgeting, communication etc. These may be common competencies areas across many Ministries.

Behavioural competencies are a set of attitudinal or soft skills that are required to enhance the performance of a given role. These competencies can be displayed (or observed/ felt by stakeholders or beneficiaries) across a range of positions or roles and functions within MSDE. For example Initiative, Information Seeking, Empathy, Self Confidence, communication skills etc.)



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Part 1 – Enlistment of Training needs

Table 1 A: Work Profile, Domain specific

DOMAIN SPECIFIC (Enlist your Ministry's/ Department's/ Vertical's / Division' s/Wing's core domain area)				
Designation & Name of respondent	ROLE/s	FUNCTION/s	COMPETENCY/ies REQUIRED	GAPS thereof
Joint Secretary (JS)/ or as applicable to the Head		•	•	
Director (Dir)/ Deputy Secretary(DS) As applicable		•	•	•
Under Secretary (US)/ as applicable			•	•
Section Officer (SO)		•	•	
Asstt. Section Officer (ASO)		•	•	•



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Table 1 B: Work Profile, Functional or operational areas

FUNCTIONAL/OPERATIONAL AREA SPECIFIC (Enlist your Ministry's/ Department's/ Vertical's / Division' s/Wing' s functional/operational areas)				
Designation & Name of respondent	ROLE	FUNCTIONS	COMPETENCY REQUIRED	GAPS
JS		•	•	
Dir/DS		•	•	•
US			•	•
SO		•	•	
ASO		•	•	•

Table 1 C: Work Profile, Soft skills

BEHAVIOURIAL/ ATTITUDNAL SPECIFIC (Enlist your Ministry's/ Department's/ Vertical's / Division' s/Wing' s behavioural/ attitudinal areas)				
Designation & Name of respondent	ROLE	FUNCTIONS	COMPETENCY REQUIRED	GAPS
JS		•	•	
Dir/DS		•	•	•
US			•	•
SO		•	•	
ASO		•	•	•



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Part 2 – Level of Training

1. In the following tables list the kind of training requirements the roles. This template is required to capture all such role/ functions for training or capacity building purposes in the short term (less than an year), medium term (year 1 onwards till 3 years) and long term (year 3 onwards to 5 years).
2. **This exercise is to capture an institutions/ organization wide roles and functions, it is not an individual's assessment of competency or gaps.** It means, for example, that two designations can have same roles and functions but can carry out different activities. Illustrative example, if there are two officials, who handle the activities of Entrepreneurship based on regional split, the roles and functions required for Entrepreneurship remain the same.)
3. **Level of training earmarking-** Level of training means in order to develop requisite competency or reiteration of knowledge including learning, unlearning and relearning processes as may be required from one Ministry to another one. This shall be earmarked for each course identified specific to designation under the three aforementioned (in 2 a.) aspects as Basic (B), Advanced (A) and C for Induction/ Orientation/ Immersion requirements for new joinees upon transfer to the Ministry. Induction can include field visits and can be listed as gaps or competencies required in Table 1A to 1C. Field visit to be specific alongwith purpose of field visit across the role. Refer Table 2B for an example template in functional competency area.
4. **Duration of Training:** Duration of training envisaged by the Department/Vertical intends/perceives as a requirement for the enlisted competency area across a designation. This can be provided for reference purposes of the institute or course developer and shall be finalized in the next stage upon finalization of the curated content by the entity concerned.
5. Broadly, training is envisaged as an online process. The purpose is to achieve scale, enable self-paced training, lessen cost, provide a seamless training system to minimize multiple coordination points, and align certification procedures. However, you can state needs that cannot be met by online training. Andragogy (means method and practice for adult learning) can be online, combination of online and offline (termed as Phygital) and offline.
6. Certification: Each training will have module wise test. At the end certificate for respective course shall be issued
7. **Non-training interventions,** which are required to support the training and capacity building initiatives or efforts must be listed. This can be listed as running text under the non-training interventions, enlisting the purpose the non-training intervention, competency area it supports, how the proposed non-training intervention can help the Ministry/department / vertical etc. Illustrative examples:
 - a. Establishment section, can suggest an intra-net based Successor Note or Handover note that an employee who is leaving the system can provide in a standard format. This will enable the new joinee to understand the requirements of the position, important and urgent files, whom to contact for intra and inter coordination purposes etc.

LEGENDS	
C	Induction Training , an introductory training to the Ministry to align with its vision and work requirements
B	Basic training
A	Advanced training



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Table 2A : Level of Training, Domain specific

DOMAIN							
Priority	Description of Competency area for training	ASO	SO	US/Dy. Dir.	Dir./DS	JS	Duration of Training

Table 2 B : Level of Training, Functional/ operational areas

FUNCTIONAL/ OPERATIONAL							
Priority	Description of Competency area for training	ASO	SO	US/Dy. Dir.	Dir./DS	JS	Duration of Training
1	Contracts implementation and difficulties faced by SHQs	-		B	B	-	2 days
2	Costing of Defence Equipment and Benchmarking	-		A	-	B	1 week
3	Data Analysis and Interpretation	B	B	A	A	-	1 month



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FUNCTIONAL/ OPERATIONAL							
Priority	Description of Competency area for training	ASO	SO	US/Dy. Dir.	Dir./DS	JS	Duration of Training
4	DAP w.r.t formulation and examination of draft Statement of Case, draft RFP and draft Contract	A	A	A		-	1 week
5	Delegation of Financial Powers	B	B	-	-	-	2 hours for 1 week

- Above is an example that has been filled, please change to your specific requirements.

Table 2 C: Level of Training, soft skills

BEHAVIOURIAL/ ATTITUDINAL							
Priority	Description of Competency area for training	ASO	SO	US/Dy. Dir.	Dir./DS	JS	Duration of Training

Reference Notes:

- This is a self-assessment exercise termed as a Training needs Assessment (TNA). **Filling the template attached is Step 1.**
- The template is to capture an institution/organizations information in a standardised format for the purposes of identification and enlistment of a work profile. Based in this work profile training modules shall be devised and in specific to your requirements.



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- a. This template to be filled in three parts capturing information across core domain areas, functional/operational areas and soft skills termed as behavioural/attitudinal needs and other support such as communication skills, refer table 1A, 1B and 1C.
 - b. How to fill template? – In case specific Roles/ Functions are unclear, *cognitive referencing* may be resorted to. Cognitive referencing means noting all work and activities done in 2 days in a diary and then the identification of roles, functions and competency areas.
 - c. To fill competency required for each role, its functions and gaps thereof, consultation with reporting authority is desirable.
10. This template is required to capture all such role/ functions for training or capacity building purposes in the short term (less than an year), medium term (year 1 onwards till 3 years) and long term (year 3 onwards to 5 years)
 11. **This exercise is to capture an institutions/ organization wide roles and functions, it is not an individual's assessment of competency or gaps.** It means, for example, that two designations can have same roles and functions but can carry out different activities. Illustrative example, if there are two JS, they can divide the activities of Entrepreneurship based on regional split, and however roles and functions required for Entrepreneurship remain the same.)
 12. **Step 2- Identification of courses-** The end product of this template shall be identification of courses required for each of the specific areas of MDSE, like Domain, Functional/ Operational and Behavioural needs. Common competency areas shall be culled out. Progressive trainings for future readiness are a must to be identified while filling the tables 1A, 1 B and 1C.
 13. **Step 3- Level of training earmarking-** Level of training means in order to develop requisite competency or reiteration of knowledge including learning, unlearning and relearning processes as may be required from one Ministry to another one. This shall be earmarked for each course identified specific to designation under the three aforementioned (in 2 a.) aspects as Basic (B), Advanced (A) and C for Induction/ Orientation/ Immersion requirements for new joinees upon transfer to the Ministry. It can include field visits. Field visit to be specific alongwith purpose of field visit. Refer Table 2 A, 2B, & 2C for example template.
 14. **Step 4-** Identification and enlisting training priorities based on the courses.
 15. **Step 5-** Enlisting initiatives for year 1, year 2 & year 3.
 16. At the end of Step 5, **non-training interventions**, which are required to support the training and capacity building initiatives or efforts must be listed. Examples such as:
 - a. Establishment section, can suggest an intra-net based Successor Note or Handover note that an employee who is leaving the system can provide in a standard format. This will enable the new joinee to understand the requirements of the position, important and urgent files, whom to contact for intra and inter coordination purposes etc.
 17. Broadly, training is envisaged as an online process. The purpose is to achieve scale, enable self-paced training, lessen cost, provide a seamless training system to minimize multiple coordination points, and align certification procedures. However, you can state needs that cannot be met by online training. Andragogy (means method and practice for adult learning) can be online, combination of online and offline (termed as Phygital) and offline.
 18. Certification: Each training will have module wise test. At the end certificate for respective course shall be issued.
 19. This TNA shall be calendarised by Capacity Building Unit (CBU) within the Ministry with support from CBC. An annual training calendar shall be developed based on this exercise, which shall be specific to an individual.



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Annexure 2: Training priority enlistment format

Ministry of Skill Development and Entrepreneurship

(Name of your Department/Organisation/Division)

Priorities and Initiatives for implementation

Enlistment of your priorities and year -wise initiatives on training and non-training interventions

- These priorities can be sourced from the Training needs assessment (TNA) exercise undertaken.
- These must be as approved by Departmental/Vertical heads

Competency- courses sought	Training partner sought	Man-hours	Remarks/Critics
Domain			
1.			
2.			
3.			
4.			
5.			
Functional/operational competencies			
1.			
2.			
3.			
4.			
5.			
Behavioural/ Attitudinal/ Soft Skills			
1.			
2.			
3.			
4.			
5.			



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A. Priorities enlistment on training needs- (you can merge/state a type of competency greater/lesser than the other. Priority you deem as quickly doable or immediate needs can be listed either from the TNA or as guided by Heads)

Notes:

- Competency type: In few departments/ divisions/section/ units, their core work may be a functional/ operational area, such as administration, establishment, coordination, etc. In these cases, domain and functional competencies remain same. Course/ training needs from these areas should be placed in functional/operational competency area only.
- Well-being training under behavioural needs: Well-being title can have multiple type of trainings, can include stress management, time management, conflict management,
- Specific training modules shall be prepared later once the training institutions have been finalised. This activity will be coordinated by the Capacity Building Unit (CBU) of the Ministry, with support from the CBC towards implementation of your identified priorities and initiatives.
- Non-training interventions examples: These can be varied, any activity or requirement that supports the training needs. Like; a study on process and resources mapping for efficiency, any emerging technology that you want adopt, enhancing data analysis by use of some tool, knowledge management system, data base management system, systemise intranet for office orders issued and informing currently valid orders, etc.

Year wise initiatives (training and non-training) to be listed- A broad projection for 3 years, which can have implemented or initiated within these years.

Year/Type of trainings/non-training intervention	1	2	3

Note:

- Priority table can restated/ replicated/redistributed in these 3 years
- Year 1 (Financial year June 2022 to 31st March 2023), Year 2 (FY- April 2023-March 2024) and Year 2 (FY- April 2024- March 2025)
- Training calendar shall be prepared by the training institution in conjunction with the CBU and per the TNA needs listed. Head of organisation/Departments are expected to nominate concerned officers for relevant and specialised trainings.
- Monitoring, evaluation of usefulness and impact assessment phase shall be there in future.

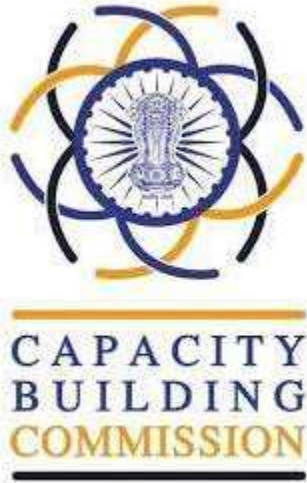


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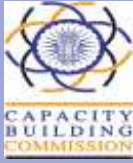


Annexure 3: Abstract of IMPACT ASSESMENT OF DAKSHATA TRAINING PROGRAMME



DAKSHATA Functional training was conducted by ISTM for the Undersecretaries, Section officers and Assistant Section officers of various ministries

Impact assessment conducted by Indian Institute of Public Administration



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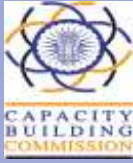


1. INTRODUCTION

1.1 BACKGROUND

With changing times, modernization and technological advancements have dual impacts on work and employees. On the one hand, it improves the quality and efficiency of work in a very short span of time; on the other, the upgradation of technology and management requires training and capacity-building programmes from time to time to meet the new emerging challenges. Training and capacity development produce an indirect but effective impact on the efficiency of an individual as well as an organisation. However, a lot depends on the quality of training. Therefore, assessment of the impact of training is essential for improving training input, process, and output.

Impact assessment of training is a tool that gathers and organises information so that firm inferences can be drawn and decisions can be made about what needs to be done in the workplace to enhance the impact of the training on day-to-day work behaviour and attitudes of the employees. The assessment process uses personal interviews and questionnaires to determine whether training has produced the desired effect.



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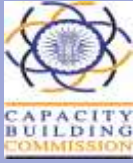
1.2 OBJECTIVES OF THE STUDY

ISTM has imparted training to approximately 58 Group B officers (SOs, ASOs) of Prime Minister's office. At the instance of Capacity Building Commission (CBC), IIPA proposes to assess whether the performance of trained SOs, ASOs has improved with respect to the following:

- **Office Procedure-Filing, Processing, Aids to Processing, Monitoring Pendency**
- **Noting**
- **Drafting**
- **Parliament Procedure**
- **Noting Exercises**
- **Drafting Exercises**
- **Parliament Procedure**
- **GFR & GeM**
- **Records Management**
- **Cabinet Note Preparation**
- **Right to Information Act,2005**
- **Soft Skills**
- **Decision Making**

Impact assessment (IA) provides vital information that can be used to identify positive outcomes of training in the workplace. It has several benefits such as providing indicators of knowledge, attitude and skill transfer.

Training evaluation is the systematic process of collecting information and using that information to improve your training. Evaluation provides feedback to help you identify if your training achieved your intended outcomes, and helps you make decisions about future trainings.



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1.3 THE TRAINING EVALUATIONS PROCESS/ PLAN

- The evaluation purpose,
- The evaluation questions,
- And the data collection methods.

1.4 DETERMINE THE EVALUATION PURPOSE

An evaluation purpose explains why you are conducting an evaluation. To help shape your evaluation purpose, consider who will use the findings, how they will use them, and what they need to know.

You might use training evaluation findings to:

- Develop a new training
- Improve an existing training
- Provide instructor feedback
- Determine if your training met the desired outcomes
- Make decisions about resource allocation

1.5 DEVELOP THE EVALUATION QUESTIONS.

- Create evaluation questions that match your purpose. Evaluation questions are broad, overarching questions that support your evaluation purpose—they are not specific test or survey questions for learners to answer.



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- Evaluation questions are often focused in one of two categories: process or outcome.
- Process evaluation questions focus on the training itself—things like the content, format, and delivery of the training.
 - Outcome evaluation questions focus on changes in the training participants – things like learning and the transfer of learning.
 - Learning Outcome evaluation question focus on -
 - How much did learners' knowledge increase?
 - To what extent were learning objectives met?
 - To what extent did learners apply what they learned when they returned to work after the training?

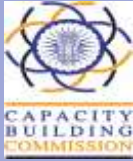
1.6 CHOOSE THE DATA COLLECTION METHODS.

Data collection methods will help you answer your evaluation questions. Common methods include tests or quizzes, surveys or questionnaires, observation, expert or peer review, and interviews and focus groups.

1.7 FEATURES OF IMPACT ASSESSMENT OF TRAININGS:

Some of the features of impact assessment are given below.

- Impact assessment usually takes a long time and it focuses on assessing whether or not the objectives are achieved.
- Impacts occur through an accumulation of outcomes.
- Impact assessment is meant to answer the question, “How did the training help to handle the issue, or affect the problem, as a result of the learning process?”
- Impact assessment tries to measure whether or not training has affected the initial problem identified.



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1.8 CAPACITY BUILDING PROGRAMME (CBP) CONDUCTED BY ISTM FOR SECTION OFFICER'S, ASSISTANT SECTION OFFICER'S

DOPT has developed a list of functional, behavioural, and domain competencies. To bridge the gap in functional and behavioural competencies, the Institute of Secretariat Training and Management (ISTM) held intensive Refresher capacity-building programmes for CBP called DAKSHTA. The programme was conducted both offline and online at ISTM for the ASOs and SOs of various ministries, including the PMO.

The intensive training programme was held to provide sufficient flexibility for participants to attend training as well as attend to their office work. The broad category of functional topics included Noting and Drafting, Parliament Procedure, Preventive Vigilance, Purchase Procedure, GFR, Establishment rules, and Contract Management. In the area of behavioural Competencies, input was provided in decision-making, soft skills, Ethics and values, and interpersonal relationships. Special emphasis was laid on computer training with hands-on sessions. After the completion of the programme, participants were asked to fill out the Immediate Reaction Questionnaire (IRQ), i.e., feedback form.

1.9 COVERAGE OF TRAINING IMPARTED:

- i. Develop the skills of Noting and Drafting and use various forms of written communication in a given situation.
- ii. Describe various Parliamentary terms;
- iii. Differentiate between various types of questions.
- iv. Explain the process of drafting reply to a question.
- v. Describe functioning of various Parliamentary Committees including departmentally related Standing Committee.
- vi. Work with MS Power point.
- vii. Work with MS-Word.
- viii. Explain the concept of interpersonal skills Draw out various aspect of interpersonal skills generated through a group activity.
- ix. Define various terms of the contract like price variation clause, force majeure clause,



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- x. liquidated damages clause etc.
- xi. Explain the concept of Data Analytics and its applications in Government.
- xii. List the salient features of the Right to Information Act 2005.
- xiii. Describe guidelines on establishment matters like framing of recruitment rules, pre and post appointment formalities, probation, seniority principles, etc.
- xiv. Explain Stress Management techniques & identify the ways of managing the Stress.
- xv. Describe the importance of ethics and values for a public servant.

SUGGESTIONS BY MINISTRIES AND DEPARTMENTS OFFICIALS TRAINED UNDER DAKSHTA PROGRAMME

During the study on impact assessment of DAKSHTA Training program held at ISTM, the experiences and suggestions made by trainees and their respective supervisors to improve the effectiveness of training have been delineated in this chapter.

SUGGESTIONS/RECOMMENDATIONS

Ministry of Skill Development

- I. Training was quite helpful like GFR and RTI.
- II. Overall Experience was good, but depth training is required.
- III. Training was beneficial on the subject like GeM, Noting, Drafting and Parliament Procedures.
- IV. Training should be based on the course module on regular basis and regular updation on specific topic may be provided.
- V. Depth training is required customised courses according to the service periods and Designation may be provided.

Analysis

Capacity building is essential for achieving sustainable development and improving the overall well-being of a society. The Capacity Building Commission is a government organization in India that aims to improve the



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capacity and skills of individuals and organisations through various training and development programmes. Under the Dakshta Training Programme, a total of 464 government officers have completed the survey, among whom 263 are trained officers, 68 are supervisors or reporting officers of the respective trained officers, and 133 are those who have not undergone the Dakshta Training Programme. This chapter will provide a comprehensive analysis of the impact of the Dakshta Training Programme on the capacity of government officers to deliver good governance in society. The findings of this study will also be crucial for developing evidence-based policies and programmes that effectively address the challenges of good governance in India.

Sl. No.	Name of Ministries	Response Received			Total
		Number of Trained Officers	Number of Supervisor's	Number of Non-Trained Officers	
1.	PMO	20	16	18	54
2.	Ministry of Civil Aviation	8	0	0	8
3.	Ministry of Defence	25	7	3	35
4.	Ministry of Environment, Forest and Climate Change,	25	18	89	132
5.	Ministry of Finance.	34	3	0	37
6.	Ministry of Food Processing Industries.	29	4	2	35
7.	Ministry of Health and Family Welfare.	15	4	13	32
8.	Ministry of Labour and Employment,	26	8	2	36
9.	Ministry of Ports,	14	3	6	23



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	Shipping and Waterways.				
10.	Ministry of Skill Development and Entrepreneurship.	67	5	0	72
Total		263	68	133	464

The data was analyzed using descriptive statistics, including means, standard deviations, and frequency distributions. The findings are presented below. The study's findings will be useful for the Capacity Building Commission and other stakeholders involved in good governance, including policymakers and civil society organisations, to assess the effectiveness of the Dakshta Training Programme and identify areas for improvement.

Distribution of respondents Ministry wise

A total of 464 government officers have completed the survey, among whom 263 are trained officers, 68 are supervisors or reporting officers of the respective trained officers, and 133 are those who have not undergone the Dakshta Training Programme (Table 4.1). In conclusion, this chapter will provide a comprehensive analysis of the impact of the Dakshta Training Programme on the capacity of government officers to deliver good governance in society. The findings of this study will also be crucial for developing evidence-based policies and programmes that effectively address the challenges of good governance in India.

The data was analysed using descriptive statistics, including means, standard deviations, and frequency distributions. The findings are presented below. The study's findings will be useful for the Capacity Building Commission and other stakeholders involved in good governance, including policymakers and civil society organisations, to assess the effectiveness of the Dakshta Training Programme and identify areas for improvement. The primary data on Impact assessment from the study of the Dakshta Training Programme shows that 53.33 percent of trainees strongly agree and

38.57 percent agree that Records Management is a critical activity for the government (Table 4.2). The primary data of trainees also reflects that 52.86 percent of trainees are good in their Excel skills regarding the efficiency to clean, analyse, and visualise the dataset in the specified time for government departments as part of their daily routine, while 11.9 percent are excellent in the same (Table 4.2).



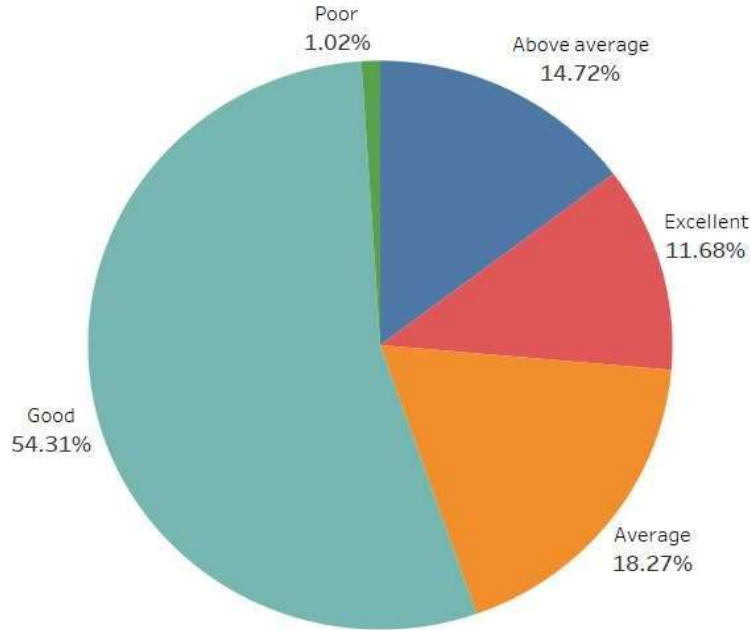
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OBSERVATIONS: The primary data analysis of the domain, functional, and behavioural competencies of the trained officers suggests that in record management, drafting, and the RTI Act 2005, the trainees have achieved the desired outcome from the training. As the primary data suggests, the actual outcomes in record management, drafting, and the RTI Act 2005 are 75.57, 75.43, and 84.29, respectively, which are above the desired outcome of 50–75 percent. Although Data analytics remain a substantial area for improvement when compared with the desired outcome, As far as domain competencies are concerned, training related to government financial and Cabinet note preparation shows a gap in terms of desired and actual outcomes. Although training had a significant positive result in behavioural competencies, the parliamentary procedure lacks an edge in terms of achieving desired outcomes. Overall, the training needs to focus more on domain competencies, which are more specific to the concerned department or ministry.

i. Excel skills of trained officers used on daily basis

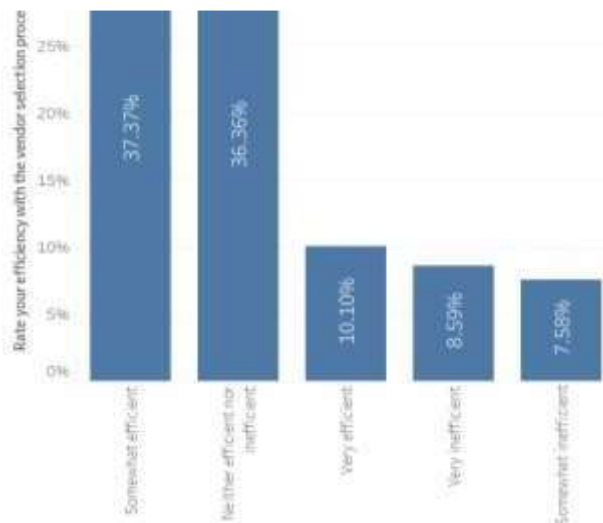


The graph shows that, **54.31%** of those with Excel trained officers' use it effectively.

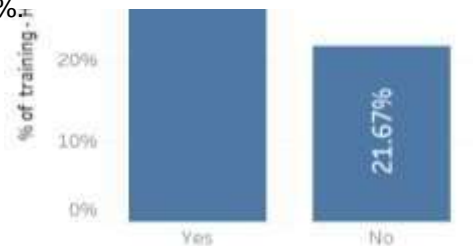
Around 18% percent shows the officers have understanding in average and rest is vis-a -versa.

ii. Percentage of efficiency- Vendor selection process over the GeM Portal

According to the graph, the vast majority of respondents 78.33% agree that it helps officers to understand cabinet note preparation. The rest 21% believe that there needs to be more training of understanding Cabinet Note Preparation.

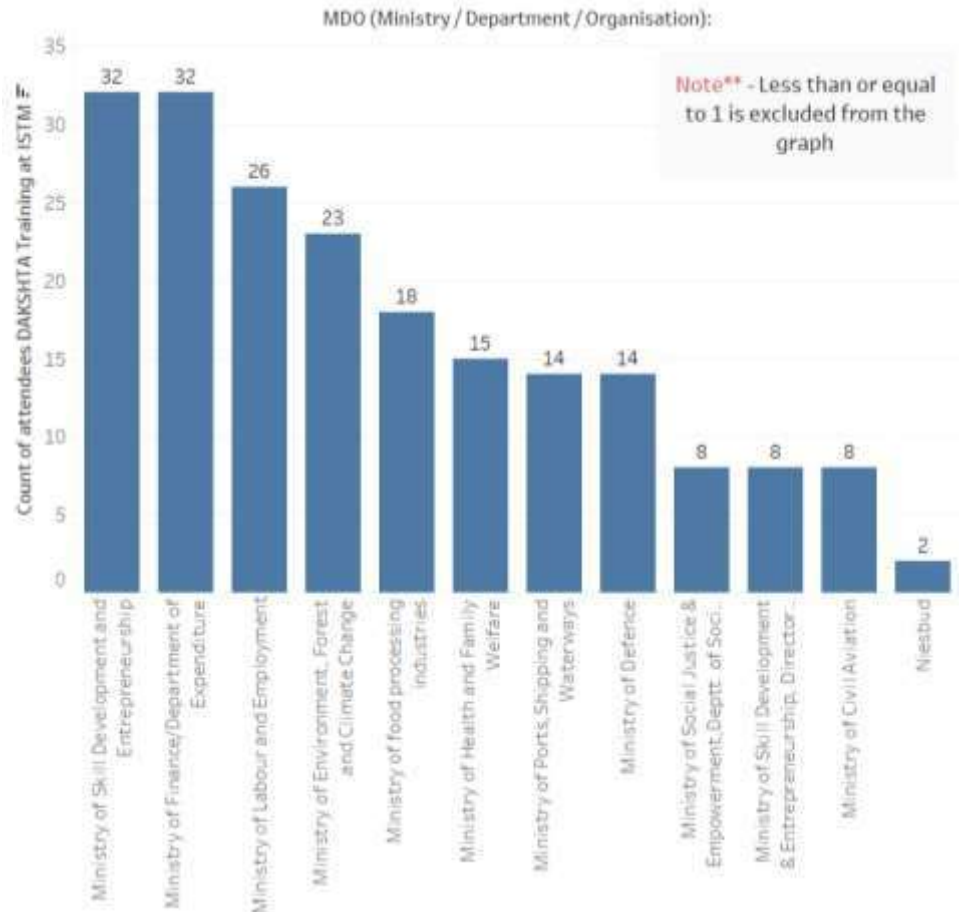


The graph demonstrates that the vendor selection procedure using the GeM Portal is only somewhat efficient, with 37.37% and neither efficient nor inefficient with 36.36%.



iii. Number of people who attended Dakshata Training from different Ministry

The majority of the training for about **32 people** has attended individually from the "Ministry of Skill Development and Entrepreneurship" and the "Ministry of Finance/Department of Expenditure."



d) Top Skills of Trained Officers as rated by themselves:

RANK	SKILL	RATING
1	Receiving, acknowledging, and forwarding RTI applications	4.24
2	Timely disposal of MP/VIP receipts	4.11
3	Collaborating with colleagues for decision-making	4.02
4	Coordination, compilation and furnishing information to reply to MDOs	4.02
5	Single filing system	3.89
6	Drafting communication letters	3.73
7	Seeking comments of other MDOs	3.62
8	Excel Skills	3.50
9	Efficiency to clean, analyse, and visualise data	3.32
10	Vendor selection on GeM	3.30



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11	Creating Records Retention Schedule (RRS)	3.16
12	Preparing supplementary notes	3.04
13	Procurement via GeM Portal	3.03

It can be seen from the table that the top skills of DAKSHTA-trained officers as perceived by themselves are: Receiving, acknowledging, and forwarding RTI applications; Timely disposal of MP/VIP receipts; Collaboration with colleagues for decision-making; Coordination, compilation, and furnishing of information to reply to MDOs; Efficiency of Single filing system; etc.

The bottom-most rated skills are: Procurement via the GeM portal; Preparing supplementary notes; Creating Records Retention Schedule (RRS); Vendor selection on GeM; Efficiency of cleaning, analysing, and visualising data; etc.

e) Top Skills as per Supervisors of Trained Officers:

RANK	SKILL	RATING
1	Receiving, acknowledging, and forwarding RTI applications	4.66
2	File Docketing	4.52
3	Ability to handle official communication (letters, telephones, etc)	4.47
4	Preparing office notes	4.42
5	Arranging papers in a case	4.41
6	Creating Records Retention Schedule (RRS)	4.41
7	Seeking comments of other Ministries/Departments/Organisations	4.39
8	Drafting RTI responses	4.37
9	Manual of Office Procedure	4.36
10	Management of records	4.36
11	Excel skills for data management, analysis, etc	4.33
12	Resolving workplace dilemmas	4.33
13	File numbering and DAK receipts	4.16
14	Parliamentary proceedings	4.11
15	Preparing reports & charts	4.10
16	Furnishing parliamentary rules of procedure	4.08
17	Using GeM portal to make purchases	4.00
18	Increase in knowledge	3.99
19	General financial rules and applications in official work	3.96
20	Approaching juniors for making & implementing decisions	3.94
21	Cabinet note preparation	3.89
22	Data cleaning and processing	3.82
23	Choosing vendors on GeM	3.78



It can be seen from the table that the top skills of DAKSHTA-trained officers as perceived by their supervisors are: **Receiving, acknowledging, and forwarding RTI applications; File docketing; Ability to handle official communication (letters, telephones, etc.); preparing office notes; arranging papers in a case;** etc.

The bottom-most rated skills are: **Choosing vendors on GeM; Data cleaning and processing; Seeking comments from other MDOs; Cabinet note preparation; Approaching juniors for making and implementing decisions;** etc.

f) **Comparing top-most and bottom-most ranked skills by both Trained Officers and their Supervisors, we have:**

RANK	SKILL (Trained Officer)	RATING (Trained Officer)	SKILL (Supervisor)	RATING (Supervisor)
1	Receiving, acknowledging, and forwarding RTI applications	4.66	Receiving, acknowledging, and forwarding RTI applications	4.24
2	File Docketing	4.52	Timely disposal of MP/VIP receipts	4.11
3	Ability to handle official communication (letters, telephones, etc)	4.47	Collaborating with colleagues for decision-making	4.02
4	Preparing office notes	4.42	Coordination, compilation and furnishing information to reply to MDOs	4.02
5	Arranging papers in a case	4.41	Single filing system	3.89

From the above table, it is apparent that **Receiving, acknowledging, and forwarding RTI applications** has been rated highest by both the trained officers and their supervisors. There is no overlap for any other skills. Additionally, another skill that has been highly rated by both is the **Ability to handle official communication (letters, telephones, etc.)**.

Thus, it may be concluded from the table that the trained officers' ability to handle RTI applications and official communication (letters, telephones, etc) with other MDOs has benefitted the most from the DAKSHTA Training Programme.



RANK	SKILL (Trained Officer)	RATING (Trained Officer)	SKILL (Supervisor)	RATING (Supervisor)
Last	Procurement via GeM Portal	3.03	Choosing vendors on GeM	3.78
2 nd Last	Preparing supplementary notes	3.04	Data cleaning and processing	3.82
3 rd Last	Creating Records Retention Schedule (RRS)	3.16	Cabinet note preparation	3.89
4 th Last	Vendor selection on GeM	3.30	Approaching juniors for making & implementing decisions	3.94
5 th Last	Efficiency to clean, analyse, and visualise data	3.32	General financial rules and applications in official work	3.96

Similarly, for the least-rated skills, there is overlap in **Procurement via GeM Portal**, **Preparing notes**, and **Ability to clean, analyse, and visualise data**. These are areas in which the DAKSHTA Training Programme has scope to be improved and strengthened.

DATA ANALYSIS AND KEY FINDINGS

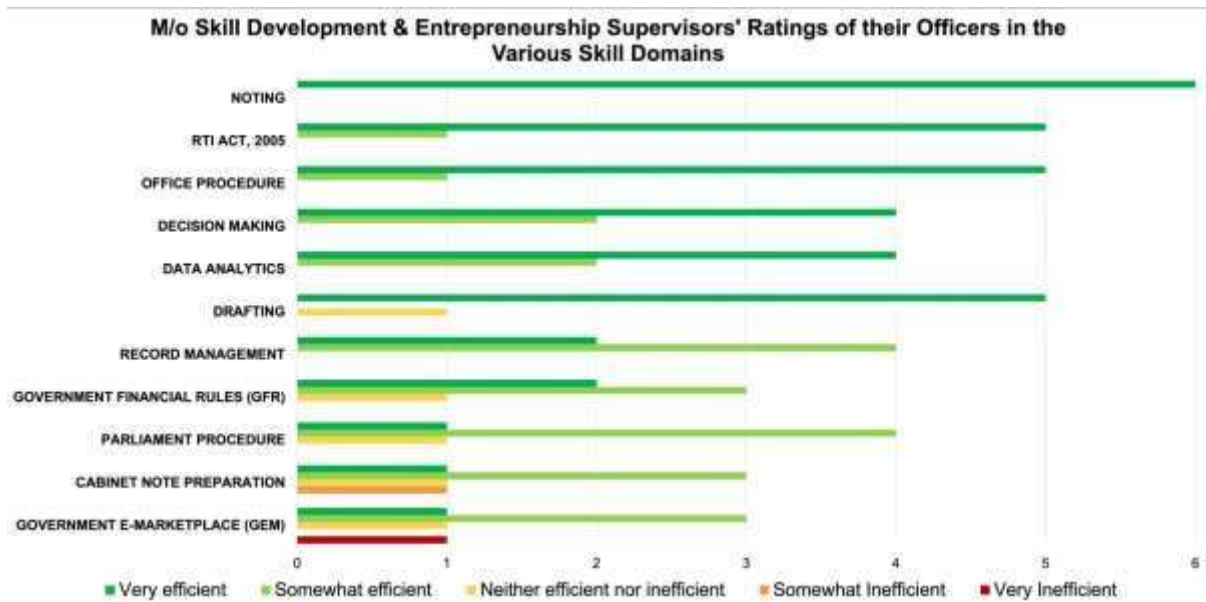
- After the analysis, it was observed that 54.31% of those with Excel-trained officers are able to use it effectively.
- The graph on cabinet note preparation shows that the vast majority of respondents, around 78.33%, agree that it helps officers understand cabinet note preparation.
- Its analysis demonstrates that the vendor selection procedure using the GeM Portal is only somewhat efficient (37.37%) and neither efficient nor inefficient (36.36%).
- According to the data, the majority of officers, approximately 91.43%, prepare draughts and keep the basics.
- According to the analysis, about 56.25 percent of officers are proficient in drafting communication letters.
- In the aforementioned data analytics, it is obvious that 97.07% of officers feel that government officials need to understand how to manage the enormous amount of work that the parliament entails.
- According to the graph on RRS, around 34%–36% of respondents think that the ministry should get training on the Records Retention Schedule (RRS).
- In terms of coordinating, compiling, and providing information or responses relevant to MDOs, about 58.21% are effective.
- About 49.50% are somewhat efficient in a single file system.
- The graph on decision-making scenarios shows that 94.61% of respondents believe that it is now simple to find a solution to any dilemma in a workplace decision-making

scenario.

- The majority of the training has been attended individually by around 32 people from the "Ministry of Skill Development and Entrepreneurship" and the "Ministry of Finance/Department of Expenditure."
- As shown in the graph on GFR, nearly 63.64% of the subordinates have a good understanding of General Financial Rules.
- Nearly 48.48% of the subordinates have a good understanding of Visualizing and Preparing charts.
- According to the Graph on docketing, nearly 75.76% of the subordinates are trained in docketing.
- After the analysis, it was observed that approximately 66.6% of the subordinates are proficient in preparing Notes.
- The Programme is most successful in training officers for **Handling RTI Applications and Ability to handle formal communication (letters, telephones, etc.)**
- The Programme may be improved to improve an officer's skills in **Procurement via the GeM Portal, Preparing Notes, and Data Cleaning & Processing.**

MINISTRYWISE/ DEPARTMENT SUPERVISOR'S ASSESMENT OF TRAINED OFFICER'S

Assessment of Supervisors' of their Trained Officers



From the above graph, it is evident that the highest-rated skills according to the Supervisors is Noting. In Noting, 6 responses, or 100% of the 5 Supervisors, rated their Officers' skills to be very efficient. This makes Noting as the highest rated skill post the DAKSHTA Training Programme according to the Supervisors of the Trained



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Officers. All the other skills have been rated and sorted accordingly in the graph. The lowest rated skills are Government E- Marketplace (GEM).





Annexure 4 Introduction to the ISB Management Development Programme

The Ministry of Skill Development and Entrepreneurship (MSDE) has orchestrated a synchronized approach to skill development across India. To this end, MSDE plays a pivotal role in elevating employability, fostering innovation, and nurturing vocational excellence with the objective of bridging the gap between skill supply and demand.

Central to the MSDE's mission is the creation of a 'Skilled India', accomplished through large-scale, rapid, and high-quality skill acquisition. This aspiration is ably aided by its functional entities, including the Directorate General of Training (DGT), the National Council for Vocational Education and Training (NCVET), the National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF), 37 Sector Skill Councils (SSCs), and 33 National Skill Training Institutes (NSTIs/NSTI(w)), as well as an extensive network of Industrial Training Institutes (ITIs) and training partners registered with NSDC.

In 2022, the MSDE partnered with the Indian School of Business (ISB) to undertake a capacity-building programme for its officials, with a view to enhance their capabilities in line with the vision of 'Mission Karmayogi', which seeks to build functional, knowledge, and behaviour capacities among government officials and to modernise their mindsets, all while following a robust evidence-based methodology for training.

The primary objective of the MSDE Management Development Programme was to inculcate within the trainees a *culture of innovation*, to *strengthen leadership skills*, and to *foster the development of a strategic mindset*, which would aid them in gaining insights and enable them to be effective change managers and transform their organisations from within.

A Memorandum of Understanding (MoU) was signed between the MSDE and the ISB on 21 April 2022 for the conduct of **Management Development Programme** to be delivered to 120 officers across four batches. The MoU was signed in the presence of Shri Rajesh Aggarwal, Secretary, Ministry of Skill Development and Entrepreneurship, to meet the following learning objectives:



1. Strengthen your leadership skills - lead yourself and others to sustained success.
2. Build a strategic mindset - gain a big-picture view of the core components of business strategy.
3. Gain deep insights into data analytics and digital transformation.
4. Embrace tomorrow's challenges, understand the complexities of leading talent in the future.
5. Imbibe a culture of innovation within your organization.

Trainees included officials from the MSDE, *Jan Sikshan Sansthan*s (JSS), and the NSDC, CEOs of Sector Skill Councils, Directors of State Skill Mission Directors, and principals from various Industrial Training Institutes (it is). To meet the aforementioned learning objectives of the Management Development Programme of MSDE, ISB designed a comprehensive customized programme specific to suit the learning needs of three different groups of officers, namely:

1. CEOs of Sector Skill Councils
2. State sector skill councils – Directors
3. DGT Group “A” Officers

Training was delivered through a five-day in-person residential programme, and through lectures that included practical and hands-on pedagogical elements that are unique to the ISB experience.

All modules were designed by ISB's world-class faculty members with decades of experience in training participants who have gone on to successfully lead organisations across the world. The curricula drew from state-of-the-art research and evidence from management literature and thus offered participants insights that could be immediately and effectively translated to their professional contexts.



Study design

This document reports the results of a qualitative evaluation of the perceived effectiveness of the *Management Development Programme* conducted by the ISB Executive Education department. For the reader's reference, details of the programme, as well as the session structures are offered on the next page, while all programme schedules are included in Appendix A.

This report is based primarily on end-of-programme (and end-of-module) ratings given by participants (on a scale of 5; reported below in Section 4). We use this to gather information on the twin elements of a) the classroom experience of learners and b) the utility and applicability of the training to the participants' professional work.

The ISB frequently utilizes these qualitative approaches and makes use of both to iteratively enhance its programme offerings, with a specific view to tailor them to specific cohorts of learners.

We would also like to note that a purely qualitative approach was used in this instance because of the *post-facto* timing of this impact evaluation, which meant that baseline data on learner proficiency, competencies, and preferences could not be captured ahead of the programme (in an impact evaluation of a training programme, these are ideally captured before training begins). Ordinarily, we would conduct a detailed pre- and post-training comparison of classroom fluency scores supplemented by a quantitative survey of participants, which would yield rich data on the impact created in the demonstrated behaviours and competencies of participating officers by the learning intervention.

Often, we also make use of a "control" group made of non-trained officials/learners who are *comparable* (in terms of background and externally demonstrated characteristics) to those receiving training. This serves as a further way of examining the causal effects of the training programme. A combination of these approaches—i.e., using both pre- and post-training comparison, as well as treatment (i.e., trained) vs control (i.e., control) individuals—commonly called a "difference-in-difference" analysis is one of the most robust methods of evaluating impact. However, as we note earlier, such an approach was not possible in this instance, but can be explored for future training programmes. Indeed, the ISB has successfully utilised this method in other training programmes conducted by its Executive Education department as well as for other government and public sector clients, with significant effectiveness. It is hoped that future impact evaluation research can incorporate these elements.



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That being said, the current study finds valuable information on learner preferences by capturing information on the specific modules and sessions they found most useful and relevant for their professional functions. We also received useful recommendations on potential additions and amendments to the various modules, which have been duly taken into consideration and will be important for designing further course corrections.



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Programme details

The programme was conducted in four cohorts, the schedules for which are detailed below.

MSDE - Management Development Programme					
Cohort	Start Date	End date	No of days	No of participants	No of faculty
1	9 May 2022	13 May 2022	5	30	6
2	11 July 2023	15 July 2023	5	33	7
3	19 September 2023	23 September 2023	5	32	6
4	25 April 2023	29 April 2023	5	30	6

For each cohort, the programme content was structured as following:

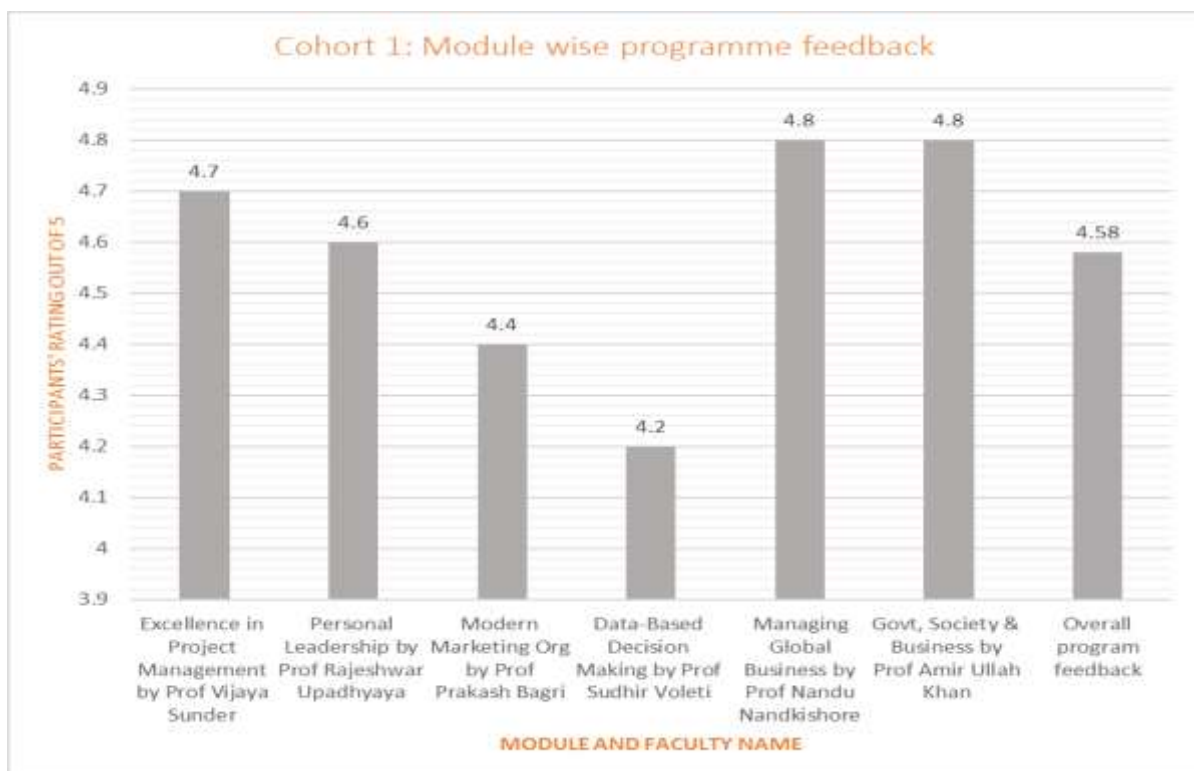
	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Session 1	Excellence in Project Management	Executive Presence & Art of Communication	Executive Presence & Art of Communication	Executive Presence & Art of Communication
Session 2	Personal Leadership	Design Thinking	Design Thinking	Story Telling & Presence for Influence
Session 3	Modern Marketing Organization	Strategic Thinking	Excellence in Project Management	Government, Society and Business
Session 4	Data-Based Decision Making	Demystifying AI	Government, Society and Business	Future of skills training, the role of technology in scaling delivery

Session 5	Managing Global Business	Government, Society and Business	Future of skills training and role of Technology	Leading High-Performance Teams with EI
Session 6	Government, Society and Business	Future of skills training and role of Technology	Future of skills training and role of Technology	Leading High-Performance Teams with EI
Session 7	NA	Leading High-Performance Teams with EI	NA	NA

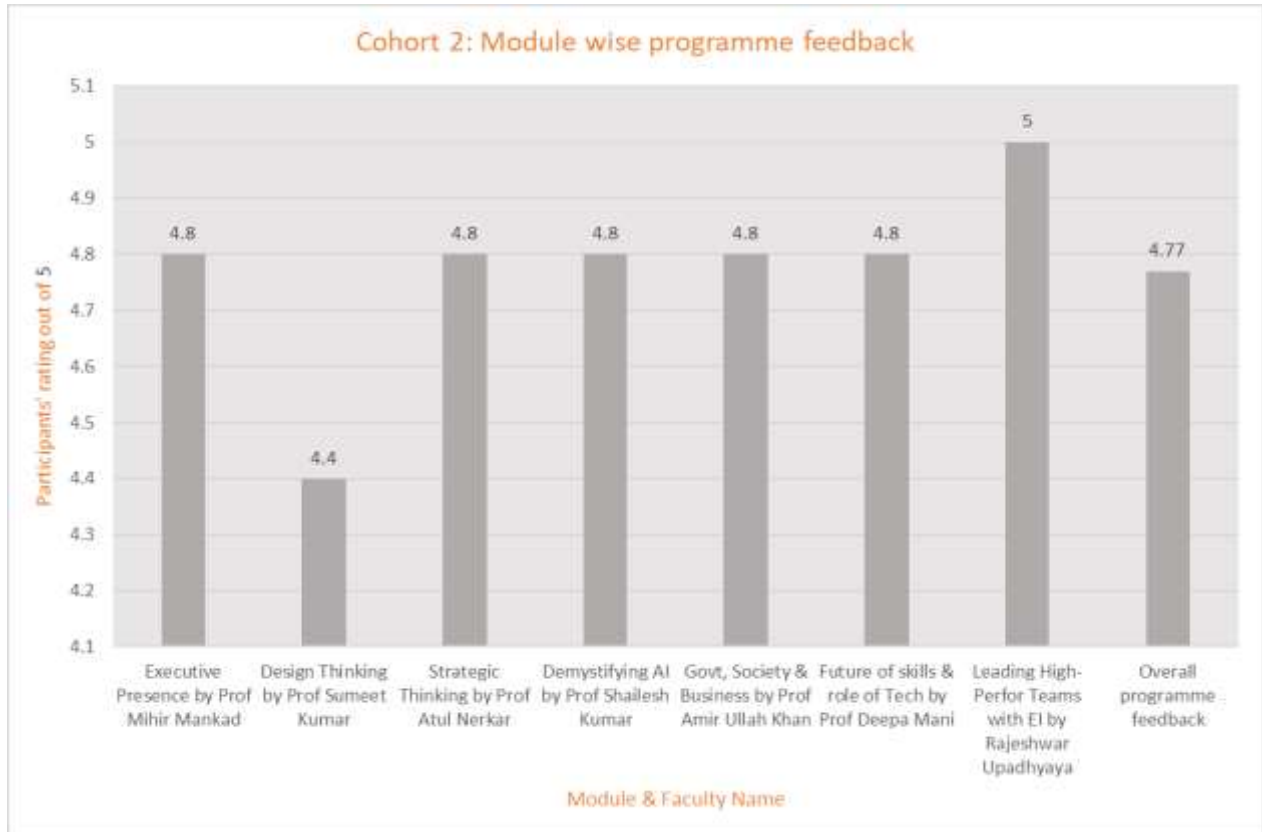
Cohort-wise programme feedback

ISB places great emphasis on gathering feedback for its programme, recognizing it as a crucial step in driving course corrections and improvements, which is imperative for designing successful future programmes. The ISB Programme Delivery team collected detailed feedback from all participants after each module as well as for the overall programme. Below are the ratings received from participants for the overall programme and associated members of the faculty.

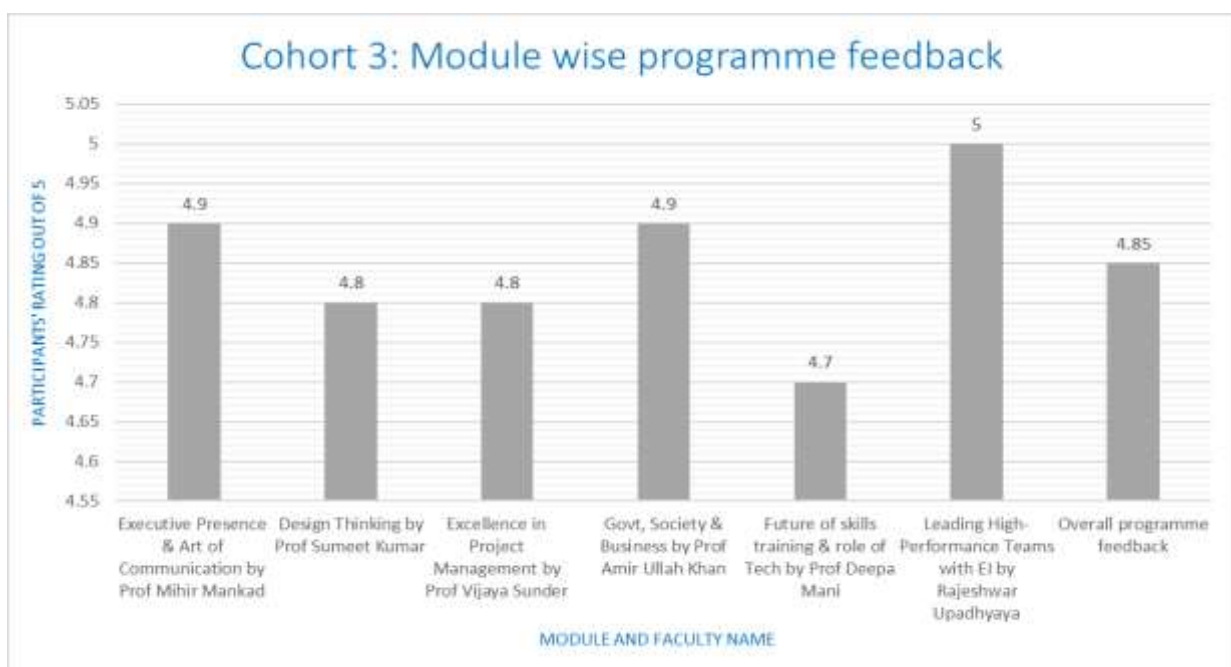
Cohort 1 (9 May to 13 May 2022)



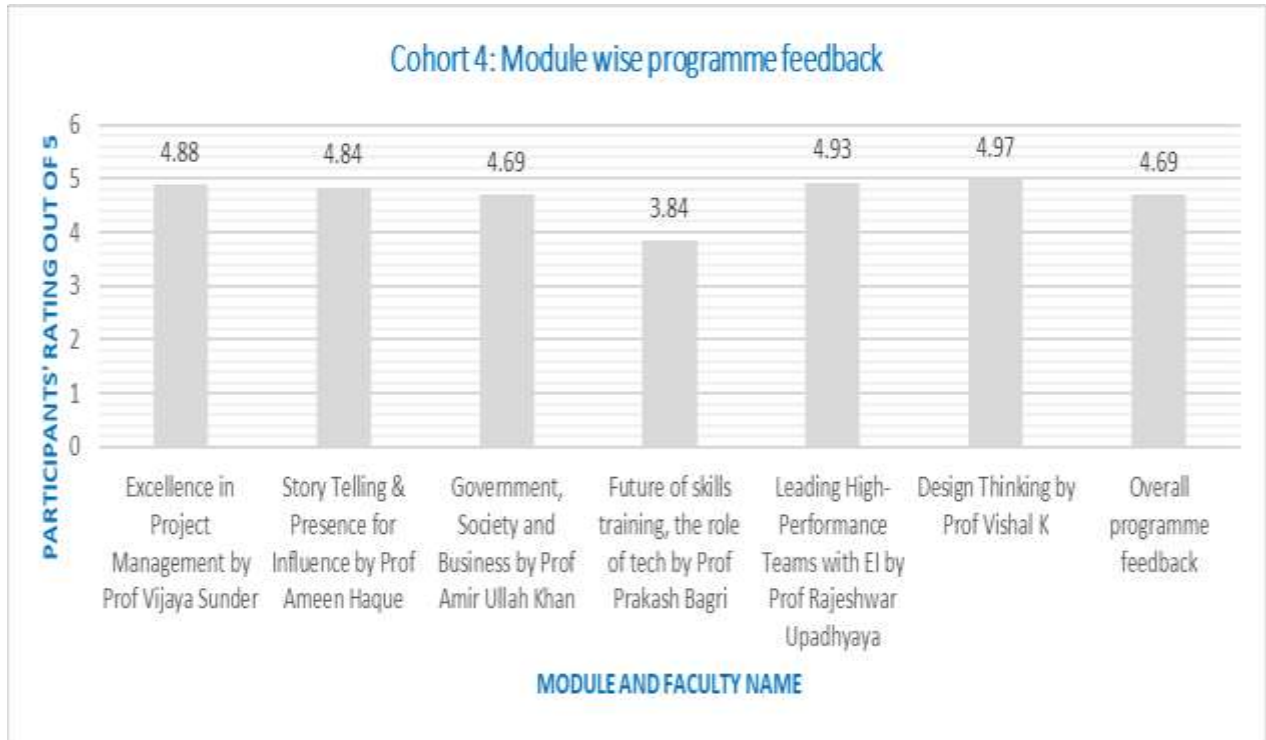
Cohort 2 (11 July to 15 July 2022)



Cohort 3 (19 September to 23 September 2022)



Cohort 4 (25 April to 29 April 2023)

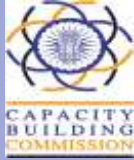


Qualitative assessment of response to training modules

A cohort-wise analysis of topics and modules

These were particularly well-received (as per the ratings presented in Section 4 above) is presented below.

Cohort(s)	Topic(s) rated well
Cohort 1	Managing Global Business by Prof Nandu Nandkishore
	Government, Society and Business by Amir Ullah Khan
Cohort 2	Leading high performance teams with EI and Innovation and Change Leadership by Prof Rajeshwar Upadhyaya
Cohort 3	Leading high performance teams with EI and Innovation and Change Leadership by Prof Rajeshwar Upadhyaya
	Government, Society and Business by Prof Amir Ullah Khan



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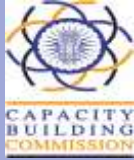
	Executive Presence & Art of Communication by Prof Mihir Mankad
Cohort 4	Design Thinking by Prof Vishal K
	Leading high performance teams with EI and Innovation and Change Leadership by Prof Rajeshwar Upadhyaya
	Excellence in Project Management by Prof Vijaya Sunder

Implications of these findings:

The above modules received the highest ratings across cohorts, indicating that participants found topics such as project management, leadership, communication, executive presence, and public policy particularly engaging and relevant to their job roles.

Notably, the session that received the highest rating across all cohorts was "Leading High- Performance Teams with Emotional Intelligence and Innovation and Change Leadership" by Prof. Rajeshwar Upadhyaya. The topics covered in this session proved to be exceedingly popular among participants, as reflected in their favourable ratings and feedback. Key topics covered in this session included

- Identifying elements and drivers of a high-performing work environment
- Addressing implicit bias through understanding and dialogue
- Emphasizing the value of purpose and empathy for high performance
- Cultivating humane leadership and fostering collaboration and inclusion
- Adapting to New Age Leadership in times of crisis and change management
- Leveraging emerging technologies to stay ahead and drive innovation
- Keeping employees invested in the innovation process
- The significant positive reviews for this session indicate that participants resonated with the content and recognized its potential to enhance their job performance and service delivery.



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As previously mentioned, the primary objective of the MSDE Management Development Programme is to instil a culture of innovation, strengthen leadership skills, and foster a strategic mindset among trainees. This facilitates gaining insights and becoming effective change managers capable of transforming organizations from within.

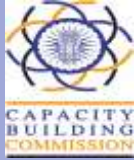
In this context, it is evident why participants found Prof. Rajeshwar Upadhyaya's session to be impressive, aligning well with the program's overarching goals.

According to the table above, other highly rated sessions covered various topics, including Project Management, Communication, Design Thinking, Executive Presence, and Public Policy. Among these sessions, Vijay Sundar's session on Project Management was particularly impactful and relevant to the participants. It covered essential aspects of project management, such as Project Ownership and Management, Project Life Cycle, Project Selection, Project Portfolio Management, Strategy Maps, Risk Assessment, Projects Prioritization using financial criteria, and multi-criteria screening methods. Participants particularly appreciated sessions on Leadership Quality, Intra and Interpersonal Relation Orientation Profile, and the Exceptional Leader Equity Framework. These sessions were deemed highly useful based on the valuable feedback received.

Given that the participants of the training hold mid and senior management positions within MSDE, including CEOs of Sector Skill Councils, Directors of State Sector Skill Councils, and DGT Group "A" Officers, the Project Management-focused sessions were found to be relevant and beneficial for their upskilling needs.

Likewise, the topics on Emotional Intelligence and Strategic Decisions, Project Management, Policy Making, and Leadership Skills, which were covered by Prof. Amir Ullah Khan in his session on "Government, Society, and Business," received well for their direct relevance and significant benefits to the participants' job roles.

Lastly, another session that was rated very high was Prof. Vishal Karungulam's session on Design Thinking for Cohort 4. Participants expressed their appreciation for this session, acknowledging the substantial value it added to their learning experience. Comments like "Extremely competent faculty that have left deep inspirational impact" and "Very well managed program in both fronts - academics and hospitality" (from Cohort 4) attest to the overall effectiveness of the sessions. Furthermore, participants



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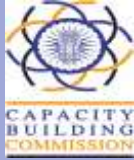


emphasized the importance of topics such as storytelling and emotional quotient, expressing that middle-level and top-level management greatly benefit from such programs.

Key suggestions/recommendations received from participants:

The Programme participants offered valuable feedback, greatly contributing to the improvement of ISB's future programmes with MSDE. Some noteworthy feedback includes:

1. The participants recommended a greater contextualization of the programmes within the government sector, specifically focusing on the skill development sector. They further emphasized the need for more skill sector-relevant case studies to enhance their understanding of concepts, as well as statistical and data modules. We have duly acknowledged this feedback and will take it into serious consideration while designing future programmes. Considering the feedback about incorporating skill sector case studies, future programmes can be designed to provide even more targeted and applicable insights for the participants.
2. Another important feedback pertained to incorporating more practice sessions, particularly those related to data analytics and data-driven decision making. Participants wanted hands-on experience with project management tools such as Gantt Chart and PERT Chart. We recognize the significance of this suggestion and will strive to include more interactive sessions to enrich the learning experience.
3. Participants found the majority of modules relevant to their job profiles, but they provided feedback suggesting that allocating more time to these modules would be highly beneficial. This feedback was consistently echoed across different cohorts, particularly for modules like "Excellence in Project Management" by Prof Vijaya Sunder, "Demystifying AI" by Prof Shailesh Kumar, "Executive Presence & Art of Communication" by Prof Mihir Mankad, "Government, Society and Business" by Prof Amir Ullah Khan, "Story Telling & Presence for Influence" by Prof Ameen Haque, "Future of Skills Training and Role of Technology" by Prof Deepa Mani, and "Leading High-Performance Teams with Emotional Intelligence" by Prof Rajeshwar Upadhyaya. We will carefully review the time allocation for these modules to ensure optimal



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learning outcomes. Tailored programs could be designed to address specific management aspects, including project management, business communication, team building and management, and technology for management, among others.

Collectively, the feedback from participants underlines the well-designed and relevant nature of the sessions, which significantly contributed to their professional development. The positive impact of the program on their learning journey and the participants' deep appreciation for the faculty's expertise serve as a positive indicator of the Programme's success.