

Quality Improvement Plan for the CSTIs

1 Background:

Capacity Building of civil services is a strategic priority of the Government of India. Through the several reforms announced as part of Mission Karmayogi, the Government of India has highlighted the need for a fundamental shift in training of civil service officials. In this regard, National Standards for Civil Services Training Institutions has been developed by the Capacity Building Commission which provides a mechanism of quality assurance and standardization of capacity building practices at an institutional level in the civil service capacity building ecosystem.

The National Standard for Civil Service Training Institutions (NSCSTI) accreditation process is a significant milestone that signifies the adherence to predefined quality standards in civil service institutions. However, achieving accreditation is not the endpoint; it is rather a foundation upon which institutions must continually strive for enhancement and innovation. This concept note delves into the critical need for ongoing quality improvement in accredited civil service institutions to ensure excellence and effectiveness.

Capacity Building Commission through intends to support institutions to improve the quality standards and enable continuous improvement of training delivery. This document intends to bring out the envisaged **Quality Improvement Plan (QIP)** for institute which have **completed 1st round of NSCSTI accreditation process** and its key components, stakeholders and process for smooth implementation of Quality Improvement Plan.

The QIP aims to support Civil Services Training Institutions (CSTIs), focusing on improving the training delivery quality parameters prescribed under the National Standards for Civil Service Training Institutions (NSCSTI) framework. The objective is to enable CSTIs to continuously improve their training programs and elevate their overall capacity for delivering high-quality training to civil service officials.

2 Need for Quality Improvement Plan (QIP)

A quality improvement plan for civil service training institutions in India is not a one-time exercise, but a continuous process of learning and improvement. Even if the institutions have completed the NSCSTI accreditation process, they still need to maintain and enhance their quality of training delivery. A robust Quality Improvement program for civil service training institutions is crucial to continuously upgrade upon the training standards set by NSCSTI to:

a. Adapt to Changing Needs

Civil service needs are evolving rapidly due to technological advancements, societal changes, and global developments. Continuous quality improvement ensures that accredited institutions stay relevant and effective in meeting these evolving needs.

b. Meet International Standards

Globalization necessitates aligning civil service institutions with international best practices. Quality improvement efforts enable institutions to meet or exceed global standards, enhancing their competitiveness and collaboration on an international level.

c. Ensure Sustained Compliance and Relevance

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Acquiring NSCSTI accreditation is a testament to an institution's compliance with specific standards. However, standards and best practices evolve. QIP is essential to ensure ongoing compliance with evolving standards and the relevance of the education and training provided.

d. Meet Varied Learning Needs

Civil service institutions cater to a diverse audience with varying learning styles, needs, and backgrounds. QIP is required for restructuring and improving instructional methods, materials, and approaches to meet the diverse learning needs effectively.

e. Address Technological Advancements

The technological landscape is rapidly changing, influencing the training delivery. QIP is required to emphasize integrating the latest technologies into the curriculum to ensure that civil servants are well-versed in using advanced tools and platforms to enhance efficiency, data analysis, and service delivery.

f. Enhance Pedagogical Practices

Effective teaching methods are crucial for the success of any educational institution. QIP will help to focus on continuous training for faculty, incorporating innovative teaching techniques, and fostering a culture of research and development to optimize pedagogical practices.

g. Strengthen Partnerships and Collaboration

Collaborations with other civil service institutions, governmental bodies, non-governmental organizations, and the private sector are essential for a holistic training of civil service officials. There is a need to emphasize building and strengthening such partnerships to enrich the learning experience and provide practical insights into real-world challenges.

The National Training Institutes play a pivotal role in shaping the workforce of the nation. To ensure their continuous growth and effectiveness, a comprehensive Quality Improvement Plan (QIP) is imperative.

2.1 NSCSTI accreditation analysis

Based on the assessment of institutes competed so far, it is observed that the institute consistently are scoring **below average in Pillar 5: Digitalization and Training Delivery and Pillar 6: Collaboration** which have **higher weightage under the NSCSTI** framework.

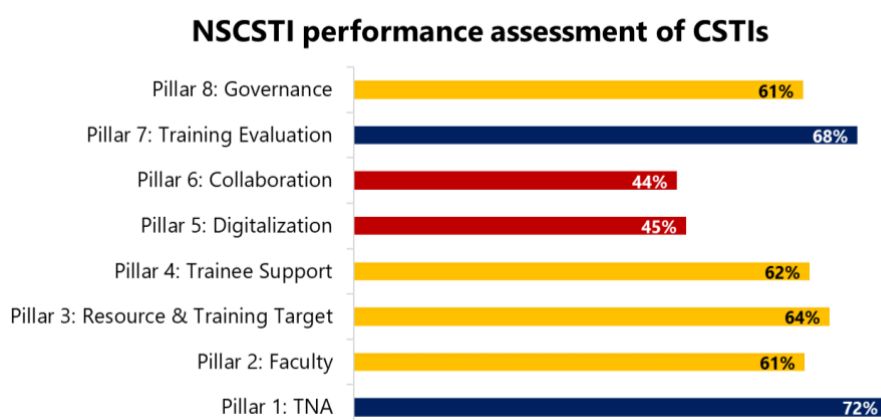


Figure 1: NSCSTI score analysis based on 36 accredited institutes

There is a clear need of immediate improvement towards Digitisation, Collaboration and Faculty Development and further improvement is required towards improving Operations and Governance and Resource & training target.

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2.2 Areas of Improvement under the QIP:

Areas of improvement for each civil service training institutions will vary from institute to institute and based on the results of their onsite assessment. Some of the indicative areas of improvement of CSTIs are:

a. Professional Development

Promoting continuous professional development for faculty and staff ensures that they stay updated with the latest knowledge, skills, and best practices, consequently benefiting the quality of education and services provided.

b. Quality Assurance

Establish a quality assurance framework to monitor and evaluate the effectiveness of training programs. Regularly assess the outcomes of interventions and solicit feedback from trainees and stakeholders to make improvements.

c. Technology Integration

Leveraging technological advancements to enhance teaching methods, administrative processes, and communication channels can significantly improve the overall effectiveness and efficiency of civil service institutions.

d. Curriculum Enhancement

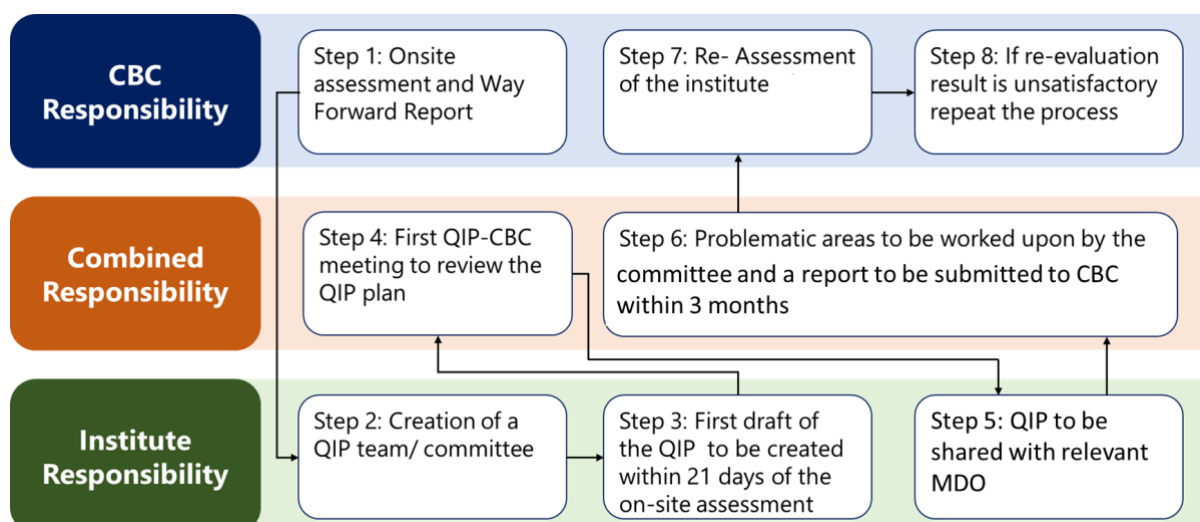
Regular review and enhancement of curricula to align with contemporary challenges and best practices are crucial. This involves incorporating emerging topics, interdisciplinary approaches, and practical experiences to enrich the learning experience.

e. Stakeholder Engagement

Involving stakeholders such as government bodies, private sector organizations, civil society, and the community in the decision-making and evaluation processes fosters a sense of collective responsibility and results in more effective and responsive civil service institutions.

3 Process for QIP

Please check the Flow diagram below for the proposed process for QIP



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1. Step 1: Onsite Assessment

The on-site assessment is last step for achieving accreditation, but it is the first step towards quality improvement. The onsite assessment provides and assesses the current status of the institute and also provide inputs to instate to improve across 8 pillars of NSCSTI. The on-site assessment provides a comprehensive analysis on the strengths and weaknesses of the Institute.

There is a final way forward report which is generated at the end of the assessment to provide a broad set of guidelines for the institute, based on the assessment. This report presents the institute with an overview of the interventions possible on each of the 59 questions under the 8 pillars which can be undertaken, based on the current stage of the institute on each question.

2. Step 2&3:

In order to create a detailed process of QIP for every Institute must:

- Form a QIP team/ committee with the intention of improving the processes for the institute to improve under the NSCSTI pillars, shall be created.
- This QIP team/ committee would comprise of an independent assessor/ CSTI/ agency to put the plan in action.
- This team should be comprised within 1 week of the on-site assessment in order to start with the QIP plan.
- The QIP team is expected to create a list of interventions which have to be taken up in order to improve the capacity of the institute and create a plan for the same within 21 days of the on-site assessment.

Expectation from the QIP team plan:

- a) List down all the possible interventions for each question under the 8 pillars along with additional ideas from the institute side, assessor, feedback during the onsite assessment etc.
- b) Categorize all the above interventions as low, medium, high based on effort vs impact required to do from an institutional standpoint. (Refer Figure below for this)

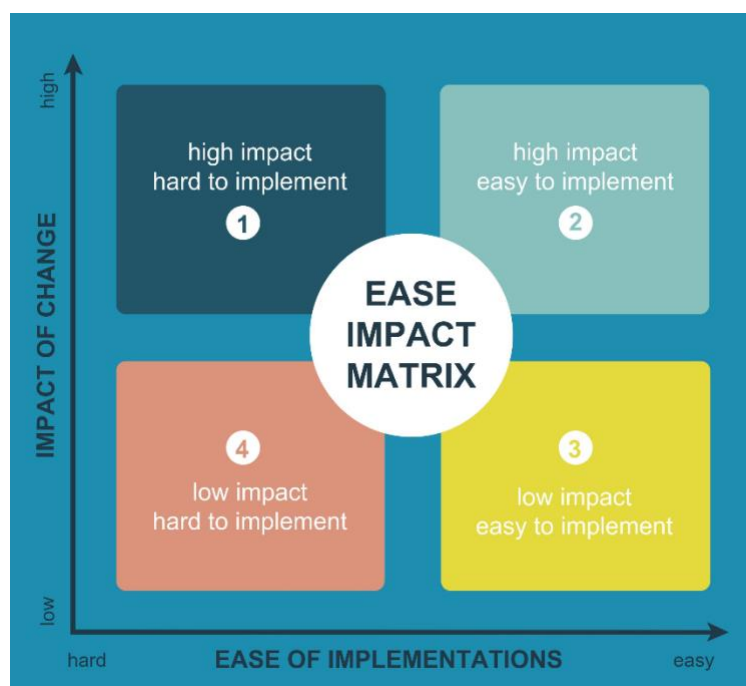


Figure 2: Impact- Effort Grid

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- c) Discussion on the way forward plan, highlighting 1-2 interventions that can be made for each of the 59 questions, preferably, from box 2 and 3 from the above matrix.
- d) Identifying pillars on which interventions can be made at the institute level
- e) Prioritize the interventions which will lead to quick wins and improve the institute score (Box 2,3 from Figure 2)
- f) List the interventions for which help from CBC/ Assessors/ Other Training institutes can be taken in order to improve the training institute
- g) Policy level recommendations from the institute to be taken up by CBC with the Ministry after appropriate consultation

The QIP team is to create the first cut of this plan within 21 days of the assessment. This timeline aligns with the recent on-site assessment, ensuring the feedbacks and insights are within the team's collective memory and can be promptly integrated into the plan.

3. Step 4:

- The QIP team should have at least two meetings with the CBC team in 2 months to validate the plan and direction they are ideating upon to take to improve on the pillars.
- The first meeting should be aimed to discuss on the interventions identified in step 2&3, and their feasibility in terms of implementation.
- CBC to provide feedback on the priority of the interventions identified, along with additional measures which can be taken on those pillars identified, which the QIP team might have not been able to identify.

4. Step 5:

The revised QIP post step 5 will be shared by Institute to the relevant Department and Ministry for review. This include flowing steps:

- Submit the QIP to the relevant MDO for review. Ensure that all required documents, data, and information are included in the submission.
- Based on the feedback received from MDP, update the QIP accordingly. Clearly document the changes made and the reasons behind them. Ensure that the revised QIP aligns with the expectations and requirements of the MDO.
- Once the MDO is satisfied with the revised QIP, seek their final approval. This may involve another round of discussions or a formal approval process, depending on the MDO's procedures.

Once the approval is received form MDO, the QIP committee can move towards implementation phase of QIP.

5. Step 6

At the end of 2 months, the QIP team should have a list of interventions which are to be implemented as per the discussion and priority identified during the meetings. Once agreed upon, by the CTI and CBC, the plan would be finalised which the CTI would work upon. At this stage, the role of Accreditation agency would end, and final payment would be made the agency

- On successful and fruitful implementation of the plan by the QIP team/ committee, the payment of the last deliverable shall be released by CBC to the agency.

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- CBC team will be able to provide an outside perspective on the feasibility of the plan and additional steps that can be taken to fast forward this process.

For example – collaboration with another institute already accredited which has a high rating on one of the pillars can be conducted to improve the rating of an institute with a low rating on the before said pillar.

6. Step 7:

Re-assessment may be done under the same or similar/ improvised criterion as suggested by CBC after a gap of 2 years, confirming the consistency of the improved scores by the CTI.

7. Step 8:

On review, re-assessment after 2-years, if the score/ result is not as per the expectations, steps 2-5 may be repeated, unless grade improvement of the institute under the NSCSTI framework is established.

4 Financials

(A) **Payments to the Accreditation agency:** Since the accreditation agency has been empanelled for assisting CBC to accredit the Training Institutes and handhold the Training Institute in improving their quality, payments would be made to them as per the schedule of payment in their work order.

(B) **Payments to the Assessor:** The Assessors as selected by the Commission, will work with the Agency and the Training Institute, along with CBC to improve the quality of deliverance of the Training Institutes.

The Assessors would be associated with the agency and Training Institute from the stage of Onsite Inspection; and in steps 2-6 as described above.

The Assessor will be compensated by the agency for honorarium of Rs. 8000/- per day (maximum 2 sessions in a day, not exceeding 2-day visit and not more that 2 visit per institute and travel cost)

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Annexure 1: QIP Template

Metric No.	Metric for improvement under QIP	Max Score	Current Score	Impact Rating (1-10) ¹	Ease of Implementation (1-10) ²	Targeted Score	Action Plan	Timeline
Ex. Pillar 6	Collaboration	15	8.4	NA	NA	12		
ex. 31	What percentage of faculty members' total training hours are spent at other institutes?	5	2	7	5	4		
ex. 32	To what extent has the institute leveraged faculty members from other institutes to deliver trainings in the past two years?	5	3	7	8	5		
ex. 33	To what extent did you leverage Course / Course Material / Digital learning resources from other training institutions in the last 2 years?	5	2	8	8	4		
ex. 34	To what extent has the institute conducted and participated in networking events in the past 2 years?	5	3	5	10	5		
Pillar								
Metric								
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¹ Impact rating: 10 meaning very high impact and 1 meaning low impact

² Ease of implementation rating: 10 means very easy to implement and 1 being hard to implement

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