



CAPACITY BUILDING COMMISSION

**Annual Capacity Building Plan
(Ministry of External Affairs)**

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List of Abbreviations

Abbreviations / Acronyms	
ACBP	Annual Capacity Building Plan
AI	Artificial Intelligence
AJNIFM	Arun Jaitley National Institute of Financial Management
ASO	Assistant Section Officer
AMS	Americas
BIT	Bilateral Investment Treaty
BM	Bangladesh, Myanmar
CBC	Capacity Building Commission
CBU	Capacity Building Unit
CNA	Capacity Needs Analysis
CD	Cyber Diplomacy
CITES	Convention on International Trade in Endangered Species of Wild Fauna and Flora
CPV	Consular Passport Visa
CT	Counter Terrorism
D&ISA	Disarmament & International Security Affairs
DDG	Deputy Director General
DGTA	Directorate General of Foreign Trade
DPA-I and II	Development Partnership Administration-I and II (respectively)

DPIIT	Department for Promotion of Industry and Internal Trade
DoPT	Department of Personnel & Training
ED	Economic Diplomacy
E&SA	East & Southern Africa
EG& IT	E-Governance and Information Technology
EMDE	Emerging Markets and Developing Economies
FGDs	Focus Group Discussions
GeM	Government E Marketplace
GEM	Global Estate Management
GFR	General Financial Rules
ICCR	Indian Council for Cultural Relations
ICWA	Indian Council for World Affairs
IFS	Indian Foreign Service
IOR	Indian Ocean Region
IIFT	Indian Institute of Foreign Trade
IIM	Indian Institute of Management
ISA	International Solar Alliance
ISB	Indian School of Business
ISTM	Institute of Secretariat Training & Management
ISRO	Indian Space Research Organisation
JS	Joint Secretary
KMS	Knowledge Management System

LBSNAA	Lal Bahadur Shastri National Academy of Administration
LMS	Learning Management System
L&T	Legal & Treaties
MDO	Any Ministry/Department/Organisation administered by Government of India
MDP	Management Development Program
MEA	Ministry of External Affairs
MPIDSA	Manohar Parikkar Institute of Defence Studies & Analyses
NALSAR	National Academy of Legal Studies and Research
NEST	New Emerging and Strategic Technologies
OIA-I	Overseas Indian Affairs-I
OECD	Organization for Economic Co-operation and Development
PP&R	Policy Planning & Research
RTI	Right to Information
S&T	Science and Technology
SDC	Swiss Agency for Development Cooperation
SSIFS	Sushma Swaraj Institute of Foreign Services
SOP	Standard Operating Procedure
US	Under Secretary
UNCBD	United Nations Convention on Biological Diversity
UNFCCC	United Nations Framework Convention on Climate Change
WTO	World Trade Organization
XPD	External Publicity and Public Diplomacy

Executive Summary

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, empathic and future ready civil service through guided capacity building and is based on the philosophy of creating an ecosystem (See Figure 1), thriving on “competency driven training and human resource management”, by “transitioning from a 'rules-based' system to a 'roles-based' system”. Under this programme, the Capacity Building Commission (CBC) has been set up for functional supervision of civil services training institutions and for developing Annual Capacity Building Plans (ACBPs) for all 93 ministries and departments of Government of India (GoI), including MEA.

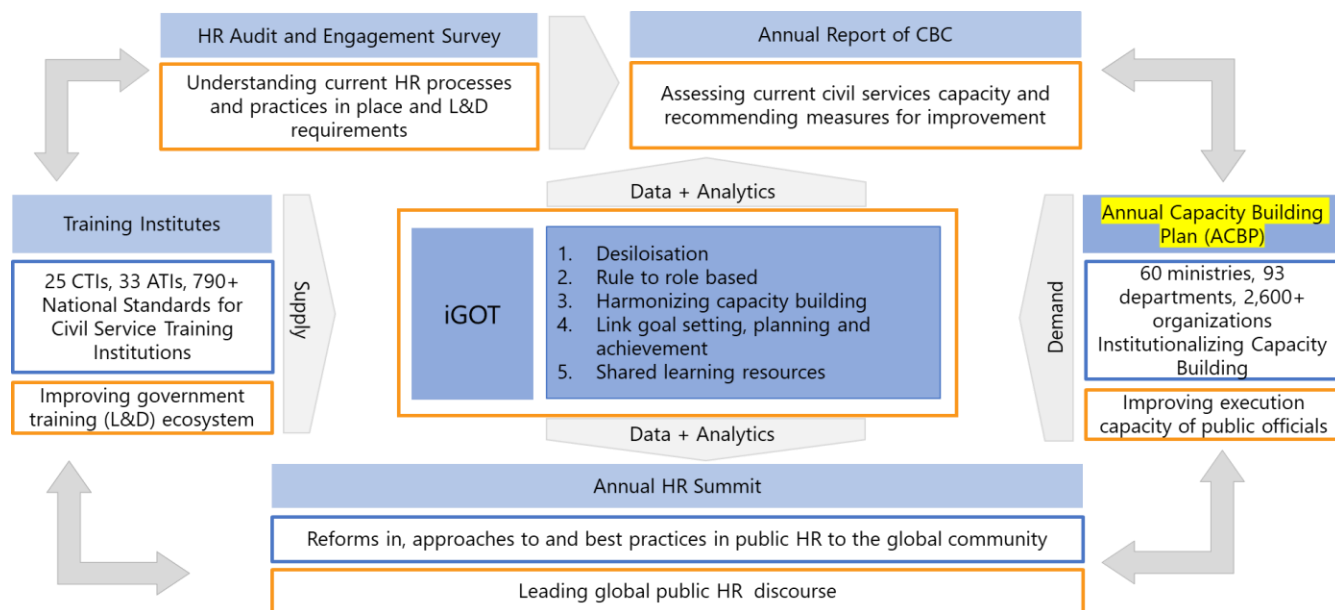


Figure 1: India's Civil Service Capacity Building Framework as envisaged under Mission Karmayogi and driven by CBC

Annual Capacity Building Plan (ACBP)

The Annual Capacity Building Plan (ACBP) is a strategic document that outlines **key competency areas** that require intervention within a particular Ministry/Department/Organization (MDO), while providing a **roadmap** to curate capacity building initiatives that would cater to those areas. It is meant to be **updated periodically**. The ACBP is an **incremental (rather than a comprehensive) plan**, identifying a **few focus areas** in which the competency of the MDO- its officials, systems and processes, resources etc. needs to be built. It is meant to evolve with time, given commitment, monitoring (through CBC and Karmayogi Bharat), and institutional ownership from the concerned Ministry into an agile, role-driven, and customizable plan — integrating individual, organizational and institutional capacity building needs within the MDO.

Certain plans may emphasize competencies that require immediate attention, while others may be future-oriented (such as this one) — in that they look at skill acquisition and capacity augmentation of a Ministry from an ecological, system's oriented '*capability approach*'¹ – i.e, increasing an organization's ability to achieve its future goals in an ever-changing context of policy, planning and administrative work. The Capacity Building Commission (CBC) defines capacity building, analogously to the process and practice oriented 'capacity development' approach emphasized by OECD (DAC, 2006), UNDG (2008), and UNDP (2009) as "***the process of building, developing, and enhancing the abilities, talents, competencies, efficiency, and qualification of individuals, organisations, and institutions to increase the executive capacity of the State to achieve common national goals now, and in future.***"

¹ Ulrich, Dave & Smallwood, Norm. (2004). Capitalizing on Capabilities. Harvard business review. 82. 119-27, 138.

Each plan follows a cyclical process of preparation as it involves working in tandem with all departments, divisions, and any attached training institutions as well as zonal/regional/international entities subsumed within an MDO. Supported and steered by the **Capacity Building Unit (CBU)** — the coordinating unit within an MDO that is entrusted to harmonize and push capacity building efforts identified by CBC (see Annexure III, section 7.3 of this report) — the **plan will unfold phase-wise**, wherein a few divisions may be selected for capacity building in the first phase of the exercise, followed by gradually involving all departments, divisions, and organisations within a Ministry to address its capacity building needs holistically. Figure 2 illustrates and explains the characteristics of Annual Capacity Building Plans to be developed for various MDOs, as brought out by CBC (2022).

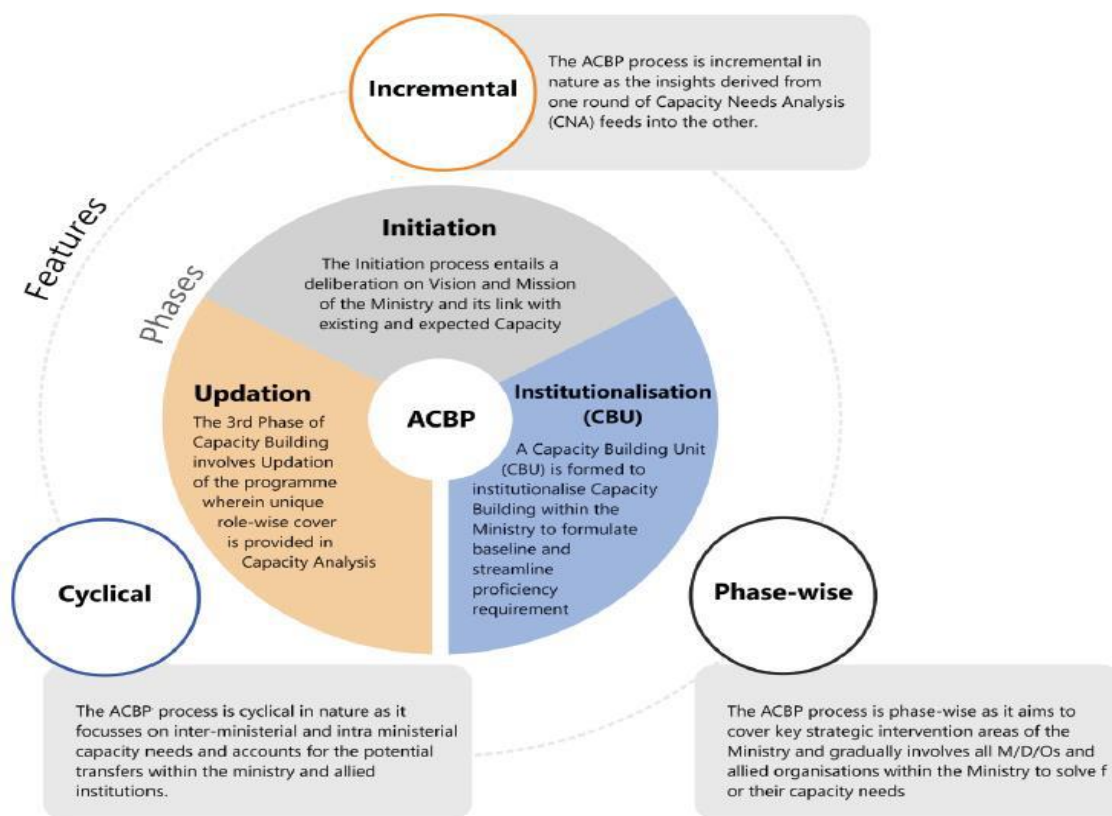


Figure 2: Characteristics of an Annual Capacity Building Plan

ACBP for Ministry of External Affairs (MEA)

The Ministry of External Affairs is a unique Ministry. It is responsible for promulgating as well as executing essential aspects of India's foreign policy, while interfacing with foreign governments for bilateral work, with line ministries to define sectoral positions, and multilateral institutions to promote and safeguard India's strategic interests. It is also expected to engage directly with an increasingly influential India diaspora, which has become a source of immense economic, social, and cultural capital for India's international reputation, developmental interests, and global ambitions. As an extension of its 58 ministerial divisions, several regional passport offices, branch secretariat offices, protectorate of emigrants, training ecosystem centred on Sushma Swaraj Institute of Foreign Service (SSIFS), and specialized autonomous institutions (ICCR and ICWA), there are over 200 mission posts spread across every major continent.

MEA ACBP Process Flow

The ACBP preparation for the Ministry of External Affairs (MEA) began in the month of January 2023 with a kick-off meeting held under the chairpersonship of Secretary-East (MEA) on 24th January 2023. This meeting was subsequently followed by other meetings with various officers/staff of the Department, facilitated by the CBU of MEA (see Annexure III) – helmed by JS (Administration).

As part of the process to prepare the ACBP, data collection and collation exercises were initially rolled out to conduct an 'As-is' Assessment of the Ministry. The same aimed to capture information that would enable depiction of a baseline for training and capacity building interventions in MEA. Roles and responsibilities of various divisions of the Ministry along with the existing capacity building interventions at Ministry level were documented in this report. This includes aspects of capacity

building extended as development cooperation by several financial, technical and cultural measures to other countries in the neighbourhood and the global south (especially by DPA-II, D&ISA and a few others). The ministry's mandate, policies, functions, key programmes etc. were also studied as part of secondary research to better understand the roles, responsibilities, and requirements of various divisions of the Ministry.

This 'As-is assessment' was further followed by a Capacity Needs Analysis (CNA) exercise. Using a consultative approach, discussions were held with Joint Secretaries/heads of the various divisions of the Ministry and other officials of the Ministry and its associated central training institution – Sushma Swaraj Institute of Foreign Services (SSIFS). This was done to identify competencies required by officials in various divisions – utilizing the experiential reflection of the divisional head as the key positional hub that can help baseline a role expectancy of all other officials in the division.

Thereafter, the **competency needs** were grouped under one of the three operational buckets below:

- **Domain:** Knowledge and expertise related to the focus areas of different divisions. Some of these, especially related to the futuristic requirements of capacity building in certain emerging domains, may be cross-cutting.
- **Functional:** Cross-cutting needs across divisions which are related to functional aspects of the division such as administration, financial planning, communication, stakeholder management, technological know-how and other such areas of basic role hygiene.
- **Behavioural:** Pertaining to the learning and implementation of soft skills required for organizational self-efficacy.

These would serve to **bundle all requisite role-competencies** across the organizational pyramid and to suitably **identify competency gaps** for **individual capacity building in MEA**.

Key findings from Capacity Need Analysis (CNA) exercise

Key identified areas where **domain competencies** are required to be built or buttressed as per division-wide collation of competency gaps, include domain knowledge on **changing aspects of International Trade and particular aspects of International Law** (related to dispute resolution, international arbitration, and related aspects of preventive diplomacy) in a global context which commentators suggest is seeing the unraveling of the 20th century liberal order. Further areas include **geo-strategic knowledge** in areas of **defense, international development including health and environmental aspects of Human Security**. And **emerging technologies and their impact on trade policy - especially B2B, B2G and G2C ties**, as also the **Political Economy of emerging multilateral frameworks**, such as QUAD, G20, etc, especially in how these are shaping India's strategic interests and global ambitions. With respect to cadre diplomats, there is a **need for capacity building** through **short capsular online courses** or **updated knowledge docket**s to keep them abreast with ever-changing contours of geo-strategy, especially in areas of legal, trade and security ramifications of disruptive technology.

When it comes to **functional competencies**, officials require capacity building on **Financial and Cost Management** – especially in areas related to **programme, project & property management**, especially including aspects of financial accounting, audit and budgeting, **procurement & vendor management**, and all aspects related to the applied understanding public procurement through GeM Portal, and of applying/following General Financial Rules (GFR, 2017). These also become **intersectional or transferable competencies** which will have applications in undertaking work related to **setting up even consulates, special centers, extend diplomatic wings, and oversee development projects in critical missions abroad** – meeting the ministry's internal SOPs and

guidelines related to external projects and to property management, in compliance of CAG standards. Similarly **functional knowledge of cyber-security to communicate securely in an uncertain international context** is considered functional to withstand disclosure through various types of malwares, phishing and targeted viruses. Knowledge of **social media enabled narrative framing**, and **communication management** for effective **public relations** and **public diplomacy** work has also **assumed a functional role in all diplomatic work**.

In terms of **behavioral competencies**, the priority areas for training the officials includes presentation and communication skills, which may be updated through statistical/digital storytelling, along with dimensions of behavioural hygiene that include confidence building for diplomatic representation, art of negotiation, and tools from positive psychology such as intrinsic motivation, rational/cognitive behavioural therapy, stress management, and leadership skills. There is a special emphasis on team building in the learning and practice of these soft skills, since officials are frequently deputed on foreign postings and are away from their friends and family for extended periods. Hence, it may be ideal to plan regular workshops and programs to keep their morale, professional pride, and organizational motivation high. Some citizen-facing divisions may require updated training on interpersonal skills, emotional intelligence, communication skills, gender sensitivity etc, to be delivered in novel, non-classroom centric, experiential, and immersive ways.

Meanwhile **certain competencies** have been noted to assume an **intersectional nature** given the above typology of competencies relating to diplomatic work. For instance, **knowledge of International Financial Institutes'** working in an evolving context of increasing international arbitrage in global capital and asset markets will add value to B2B negotiations, act as a key frame of filtering strategic interests while negotiating Bilateral Investment Treaties (BIT), as well as become

an input into promoting foreign institutional investment in India, via track-1 and track-2 channels of diplomatic engagement, and triangular cooperation. Similarly, legal, trade and security ramifications of cross-border flows of unregulated financial assets, data protection, creative licensing of AI generated e-commerce, monetization of internet traffic, assume greater significance in an era of positive disruption related to Industrial Revolution 4.0 (IR4.0). Further, regional policy, investment, and legal aspects of big data models and financial technology have great implications for effectively promoting India's digital public infrastructure² via the *India Stack* — which offers highways of digital connectivity and institutional trust via India's open network protocols through the Open Network for Digital Commerce (ONDC), to the world at large. This will assume greater significance in trade promotion and investment partnerships in an era of IR4.0, given the penetration of digital economy in all aspects of ITEC development cooperation, as also G2B, G2G, and B2C operations in the context of pervasive digital leapfrogging of territorial boundaries.

Comparing CBC's capacity building approach to SSIFS' institutional training philosophy

Through interactions with the institute, the CBU, and through secondary research of relevant Ministry material, it has been observed that there is considerable overlap in CBC's approach to capacity building and SSIFS' training philosophy – albeit with different emphasis on the temporality of continuous learning versus institutional training. SSIFS' training methodology emphasizes holistic development of professional diplomatic skill sets with an overall emphasis on developing core competencies related to diplomatic work at missions, as well as various divisions in the ministry.

² <https://www.livemint.com/news/world/india-to-promote-digital-public-infrastructure-platforms-at-un-general-assembly-to-become-global-benchmark-for-dpis-11690908075919.html>

SSIFS' core pillars of capacity building are centred on a holistic and pragmatic approach to institutional training in professional diplomatic practice and hygiene, where the nature of competency is viewed as aggregated within the division/mission for which various training programmes – Induction programme (foundational) and Mid-Career Training Programmes (professional development) — provide a comprehensive base. It has a generalist view to the 'art of diplomacy'.

CBC's disaggregated approach and accretive vocabulary of competency needs is curated from agile HRM practices in ecological organizational theory, and capability and ecosystems approach in new public management. This 'whole of government' approach emphasizes a de-siloed interaction among various divisions and departments requiring a constant upgradation to knowledge and skill sets. Thus, capacity building *ipso facto* becomes a future-centric activity centred on progressively addressing competency gaps in individual or organizational capabilities, which will certainly arise during adjustment periods in performing new roles, throughout the career span of a cadre diplomat or other MEA official. It seeks to provide a competency view to buttress the art of diplomacy, which has evolved from traditional concerns within the *realist* paradigm of the 'art of restraining power' (Kissinger 1994), to a multi-dimensional view of balancing strategic concerns with relationship optimization, in a multi-polar world of risk and uncertainty, not ended by the 20th century logic of 'balance of deterrence' alone.

The goal of this ACBP is to provide an updated ready-reckoner list of sources, processes, and interventions, through which to make this adaptation nearly frictionless, and to institutionalize extant knowledge available in the learning ecosystem of MEA.

1. Introduction to Mission Karmayogi

The Indian economy is anticipated to be one of the fastest growing economies in the world (International Monetary Fund (IMF) estimates India's Gross Domestic Product (GDP) to grow at 6.1 percent in FY23 and 6.78 percent in FY25³). This is a positive indication towards India realizing its ambition of becoming a USD 5-trillion economy in the next few years, and subsequently in the top three world economies by the end of this decade. Major reforms are being introduced to achieve this target and to meet the aspirations of its growing youth. India is on the cusp of major transformation. Optimal governance meant to steer and harness the fruits of progress promised by this economic transformation is to be led and performed by the civil services. The civil services are engaged in providing and administering a range of public services, welfare and social protection programs, and core governance functions that enable the government to serve the aspirations and needs of its citizens efficiently and effectively. Hence, Capacity Building of civil service has been identified as one of the key levers to meet the changing needs of the country, with a focus on molding a future ready civil service that can deliver larger social and economic mandates. Following the recommendations in the National Training Policy, 2012, the civil service capacity building landscape was confronted by various challenges. The initiatives focused on institutional training, with training interventions being largely intermittent, individual-centric instead of being role-focused, generalist in their orientation, centred on attitudinal disposition rather than skill acquisition, and predominantly delivered through a supply-side emphasis, contingent on the human resources and managerial disposition prevailing in Civil Services Training Institutions (CSTIs).

³ At a Glance – India, International Monetary Fund, accessed in February 2023
World Economic Outlook Database October 2022, International Monetary Fund, accessed in February 2023

Previously, capacity building initiatives have been largely cadre, service and department driven, and physically delivered within the complex of training institutions, leading to a silo-based approach disallowing consistent peer to peer learning across multiple services, thereby limiting a collaborative learning environment, and an emphasis on skill acquisition attuned to role-orientation. There was non-availability of life-long and continuous learning programmes for civil servants with legacy mid-career programmes being designed piecemeal, often having an inordinate high time lapse between them. The current capacity building landscape also lacked a data-driven, robust monitoring and evaluation framework paying less cognizance to achieved outcomes, milestones, and key performance indicators for measuring training impact.

The **National Programme for Civil Services Capacity Building (NPCSCB)- Mission Karmayogi** was launched in 2020, keeping in mind the above challenges. Mission Karmayogi is a comprehensive reform of civil service capacity building apparatus at individual, organizational and institutional levels for efficient public service delivery, capacity building and continuous learning for new India's public-sector functionaries. Key to the programme is the recognition that a suitable government workforce requires a competency driven capacity building approach. Envisioned as one of the largest capacity building initiatives for government organizations globally, the programme envisages to train ~46 lakh officials at the center and ~1.5 crore officials across states and local bodies.⁴

National Programme for Civil Services and Capacity Building (NPCSCB) proposes to leverage technology to offer world class learning to all the civil service officials across different hierarchies and geographies. For larger impact, the intervention aims to cover and address the capacity building

⁴ Mission Karmayogi, Department of Personnel and Training, Government of India, accessed in January 2023



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requirements of all the employees of government departments/ministries. Mission Karmayogi is working to embark on a learning transformation programme that will address the capacity building requirements of civil service through a comprehensive online platform – **iGOT Karmayogi**, operated by the SPV [Karmayogi Bharat](#).

iGOT Karmayogi aims to offer online, face-to-face and blending learning courses, while managing lifelong learning records of civil servants. It is an e-learning platform and learning management system (LMS) which has been developed as a part of 'Mission Karmayogi' for competency-driven capacity building of civil servants. The content can be created by different ministries and departments, in-house or through identified knowledge partners. Carefully crafted and vetted content from leading government institutions, civil service training institutions (CSTIs), research universities that have been characterized as Institutes of Eminence, best-in-class private-sector content providers, and individual resources are periodically made available as learner-specific training modules for civil servants on the iGOT platform. Mission Karmayogi along with the iGOT platform, aspires to enable all the officials to pursue anytime-anyplace-any-device learning at their own convenience.

The officials will have access to instant guidance through role-specific learning resources and collaboration with officials who have done the task before. It will facilitate officials with tools to take charge of their own professional learning journey, using self-directed or guided learning paths, enabling continuous learning for all.



Figure 3: Institutional arrangement of Mission Karmayogi

The institutional arrangement for implementation and monitoring of 'Mission Karmayogi', i.e., NPCSCB comprises of an apex body, **Prime Minister's Human Resource Council (PMHRC)**, **Cabinet Secretariat Coordination Unit (CSCU)** and **Capacity Building Commission (CBC)**, working in tandem with **iGoT Karmayogi Platform** - a Special Purpose Vehicle (SPV) operating the digital assets created for NPCSCB. While the Cabinet Secretariat Coordination Unit will monitor the overall implementation of NPCSCB, align stakeholders and provide an institutional mechanism to oversee capacity building plans, Capacity Building Commission plays the crucial role of facilitating the preparation of annual capacity building plans, and laying down standards and guidelines for all aspects of Capacity Building, making policy recommendations to Department of Personnel and Training (DoPT) on training-needs based on relative performance and implementation, while also

essaying functional supervision of CSTIs, through accreditation and monitoring of National Standards of Civil Service Training Institutions (NSCSTI). The Karmayogi guidelines, brought out by DoPT from time to time, shall steer the efforts of all stakeholders including the MDOs in their operation and conduct of Capacity Building, through their own CSTIs or any other institutes, for training and development of their cadres and all other employees, across all levels.

CBC aims to facilitate creation of **Annual Capacity Building Plans (ACBPs)** for all Ministries, Departments, and Organisations (MDOs) of Government of India (GoI) to enhance competency and efficacy cohesively at all levels- individual, organisational, and institutional. Constituted under the Department of Personnel and Training (DoPT) in April 2021 vide gazette notification **F. No. T-16017/09/2020-iGOT**, CBC is the overall custodian of the civil services capacity building initiative and hence oversees the laying down of standards and guidelines, planning and implementation of Mission Karmayogi programme. Under the programme it is envisaged to prepare Annual Capacity Building Plans (ACBPs) which would enable –

- A 21st century “fit for future” civil service that is focused on delivering Ease of Living, Ease of Doing Business, Citizen Centricity, and Governance Reform at its core.
- A civil service that understands 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 organizational knowledge, such that it enables a transition from ‘Rule-based’ to ‘Role-based’ HR management.

- Calibration of civil service positions to a Framework of Roles, Activities, and Competencies (FRAC) approach, to suggest learning content / capacity building interventions relevant to the identified FRAC for different positions.
- An opportunity for civil servants to continuously build and strengthen their Behavioural, Functional and Domain competencies in a self-driven and guided learning path – to make them “creative and constructive”, “imaginative and innovative”, “proactive and polite”, “professional and progressive”, “energetic and enabling”, “efficient and effective”, and “transparent and tech-enabled” (Karmayogi Guidelines, DoPT, 2023).

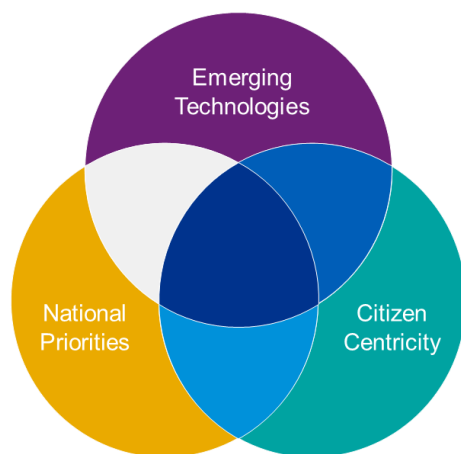


Figure 4: Three priority lenses to shape capacity building initiatives and interventions

As highlighted above, ‘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. As per the exercise of ACBP preparation under Mission Karmayogi, each MDO is expected to arrive at its capacity building goals, keeping in focus the mentioned lenses.

The same have been elaborated below **for MEA**, with a considered focus on a few priority areas, given the broad remit, wide scope, and nuanced nature of diplomatic work:-

- **National Priorities**- The national priority is to establish strategic alliances pursuing India's global ambitions, while maintaining peaceful relations with neighbours through dialogue and diplomacy. It is critical to promote Indian hard power and soft power in consort, with a specific focus on improving geo-strategic relationships that simultaneously promote India's volumetric trade for goods and services, investment policies, technology dividend, defence capacity, humanitarian efforts, and establish a strategic connect with Indian diaspora.
- **Emerging Technologies** – Through creation of relatively newer divisions such as **New, Emerging and Strategic technologies (NEST)**, **Disarmament & International Security Affairs (DISA)** and **E-Governance & Information Technology (EG & IT)** divisions, a considered awareness on the importance of issues related to emerging technologies in the international domain has been institutionally reflected. Knowledge pertaining to the legal, investment, trade, and security ramifications of these is especially crucial for diplomats across divisions, who need to keep themselves abreast of changes in the sphere of emerging technologies, particularly as these entangle with issues of sovereignty, territoriality and preventive diplomacy. Political issues pertaining to cyber diplomacy, data protection, and developments in the regulation of disruptive digital technologies, and big tech platforms, are critical for handling aspects of human and national security, while balancing the effective promotion of India's digital dividend via the India Stack and ONDC. Other dimensions of these emerging areas, such as in negotiation of bilateral investment treaties, as well as the

consequences of monetization of internet traffic across sovereign boundaries, are also issues where constant capacity building is required. As an applied behavioural skill, digitally enabled public diplomacy becomes a core domain competency to facilitate diplomatic communications in a context where digital fluency, narrative framing, de-escalation, and position building, can get embroiled with cognitive warfare techniques and narrative strategies enabled by social media. These are equally required to be mobilized in the promotion/protection of India's foreign policy and strategic interests.

Considering the contemporary importance of **environmental conventions** like Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), United Nations Convention on Biological Diversity (UNCBD), Nagoya Protocol (transfer of genetic materials for scientific research), and above all, **climate diplomacy** structured by preserving the principle of "common but differentiated responsibilities" contained in United Nations Framework Convention on Climate Change (UNFCCC), it is extremely important for the MEA to create a capacity building roadmap for Climate and Resource Diplomacy.

- **Citizen centricity** – MEA has a direct interface with the citizens through activities like Passport Issuances, Employment assistance to the Persons of Indian Origin and Non-Resident Indians, Strategic Interface with Diaspora etc. This makes **Communication skills, Interpersonal skills** – **motivation, confidence, empathy etc** important for MEA officials and staff.

2. Approach and Methodology

This section describes the approach taken to conduct the Capacity Needs Analysis (CNA). Each MDO has a defined vision, roadmap, and set goals. To achieve those goals, there are a set of competencies required by each role / division of the Ministry. The CNA aims to identify the competency requirements of the ministry divisions, in consultation with the CBU/associated training institution, in case there are any specific training needs. This capacity **building initiatives**, including both training and non-training interventions, **in the case of MEA are largely futuristic**, aimed at addressing overall capability of the Ministry, at both individual and organizational levels.

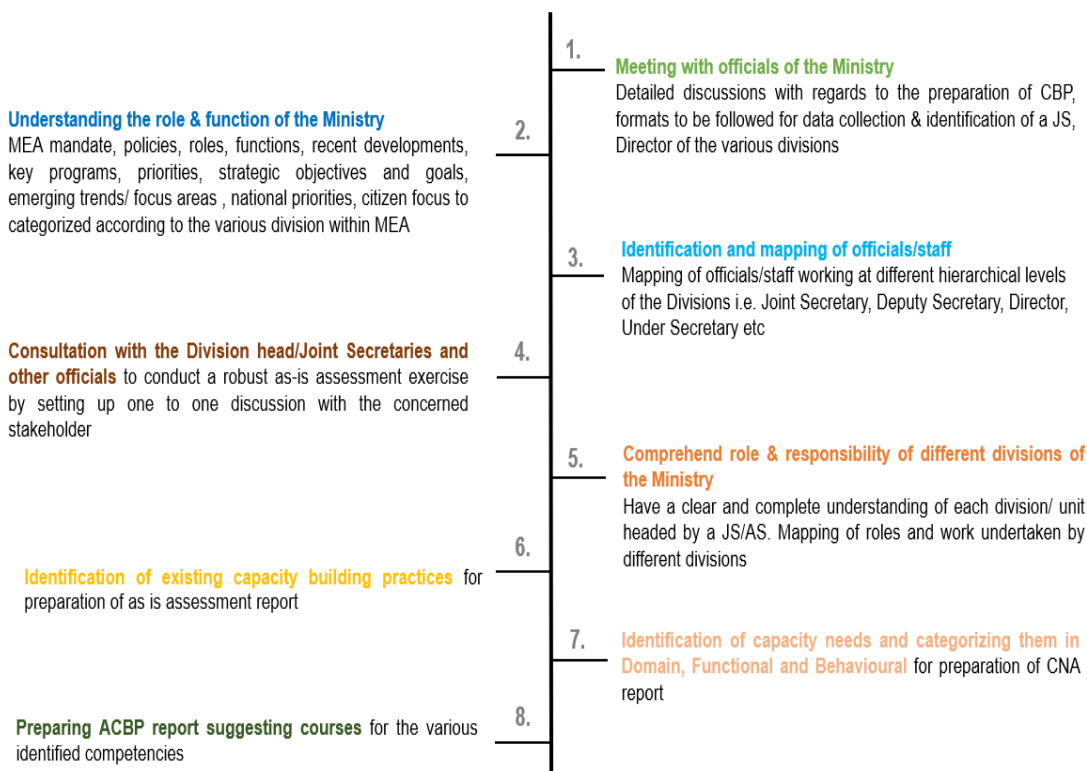


Figure 5: Steps taken for preparation of Capacity Needs Analysis Report

This section shows the steps taken (essentially **timeline**) to approach the preparation of MEA's Annual Capacity Building Plan (ACBP).

Table 1: Details of steps undertaken for preparation of ACBP Report

Steps	Details
Step 1- Meeting with officials of the Ministry	<ul style="list-style-type: none"> • A kick-off meeting was conducted under the chairmanship of Secretary (East), MEA on 24th January, 2023. • Introduction to the Annual Capacity Building Plan (ACBP) approach and process was provided. • Overview of steps for preparing the ACBP as per the capacity building needs for Domain, Functional and Behavioural competencies was presented
Step 2- Understanding the role and function of the Divisions	<p>Following the meeting, the team conducted secondary research of the following areas:</p> <ul style="list-style-type: none"> • Division's mandate, roles, activities, policies, and recent developments/trends from MEA website, annual reports, portals, SAMEEP presentation etc. • The current organisational structure, important stakeholders of MEA were consulted to understand the focus of current training programs, as well as role of other organizations in the training ecosystem – MPIDSA, ICWA, ICCR etc

	<ul style="list-style-type: none"> • MEA's key programmes, vision and mandate were studied, along with key activities from the lens of national priorities, citizen centricity and emerging technology.
Step 3- Identification and mapping of officials	<ul style="list-style-type: none"> • MEA's organizational structure was surveyed, while each division was mapped with their heads. • With the help of the Administration division at MEA, interactions were conducted with 21 representative divisions for FGDs with divisional heads.
Step 4 – Consultation with Division heads/Joint Secretaries and other officials	<ul style="list-style-type: none"> • Semi structured interviews or focus group discussions (FGDs) were conducted with different Joint Secretaries (heads of divisions) and director level officials, as well as subject matter experts who are working on secondments in a few divisions.
Step 5 – Comprehend roles and responsibilities of different divisions/positions of the Ministry	<ul style="list-style-type: none"> • Discussions were held with officials in Admin division, and with SSIFS officials to understand roles and responsibilities across the MEA organogram. • Post these discussions, out of 58 divisions, interactions were facilitated with heads and senior officials of 21 divisions – spanning 14 specialized, 6 territorial and 1 service division (EG&IT).

<p>Step 6 – Identification of existing Capacity Building Practices</p>	<ul style="list-style-type: none"> Discussions on current organizational practices and institutional mechanisms to address competency deficits, as well as ongoing capacity building and training initiatives were held with officials of SSIFS over 5th July (presentation of initial CNA findings), 18th July (VC), 27th July (through a draft questionnaire), and 21st August (responses received).
<p>Step 7 – Identification of current capacity needs</p>	<ul style="list-style-type: none"> Based on discussions with Joint Secretaries and Directors, a Capacity Needs Assessment (CNA) was undertaken to understand the following aspects - <ul style="list-style-type: none"> The competencies required to execute the key functions of the division / role. The competency gaps as per the experience of the head of the division and other MEA officials, relying on institutional memory of key practitioners in the division, who called on their extensive experience across all dimensions of diplomatic knowledge, to provide inputs. Futuristic knowledge and capacity building requirements given changing contours of strategic concerns.
<p>Step 8 – Preparing the ACBP report</p>	<p>Steps for identifying a particular institute and training course are listed below:</p>

- Relevant courses from a variety of institutes and platforms, based on quality-competency matching. These include-
 - iGOT Karmayogi platform
 - Central Training Institutions as such NIFM, IIFT etc with whom SSIFS has existing knowledge partnerships.
 - Indian Institutes of Eminence (IoE) such as IIMs, JNU, IITs, NLS, NALSAR, and those having specializations in area studies and specific aspects of international relations.
 - Select international institutions for the diplomatic domain
 - Online Courses related to very specific competency gaps

Details of consultations conducted with officials of MEA are presented in Annexure I. A total of 21 meetings were conducted with MEA officials to understand the specific areas of the competencies and training needs of officials. These meetings were both in-person meetings conducted in the form of interviews with division heads, and FGDs with senior officials (DS/Director above), and also certain third-party consultants in the case of EG&IT, Global Estate Management and Finance Division.

The CNA findings that have been presented in a separate report primarily highlighting:

- Key competencies which are specific to certain divisions.
- Key competency gaps identified through divisional interactions.

3. Key Insights from Capacity Needs Analysis (CNA) Exercise

As part of the Capacity Needs Analysis (CNA) exercise, this section briefly discusses various capacity needs identified with various division heads within MEA. As presented in the CNA report, the competencies required have been identified into three categories namely:

- **Domain competency** – Specific expertise related to certain divisions and the respective focus areas.
- **Functional competency** – Covering functional aspects or operational requirements of the Divisions like project management, financial management, Social Media Platforms etc.
- **Behavioral competency** – Stress Management, Motivation, Leadership & Team Management are some of the key competencies that were focus area during the discussion.

In this report a final list of courses aligned to the findings of Individual Capacity Needs Analysis has been presented. These courses are offered by various reputed Indian and foreign institutions. For all suggested courses that are offered by foreign content providers, an attempt has been made to prioritize those that are self-paced, open source, and non-partisan. SSIFS may consider partnering with some of these institutions to curate required learning outcomes through courses administered as part of the existing training plan for MEA. The ACBP Report is categorized into Domain, Functional and Behavioral, and covers details of each course.

The subsequent sections describe the findings of the CNA at both individual and organizational level.

3.1. CNA – At Division Level

Our consultative meetings and detailed discussion indicated that the competencies required at every level of the Ministry. Such attitudes, skills, knowledge need to be built against their respective positions / job roles such that the officials are able to efficiently handle the current and future requirements of their role.

Based on FGDs across various divisions in MEA, the table below describes the capacity needs/competencies required. The Domain competencies required are categorized into those required at Territorial, Specialized and Service Divisions, while the Functional and Behavioral Competencies are common to officials across all divisions. Certain futuristic competencies which were intersectional to domain, have been categorized as domain requirements. Organizational Capacity Building Requirements, which are not simple aggregations of domain competencies, have been identified as such – including with a (O) bracket appended to D/B/F.

Table 2: CNA – At Division Level

S.no	Divisions	Type (B/D/F)	Area
1.	Territorial Divisions	D	<ul style="list-style-type: none"> Region / country specific issues and associated changes over different governmental regimes – Political issues, bilateral trade and economic affairs, commercial issues, and issues related to national security.
		D	<ul style="list-style-type: none"> Cross cultural understanding (introduction to the culture, history and political economy of different countries, different languages etc.)
		D	<ul style="list-style-type: none"> Relevant analytical articles about regions – covering possibilities for Knowledge Partnership in the field of Technology, Trade and Tourism

S.no	Divisions	Type (B/D/F)	Area
		D	<ul style="list-style-type: none"> Knowledge of domestic laws that affect non-resident Indians and PIOs
		D	<ul style="list-style-type: none"> Knowledge of GDPR, CCL, Data Protection Laws in the context of cross-border internet traffic, including implications for trade barriers such as equalization levies
		D	<ul style="list-style-type: none"> Core skills required to man diplomatic missions – noting, drafting, diplomatic writing, and conduct of consular work.
		D	<ul style="list-style-type: none"> Plurilateral frameworks – QUAD Framework, G20, G8 etc.
		D	<ul style="list-style-type: none"> Regional associations – BRICS, ASEAN, SCO
		D	<ul style="list-style-type: none"> Knowledge about UN system
		D	<ul style="list-style-type: none"> Functioning of WTO and practical knowledge of trade norms and issues expedient to trade facilitation
		D	<ul style="list-style-type: none"> Knowledge about multilateral agencies, such as WB, ADB, NDB
		D	<ul style="list-style-type: none"> Knowledge related to Climate Change, SDGs – Institutional arrangements: UNFCCC, Solar Alliance etc. and knowledge of sustainable finance and ESG models
	Organizational Capacity Building Requirement	D	<ul style="list-style-type: none"> Experiential Knowledge related to preventive and proactive diplomacy, ideally delivered through a knowledge bank of curated case studies presenting crucial aspects of diplomatic agency through flashpoints in International Relations, with a special emphasis on India's Foreign Policy.
2.	Specialized Division	D (O)	<ul style="list-style-type: none"> Experiential Knowledge related to preventive and proactive diplomacy (delivered through case studies)
		D	<ul style="list-style-type: none"> International Laws related to Dispute settlement, Investment Treaties & Arbitration
		D	<ul style="list-style-type: none"> Knowledge of treaties and conventions related to migration and human rights

S.no	Divisions	Type (B/D/F)	Area
		D	<ul style="list-style-type: none"> Knowledge of Trade, Finance, impact of development partnerships, and Technology transfer etc.
		D	<ul style="list-style-type: none"> Knowledge on areas, such as disarmament, maritime issues, emerging technologies, defense exports, etc.
		D	<ul style="list-style-type: none"> Encapsulating emerging issues around international governance of disruptive technologies -- impact on trade policy, labor flows and national security.
		D	<ul style="list-style-type: none"> Art of framing diplomatic narratives for external publicity and public diplomacy, especially relevant in the context of increasing social media pressure and proliferation of partisan discourse
3	Service Division*	D	<ul style="list-style-type: none"> Cyber Security – Knowledge of protocols and practical aspects of securing diplomatic communications
		D	<ul style="list-style-type: none"> Data Security; Management, analysis and Interpretation of electronic systems
3.	Common to all divisions	F	<ul style="list-style-type: none"> Diplomatic writing – style and conventions suited to Demarche, Note Verbale, Aide Memoir etc.
		F	<ul style="list-style-type: none"> Written and Oral English – framing discussion notes, talking points, media briefs
		F	<ul style="list-style-type: none"> Communication skills suited for public speaking
		F	<ul style="list-style-type: none"> Financial Rules & Regulations – General Financial Rules (GFR) and Budgetary Process
		F	<ul style="list-style-type: none"> Understand the working of GEM portal
		F	<ul style="list-style-type: none"> Flow of information in the Ministry – levels of approval and disposal
		F	<ul style="list-style-type: none"> Artificial Intelligence (AI algorithms to identify and analyze trends, patterns etc.)
		F	<ul style="list-style-type: none"> Knowledge about using MS Office – creating documents, excel spreadsheets, presentations etc.

S.no	Divisions	Type (B/D/F)	Area
		F	• Project Management & Financing
		F	• Financial Management and Cost Accounting
		F	• Linux Fedora (especially for consultative work related to international negotiations)
		F	• Digital Marketing and social media
		F	• Event Management
		B	• Leadership and Team management
		B	• Negotiation skills
		B	• Problem solving and decision-making skills
		B	• Communication skills
		B	• Conflict resolution between co-workers, with/among subordinates
		B	• Time management
		B	• Stress management
		B	• Emotional Intelligence
		B	• Interpersonal skills / Building relationships
		B	• Gender Sensitivity
		B	• Negotiation Skills
		B	• Media Communication
		B	• Motivation

*For Service Division meeting with EG&IT was conducted

As can be seen from the above table, the functional and behavioral competencies required by the officials remain largely similar across divisions. However, domain competencies required were found to be different, especially as work related to specialized divisions spills over into the handling of

territorial matters, or various wings of missions abroad. For territorial divisions, the major competencies needed are embedded within handling official communication - through noting and drafting skills (including those particular to diplomatic conventions), and interpretation of new facts related to India's foreign policy. In doing this, knowledge regarding geo-political, geo-economic and regional/cultural issues could be facilitated while understanding through a systematic **knowledge management system**, developed in partnership with SSIFS and a suitable knowledge partner. This should also contain an updated compendium of relevant Articles covering important issues, being tagged for regions. This would constitute an **organizational capacity building** measure.

While Territorial Division requires training paying special attention to global and regional geo-politics, **both territorial and specialized divisions** would benefit from training related to **International Law**. Meanwhile, **specialized divisions** require knowledge in the areas of **Disarmament, Maritime issues, issues related to scientific, technological and cyber diplomacy** etc. In particular, the **Counter Terrorism and Finance divisions** have proactively expressed the need for securing secondments for **Subject Matter Experts** or internal development of the same through individual capacity building.

All MEA officials would benefit from refresher courses on **climate and resource diplomacy** (UNFCCC, ISA etc), and emerging multilateral groupings such as **QUAD Framework, G20, BRICS and others**, to compliment institutional training on multilateral institutions such as WB, ADB and knowledge about the UN System.

As already mentioned, functional and behavioral competency requirements have been found to be common across all the divisions. Major **functional competencies** required include – **project management skills, financial management, formulation of public policies, noting / drafting**

skills, **data analysis and management** etc. **Knowledge related to use of social media and digital marketing for information dissemination / promotion** is also required. In terms of **behavioral competencies**, key findings include **leadership and team management, negotiation skills, problem solving and decision making, communication, time management, stress management, interpersonal skills, emotional intelligence** etc.

3.2. CNA – At organizational level

Capacity Needs Analysis at organizational level was done to identify components / items which can build the capacity of collective and shared aspects of the organization such as – technological capabilities that enable the organization to achieve its goals. Capacity at organizational level was assessed on following collective aspects of the Ministry:

Under - Technology and Data



Learning Management System

- **iGOT platform** under Mission Karmayogi is the **Learning Management System (LMS)** for all Government departments/Ministry. **Ministry of External Affairs** may consider **digitalizing their courses**, utilizing this platform as their LMS, and **complimenting existing Knowledge Management System (KMS)** with a forward and backward integration with iGoT. SSIFS may also consider uploading various Modules especially on Functional and Behavioural competencies in the iGOT Portal.

Resources and Assets

- **SSIFS currently has several ongoing digital initiatives, such as having a fully electronic integrated mission accounting system (IMAS 2.0).**

- **MEA** has a strong online library/ e-journal subscriptions programme. The same may be converted into a digital library interface using '**MyLOFT**' ('My Library On Fingertips') integration for improving accessibility. It is an app for accessing, organizing, and sharing digital content and e-resources subscribed by the library.

Under - Personnel Management, Partnerships and Training Support (L&D)



Partnerships and Relationships

- SSIFS maintains a roster of all diplomats – Indian as well as those who come for trainings from foreign countries – trained under their auspices in a database of their **Alumni Network. This network can be further leveraged by MEA for strategic work;**
- MEA is really strong in the area of maintaining & forging partnerships

Training Support (Learning and Development)

- MEA may consider a formal creation of a **network of consultative subject matter experts for specific requirements.**
- MEA should find a **digital/hybrid solution to learning multiple languages** beyond CFL that would help in developing networks and strategic work. This could be a key intervention in **process automation and resource augmentation.**
- Prepare a departmental SOP for recruiting/procuring of consultants/external experts through NICS I empanelled agencies.

3.3. Quick Impact Initiatives – Quick wins

Quick impact initiatives are those that can be implemented within a short span of time and operationalized soon, without requiring enormous budget and planning. Based on the CNA exercise conducted with the Ministry officials, following Quick impact initiatives were identified for the officials:

- a) Ensure all officials below US level are actively registering themselves on the iGOT Platform of Mission Karmayogi.
- b) Ensure all officials below US level undergo DAKSHTA / PRARAMBH courses (available on iGOT) within 60 days.

These Quick Impact Initiatives are divided into two categories – Training and Non-Training Interventions, basis their nature of inputs. The same are explained below.

3.3.1. Under Training Interventions

- SOs and ASOs may undergo trainings for below **DAKSHTA** courses within 60 days –
 - The DAKSHTA courses include modules on – ‘Leave Rules’, ‘Noting and Drafting’, ‘Office Procedures’, ‘Government E Marketplace’, ‘Right to Information Act – Part I’, ‘Right to Information Act – Part II’, ‘Code of Conduct for Government Employees’, ‘Public Procurement Framework’, ‘Parliamentary Procedures’ and ‘Pay Fixation’.
- **Know your Ministry Module:** An Audio/Video interactive Module providing complete knowledge about the ministry, covering details on various divisions, structure, key roles, and responsibilities etc, could be developed by **MEA in partnership with SSIFS**, and uploaded on iGOT platform.

3.3.2. Under Non- Training Interventions

- **Raisina Dialogues** – Snippets of the videos of Raisina Dialogues focusing on key messages. These snippets can be uploaded on iGOT and can be accessed by officials and staff of MEA and other ministries.
- PP&R division's daily **Global Foreign Policy Report** to be uploaded on iGoT to provide periodic knowledge on global issues for other line ministries like Ministry of Commerce, Agriculture, Department of Economic Affairs (DEA) and all others [Already completed].
- **Immersion Program** – Organize exposure/learning/visits to different line ministries like Agriculture, Commerce, Finance, Defence, Ports, Tourism etc, where much of the development partnership/trade and investment promotion work gets fructified, including key state government equivalents. These immersion programmes will provide MEA officials, especially career diplomats the opportunity to channel a sense of 'inner fruits', i.e intrinsic motivation in more directly experiencing the national and developmental impact of their work. **Industry exposure visits**, which are periodically organized for officer trainees by SSIFS, should **extend to relevant specialized and service divisions in MEA, on urgent priority**. This would allow them to learn about an industry in an environment of practice, having greater saliency and recall, as per the Organizational Theory of Change preferred and championed by CBC (the '70-20-10 adult learning' heuristic).

4. Training Programmes conducted by Sushma Swaraj

Institute of Foreign Services (SSIFS):

Post the CNA analysis and course identification, a discussion was also carried out with senior officials of Sushma Swaraj Institute of Foreign Services (SSIFS), under the aegis of Dean, SSIFS, to understand their current training approach and how continuous capacity building features are incorporated into their overall training philosophy. During the interaction, held on 5th July at SSIFS, a key takeaway was an appreciation of how much of the training efforts and learning needs intertwine around a core set of skills that are common to all dimensions of professional diplomatic work – handling mission postings abroad and desk work at the ministry. Subsequently, an attempt has been made in the CNA/ACBP analysis presented in this document to decompose core skills for professional diplomatic work into identifiable domain, functional and behavioral competencies (with a baseline target group) to better align the vocabularies of SSIFS' training methodology with the capacity building approach promulgated by CBC - which has been consolidated in the ACBP approach paper (CBC, 2022). This document has also been shared with the MEA CBU (prior to the kick-off meeting) and SSIFS (prior to 5th July meeting) to orient them to the exercise.

Setup in 1996 as the institutional fulcrum entrusted to impart the best-in-class training to the Ministry's diplomatic professionals, SSIFS conducts training courses over various career stages of cadre officials, largely split across Induction Training Programme (following common foundation course at LBSNAA) and three MCTPs (Mid-Career Training Programmes), while periodically

conducting refresher trainings for supporting officials at various stages of promotion, encadrement, foreign collaboration, and specialized deputation.

4.1. Induction Training Program –

Induction Training Program is conducted for the officers once they join the service. The training program cumulatively spans a year from the start of foundation course. The institutional training component at SSIFS has more recently been rationalized to prioritize OTJ training to officer trainees, by fast-tracking exposure to actual desk and mission related work.

Table 3: Details of Induction Training Program (Group 'A') conducted at SSIFS following foundation course in LBSNAA

S. No	Type	Competency
1	Foundation Course	<ul style="list-style-type: none"> • Foundation Course organized at LBSNAA, including IFS officers. • The aim is to familiarize the officers with the broad contours of public administration in India, with a focus on constitutional, economic, social, scientific, technological, environmental, and cultural issues, and to develop an esprit de corps among officers from different Ministries.
2	Induction Training Program	<ul style="list-style-type: none"> • Induction Training Program is organized at SSIFS, New Delhi • The Program is divided into the following subcategories: <ul style="list-style-type: none"> — Orientation Phase

		<ul style="list-style-type: none"> — Phase - I — Phase – II — Desk Attachment
2.1	Orientation Phase	<ul style="list-style-type: none"> • Orientation Phase is a short module of two weeks. • The Program begins with the interactive session with the ministers and secretaries of MEA. • The two-week program covers primarily functional competencies like Administration, Finance and Accounts of Ministry/Mission Abroad, Establishment Welfare etc.
2.2	Phase - I	<ul style="list-style-type: none"> • This is an eight-week module which primarily covers topics of political and strategic diplomacy. • It covers various topics in domain competencies such as Indian Foreign Policy, Basics of Bilateral and Multilateral relations, Defence and Security Diplomacy, details of CPV etc. • This phase also helps hone behavioural competencies such as improving oral communication skills, negotiation skills, problem-solving, decision-making skills along with the critical and strategic thinking.

2.3	Phase - II	<ul style="list-style-type: none"> • This is again an eight-week module which primarily domains related to economic and commercial diplomacy, soft power projections, protocol issues etc. • The aim in this phase is to introduce all the important topics in domain, functional as well as behavioural competencies. • Among behavioural competencies, the focus in this phase is to hone social and media skills, which include public speaking, written and communication skills which are extremely essential for drafting and noting. The media skills include topics on social media and media interactions. • Among functional competencies, this phase of training covers topics on Cyber Security, Event Management etc. to name a few. • This phase also includes co-curricular activities which includes Swachh Bharat Abhiyan, Sharmadaan Annual Sports Meet, Photography Competition, appreciation of world cinema, which can be directly influential to certain behavioural competencies like Stress Management, Team Management, Motivation etc • The last module in this phase covers a mix of immersive learning and exposure visits tied to and exclusive of Bharat Darshan.
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		<ul style="list-style-type: none"> Includes case study competition, success stories for motivation, followed by hands-on session with interactive learning for IT skills
2.3. a	Desk Attachment	<ul style="list-style-type: none"> Following the induction program, officers are deployed in various divisions in MEA (for around 4 months) with an objective to familiarize them with the day-to-day functioning and also to acquire hands-on experience under the supervision and guidance of senior officers. For postings abroad, each officer needs to undergo Compulsory Foreign Language Training (CFLT) allocated to them. While the training takes place during parallel OTJ learning third secretaryship abroad, the exam is conducted by Ministry of Defence's School of Foreign languages

The structured training provided by SSFIFS covers major domain competencies like MEA work, consular and chancery work, and work related to political, economic, and cultural communication and promotion abroad. The training curriculum gives equal importance to functional and behavioural competencies in providing a broad base of baseline capacity development. One key aspect that needs to be highlighted are the workshops and as well as the various immersive activities like state attachment, participation in programmes like Swachh Bharat Abhiyan, Annual Sports day etc to motivate officers and inspire leadership and team management qualities in them.

The following section covers the details of the MCTP Training Programs which are conducted in three phases and spans across the careers of the officials.

4.2. MCTP – I (Mid-Career Training Programme)

MCTP – I training program are designed for officials undergoing the promotion to Deputy Secretary after completing first round of the posting abroad. The MCTP – I prepares the official in handling larger responsibilities and trains the officials to fill the knowledge gap in core functional areas along with the essential management skills. A training needs assessment often takes place at the start of the programme, which typically comprises cohorts from different batches.

In the four-week training program, SSIFS conducts lectures, case studies, group discussions, and organizes field visits and practical immersions.

The objective and design of the MCTP – I is to impart the knowledge, skills and insights to transition officers smoothly into leadership roles. It also exposes them with latest trends to bridge the gap in the functional competencies. Moreover, this programme trains the officials to critically examine the problem statement and develop the analytical ability to take decision in the best interest of the government. The course primarily covers aspects of diplomatic leadership related to Foreign Policy – with an emphasis on engagement and cooperation with neighboring countries, functioning of their legislative and judicial institutions, and Multilateral, Regional and Bilateral Issues etc. Along with taking larger responsibilities, their new role would also require them to have larger public interface, and therefore includes modules on Public Diplomacy, Managing Media as well.

Apart from the above-mentioned courses, SSIFS also requires trainees to submit a paper on 'Strategies for promoting Trade & Investment in India' from a country of their choice, as well as

review a book on India's Foreign Policy from the Batch of 2009. SSIFS also collaborated with IIM, Ahmedabad for developing their management/professional development module.

4.3. MCTP – II

MCTP – II is a three-week long training program **jointly conducted by the SSIFS and premier international institutions** designed for Gr. IV of IFS (Director Level and above) officers. The course is designed to transition the officer from being a functional specialist to a strategic leader.

The course primarily focuses on **attaining domain expertise** and exposes the officials to the core needs of catching up with the emerging foreign policy and parallelly addressing relevant domestic issues, relationship with neighbors, strategic issues of global and national significance and also exploring modern management tools for developing leadership skills. Moreover, it also brings subject matter experts, scholars, researchers, and practitioners to address issues of global concern from multiple positions, and preparing the officials to take strategic choices in conditions of information asymmetry and decision uncertainty.

Apart from the above-mentioned courses, SSIFS also covered topics on India's foreign policy and the basic skills and tools of diplomacy. In the **second phase of MCTP, SSIFS collaborates with ISB Hyderabad for developing the professional diplomatic management module.**

4.4. MCTP – III

MCTP – III is mandatory training conducted for officer Gr III – **Joint Secretary level** officers. The program is currently undergoing modifications, SSIFS is looking at the prospect of engaging more national/international institutions who have the requisite domain expertise.

4.5. Training Provided for Grade – I for IFS(B)

Officials designated as IFS(B) have to undergo a mandatory training to be promoted to Grade - I official. The officials need to undergo training spanning 24 working days to acquire functional knowledge to meet the challenges of the career transition. The training programme consists of Lectures, Case Studies, full length Book Reviews and Panel Discussion to equip the official with the new mindset and allied competencies required.

The course curriculum focuses on the domain competencies covering India's Foreign Policy, Historical Evolution of Diplomacy, Multilateral Diplomacy, Domestic Issues of Relevance constituting various initiatives and key programs, projects and scheme for Government of India. Defense & Security, Cyber Security, and Economic and Commercial Diplomacy are other key important areas that are covered in this module. Apart from these, certain functional and behavioral competencies such as Administration, Finance, Accounts, Audit Objection and enhancing the communication skills especially in public speaking, managing social media etc. are covered during this training program.

4.6. Transfer/Posting and Promotions Training Programs for SSIFS

This section covers some of the training and programmes conducted by SSIFS for the purpose of transfer/posting and promotions of the officials. The programmes include training in IVFRT (Immigration, Visa and Foreigners Registration & Tracking) for the concerned officials along with the IMAS (Integrated Mission Accounting System). SSIFS has recently started following hybrid mode in conducting training for the Section Officers, Cypher Assistant Section Officer, Training Programme for Personal Assistance and Stenographers' cadre. Some of these courses correspond with Dakshata and Prarambh modules, encouraged by CBC.

4.7. Special Training Programme conducted by SSIFS

This section covers special training programmes like Immersion, Specialized Division Training Program, Collaboration with Academic Institutes and regular interactions with Subject Matter Experts.

4.8. Immersion Programme

In last one year the SSIFS has conducted training programme both for Officer Trainees and Assistant Section Officers (ASO). The module consisted of Lectures, Simulation and Case Studies. Please find below the details of each of the programmes.

Table 4: Table consisting of Training Module of IFS and ASOs

S. No	Designation	Training Module	Module
1	Indian Foreign Services – Officer Trainee	<ul style="list-style-type: none"> 6-month training programme conducted under Phase I and Phase – II Attachments with various divisions within MEA for around 4 months 	<p>The sessions include aspects like protocol training, etiquette training, diplomatic spousal training to compliment the hard skills and academic focus of classroom sessions/seminars.</p> <p>The Programme also focus on experiential learning/exposure training and hence case study and simulation are conducted to cover the topics like:</p> <ul style="list-style-type: none"> Bilateral Relation Maritime security

		<ul style="list-style-type: none"> • Mandatory Language Training in different countries for around 2 years 	<ul style="list-style-type: none"> • Negotiation • Hospitality module <p>The Official also needs to undergo desk attachments which can include covering competencies like</p> <ul style="list-style-type: none"> • Strategic & Science & Technology • Armed Forces • State attachment with special focus on aspirational districts • IFC-IOR
2	Induction Training Programme for ASO	<ul style="list-style-type: none"> • 2-week intensive training programme at SSIFS • On-the-job Trainee (2-3 years) with continuous deployment within various divisions at MEA 	<p>The classroom training covers modules like:</p> <ul style="list-style-type: none"> • Overview & Structure of MEA • Introduction to India's Foreign Policy • File Management • Record Management • General Financial Rules • Manual of Office Procedure • Forms of written communication: Noting and Drafting • FR/S • Parliamentary Procedure

		<ul style="list-style-type: none"> • Prior to posting abroad, each officer needs to undergo 2-week training programme 	<ul style="list-style-type: none"> • Conduct Rules • Negotiation Skills • Soft Skills • IT Security • Best practices for Internet and social media threats • E-Office • GeM and Public Procurement Policy • Official Language Policy • Protocol issues • RTI <p>Experiential learning is also an integral part of the training programme of the ASOs and they cover topics like:</p> <ul style="list-style-type: none"> • Consular, passport and visa (CPV) • Budgeting, Accounts and Tendering • Processing of Financial proposals • Introduction to E-SEWA portal
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4.8.1. Knowledge Partnerships with Academic Institutes and select Think Tanks

As mentioned in the MCTP – I/II, SSIFS collaborates with institutes like IIM Ahmedabad and ISB Hyderabad, to cover various topics related to professional/management development programs. The focus is on building domain competencies of the officials. In addition to this, SSIFS has collaborated with some of the renowned institutes in India and other countries. See list below:

- The Fletcher School of Law and Diplomacy, Tufts University, USA
- National Forensic Sciences University, Gandhinagar
- Jawaharlal Nehru University, Delhi
- Indian Institute of Mass communication, Delhi
- Indian Institute of Foreign Trade, Delhi
- Carnegie Endowment for International Peace, India Chapter, Delhi
- Vivekanand International Foundation, Delhi
- Observer Research Foundation, Delhi
- Research and Information System for Developing Countries, Delhi
- Indian Council of World Affairs, Delhi

4.8.2. Network of Subject Matter Experts

One of the key components of the training modules designed by the SSIFS is the interaction with Subject Matter experts with varied industry experience in Corporate, Academia and other officials from Gol. As per data provided by SSIFS, key themes discussed and deliberated more recently with SMEs include:

- International Relations & Diplomacy



Capacity Building Commission, Government of India

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

- Bilateral & Multilateral Relations
- Culture – Ministry of Culture, ICCR
- 3Ts- Trade, technology, and tourism (Ministry of Commerce, DGFT, Ministry of Tourism)
- PM Gati Shakti - DPIIT
- Science & Tech Diplomacy - Ministry of S&T
- Space Diplomacy - Indian Institute Space Research Organization (ISRO)
- Security and Defense issues
- Counter terrorism
- Maritime issues
- Sustainable Development Goals
- Election Commission of India
- Social Media
- Soft Skills
- Negotiation

5. Annual Capacity Building Plan (ACBP)

5.1. Suggested Courses for Domain, Functional and Behavioral Competencies

This section presents a list of courses that were identified based on the competency requirements identified in FGDs with divisional heads and other senior officials. These courses can be offered as part of the various training programs of SSIFS or as standalone courses. More details about the courses have been provided in Annexure II.

Table 5: Course for identified Domain competencies¹

S. no	Target Group	Divisions	Competency	Course Name	Course Module	Knowledge Partner	Point of Contact
1	Director and above	Economic Diplomacy and all territorial division	International Economics and Business scenario	Unlocking Investment and Finance in Emerging Markets and Developing Economies (EMDEs)	1) Strengthen financing strategies for national development. 2) Improve the country investment climate and domestic markets. 3) Improve the country investment climate and domestic markets. 4) Identify sectors where private sector solutions can create or expand markets and make substantial contributions to development impact. 5) Deepen understanding of project finance and how to structure investments consistent with international standards	World Bank Group (Open Learning Campus) EdX Mode: Online Duration: Self-Paced 4hrs per week 4-week Programme Free Course	Mr. Julius Gwyer. Program Officer in Financing for Developing Unit at
2	US & above	EG&IT and All Division	Cyber Laws & Digital Sovereignty in the context of International Security	Cyber Laws	1) Understanding various electronic contracts 2) Knowledge of International Taxation in E-commerce 3) Overview of IPR in Cyber Laws 4) Laws relating to Cyber Security 5) International Laws related to cybercrime 6) Emerging and Contemporary issues in Cyber Space	NALSAR, Hyderabad	Dr.K.V.K.Santhy Associate Professor, Ph : +9140 – 23498213, Email :santhy@nalsar.ac.in

3	US & above	EG&IT and All Division	Cyber Laws & Digital Sovereignty in the context of International Security	Data Protection Laws	1) Understanding Law Related to Information & Technology 2) Data Protection Laws in Foreign Jurisdiction (UK, USA, Canada, Singapore & European Union) 3) Ethical Issues in Information Security & Privacy	NALSAR, Hyderabad	Dr.K.V.K.Santhy Associate Professor, Ph : +9140 – 23498213, Email :santhy@nalsar.ac.in
4	US & above	EG&IT and All Division	Cyber Laws	Cyber Laws and Cyber Forensics	1) Understanding the linkages between Emerging Technologies and its application w.r.t to current laws, policy development and practical application of International and Indian cyber laws and forensics 2) Study on areas of Crypto Currencies, blockchain, AI to examine contemporary legal system 3) Developing competency in bridging the gap between digital divide	NLSIU, Bangalore Kindly see course catalogue for Post Graduate Diploma in Cyber Laws and Cyber Forensics	Dr. A. Nagarathana, Associate Professor of Law, Email: nagarathna@nls.ac.in
5	US/DS	Consular Passport Visa, D&ISA, Gulf, Counter Terrorism	International Security and Conflict Resolution	International Relationship	Covering disciplines in the areas of International Theory, Global History, Foreign Policies, International Security, International Political economy, Global Governance and International Law	Shiv Nadar University SSIFS may need to curate with Institutional knowledge partnership (write to Dean, Siddharth Mallavarapu: siddharth.m@sn.u.edu.in)	School of Humanities and Social Sciences Shiv Nadar IoE Gautam Buddha Nagar, Uttar Pradesh - 201314 Contact: +91-120-7170100 +91-120-2662002
6	US/DS	Consular Passport Visa, D&ISA, Gulf, Counter Terrorism	International Security and Conflict Resolution	International Relationship	1) Introduction to several key theoretical perspectives and concepts of IR and encourages them to apply these to contemporary issues of international politics 2) Understanding the concept of Decolonization to examine the connected process several key theoretical perspectives and concepts of IR and encourages them to apply these to contemporary issues of international politics 3) Learning the decision	Ashoka University	Mr. Nayan Chanda, Associate Professor of International Relation E-mail: nayan.chanda@ashoka.edu.in

					making by analyzing Foreign Policies 4) Understanding global perspective on the evolution of modern warfare and strategy within a historical context.		
7	US and Below	SAARC & BIMSTEC Division	Region, Culture, Economy and Society of South Asia	Introduction to South Asia	<ol style="list-style-type: none"> 1. The Sociology of Everyday Life in South Asia 2. International Trade, Foreign Investment and South Asia 3. Introduction to South Asian Economies 4. Science and Society 5. Reimagining International Relations in South Asia: Emerging concerns 	South Asian University (SAU)	<p>Professor Muhammad Abulaish, Acting Registrar, SAU</p> <p>Contact: registrar@sau.int</p>
8	US & above	All divisions/Territorial	Climate Change, SDGs & Environmental Diplomacy	Climate Science and Policy	<ol style="list-style-type: none"> 1) Application of climate related knowledge to societal problem solving 2) Communicate effectively on the climate changes to SMEs like Scientist and Policy Maker 3) Building the understanding to assess climate-related problems in different sectors 	<p>TERI School of Advanced Studies</p> <p>Different Individual Courses available for curation especially at the Department of Policy & Management Studies, including PG Diploma (in hybrid mode, see India & the World module)</p>	<p>Registrar's Office: The Registrar Plot No. 10 Institutional Area, Vasant Kunj New Delhi - 110 070 / India Tel: +91 11 71800222 (25 lines) Email: registrar@terisas.ac.in</p>

9	US & above	All Divisions where recurring knowledge of Global Climate Policy Shifts are required	Climate Policy Updated Reading Material	Weekly Climate Change Newsletter	<p>Weekly Climate Change Newsletter with Archives covering past issues – Freely Available.</p> <p>Periodic Capacity Building Workshops on Climate Policy which can be curated by SSIFS. https://www.cseindia.org/page/aaeti</p> <p>Online Course Catalogue of Anil Agarwal Environment Training Institute: https://www.cseindia.org/online-training-courses https://www.cseindia.org/online-training-courses?topic=school-of-climate-change https://www.cseindia.org/online-training-courses?topic=school-of-environmental-communications</p>	<p>Quick Win: Free Subscription direct to email through:</p> <p>https://www.cseindia.org/archive/s-climate-weekly-newsletters-10396</p>	<p>Centre for Science and Environment 41, Tughlakabad Institutional Area New Delhi-110062, India Phone: (91) (11) 40616000, 29955124, 29956110, 29956394, 29956399 Email: cse@csindia.org</p>
10	US & above	All Divisions	Emerging Technology, Artificial Intelligence and Technology Policy	Introduction to Emerging Technology (Designed by Wadhvani AI for iGoT)	<ol style="list-style-type: none"> 1) Understanding on how AI can play important role in Good Governance 2) Understanding the application of various Emerging Technology across sectors and governments 3) AI can work as a Solution Provider to various challenges faced by the government 	Karmayogi Bharat	I-Got
11	US/DS	All Divisions	Trade Analytics in International Business	Data Analytics and E-Governance	<ol style="list-style-type: none"> 1) Knowledge of Data Analytics, supporting tools and trade analytics 2) Understanding various aspects of e-governance, e-business with a special focus on analytics to understand the economic implications of IR 4.0 	IIFT	<p>Rahul Kapoor Section Officer, MDP Division Tel : +91- 011- 39147200 M: 9818289660 E: mdp@iift.edu</p>

¹Courses have been selected by SSIFS from a long list of courses identified for domain competencies

Table 6: Course for identified Functional and Behavioral competencies²

12	DS & Above	Finance, Global Estate Management (GeM) and Divisions where PM is required, especially to set up new consulates abroad	Project Management	Project Management	1) Knowledge about the of various models of Project Management 2) Understanding the Financial and cost of the project 3) Learning the application of Randomized Control Trial (RCT) in Project Evaluation	Karmayogi Bharat	I-Got
13	US & below	All divisions	Influencing & Negotiation	Conflict Management & Negotiation	1) Understand the concept of win –win negotiation 2) Skills required to become a good negotiator (Course shares details about win-win approach of negotiation using workplace settings as an example).	Karmayogi Bharat	I-Got
14	US & below	All divisions	Influencing & Negotiation	Advance Business Negotiation Programme	1) Understanding advanced negotiation process in terms of preparation, bargaining, implementation, and dynamic renegotiation 2) New approaches to and, perspectives on familiar problems in advanced negotiation 3) New approaches to and, perspectives on familiar problems in advanced negotiation	IIM Bangalore	Prof. S Raghunath, Professor of Strategy, IIM Bangalore
15	Below US	All divisions	Influencing & Negotiation	Negotiation & Conflict Management	1) Understanding soft skills and include abilities such as communication, persuasion, planning, strategizing & cooperating 2) Covering various topics like BATNA (Alternative to Negotiated Agreements), Crisis and Conflict Negotiation, International Negotiations, dispute negotiation etc.	SWAYAM	Dr. Sachin Surve, Savitribai Phule Pune University

16	Below US	All divisions	Conflict Management at Workplace	Conflict Resolution	<ul style="list-style-type: none"> 1) Understanding various aspects of Conflict 2) Why conflict resolution is so important in difficult and challenging situations? 3) How to assess self and situation? (Self-awareness and Values)? 4) Understanding Emotional Intelligence, its assessment and skills to improve emotional intelligence and its effective application 5) Communication techniques for suitable application 	State Bank of India in collaboration with EDx	Online on EdX
17	All Designation	All divisions	Emotional Intelligence	Increasing your Emotional Quotient	<ul style="list-style-type: none"> 1) Learn important aspects of managing emotions 2) Learn a meditation that helps us transform our emotions 3) Improve understanding about managing negative emotions which is critical for leadership effectiveness and good team collaboration 4) Comprises of learning videos by Gurudev Sri Sri Ravi Shankar. 	Karmayogi Bharat	Art of Living on i-GOT
18	All Designation	All divisions	Emotional Intelligence	Leading Self	<ul style="list-style-type: none"> 1) Understand Yourself 2) Maximize Your Potential 3) Make the Most of Every Opportunity 4) Identify Your Interferences 5) Develop Self Awareness 	Harrapa	Ms. Sousan Abadian PhD, Harward University

²Courses have been selected by SSIFS from a long list of courses identified for functional and behavioral competencies

A list of additional courses that maybe considered for training and capacity building by SSIFS and MEA has been provided in Annexure III.

6. Conclusion

This report presents the Annual Capacity Building Plan (ACBP) for the officials of MEA. It takes into account the findings of Capacity Needs Analysis (CNA) carried out through discussions with various divisions in the Ministry. The important competencies required by the officials from the perspective of individual capacity building have been categorized into three buckets – Domain, Functional and Behavioral – and made operational through a training catalogue. This list of suggested courses can be drawn into an annual training calendar of implementation in consultation with MEA CBU and SSIFS.

Domain competencies typically relate to acquisition of expert proficiencies **required by senior and mid-career officials**. Here, domain competencies which have been identified are of an **emergent** and **future-centric** nature. **Behavioral competencies** constitute attitudinal skills that are formed by mindset orientation of cognitive traits informing soft skills such as leadership, motivation, team building, stress management, organizational hygiene like time management etc.

Functional competencies required by MEA officials primarily include – **data visualization and analysis, project management, financial management, digital media marketing, framing narratives through social media, parliamentary and office procedures, noting / drafting** skills etc. **Policy formulation** is one of the key skillsets for the officials in the ministry. Some of the important skill sets like **Project Management, International business, trade policy and development cooperation** through **International Financial Institutions** should be delivered through **case study method** that would give the officers hands on experience to solve for any different situation.

While the above courses mainly address the competency gaps at the divisions of the Ministry, driving usage and active participation of officers on **iGOT Karmayogi platform**, especially US and above, would constitute the most vital organizational capacity building intervention which could be potentially game changing for guided capacity building of the ministry – due to the nature of globally dispersed deployment of MEA officials. This iterative plan can be implemented and scaled up to build cross-cutting capacities among MEA officials in tune with changing global headwinds of political, economic, and strategic implications.

The ACBP report suggests courses from reputed knowledge providers for identified competency requirements amongst officials. **Among online courses, every attempt has been made to identify courses that are self-paced, mostly free (in the non-certified audit track), and of a high standard** – relevant to practical mission and divisional work, **in areas of emergent needs**. These may be included as part of the ongoing training programmes or facilitated as self-learning capacity building courses by MEA.

Way Forward

The report presents important competency requirements of the Ministry at the individual/behavioural level. Based on the competency requirements identified across the domain, functional and behavioral competency areas, CBC can further facilitate discussions with institutions/knowledge partners offering these, especially curated via the online mode to suit the special needs of professional encadred diplomats. Going ahead, the CBU at MEA can implement the suggested courses, in consort with technical inputs and learning management support from SSIFS, facilitating continuous capacity building of MEA officials.

7. Annexures

7.1. Annexure I - Consultations with Ministry officials

List of divisions with whom discussions were conducted as part of CNA exercise is presented below.

Table 7: Meeting with following division for the preparation of the CNA report

S No.	Agenda	Date of Meeting(s)
1	Americas (AMS)	5th April 2023
2	Bangladesh, Myanmar (BM)	13th April 2023
3	Consular Passport, Visa (CPV)	23rd May 2023
4	Counter Terrorism (CT)	24th May 2023
5	Cyber Diplomacy (CD)	14th Feb 2023
6	Development Partnership Administration-I (DPA-I)	18th April 2023
7	Disarmament & International Security Affairs (D&ISA)	14th Feb 2023
8	East & Southern Africa/ Central & West Africa(E&SA)	23rd May 2023
9	Economic diplomacy (ED)	15th Feb 2023
10	E-Governance & Information Technology (EG&IT)	24th May 2023
11	External Publicity & Public diplomacy (XPD)	23rd May 2023
12	Finance Division	24th May 2023
13	Global Estate Management (GEM)	24th May 2023
14	Gulf	13th April 2023
15	Indian Ocean Region (IOR)	23rd May 2023
16	Legal & Treaties (L&T)	23rd May 2023
17	Multilateral Economic Relations (MER)	14th Feb 2023
18	New Emerging and Strategic Technologies (NEST)	14th Feb 2023
19	Northern (Nepal & Bhutan) Division	11th April 2023
20	Overseas Indian Affairs-I (OIA-I)	23rd May 2023
21	Policy Planning & Research (PP&R)	28th Feb 2023
22	SSIFS (divisional meeting; presentation of CNA findings to Dean)	23rd May 2023. 5 th July 2023

In addition to the above-mentioned divisions, discussions were also held with the Administration division – who facilitated all divisional level meetings, and SSIFS, who offered their support and comments on the CNA analysis.

7.2. Annexure II – Details of the Identified courses

Please find below the details of the identified courses along with categorization of the potential target groups consisted of officers (based on designation) for each training are also indicated.

Table 8: List of suggested courses for Future references for Domain Competency

S.no	Target Group	Course Name	Knowledge Partner	Course Module	Point of Contact
1	Director and above	Unlocking Investment and Finance in Emerging Markets and Developing Economies (EMDEs)	World Bank Group (Open Learning Campus) EdX Mode: Online Duration: Self-Paced 4hrs per week 4-week Programme Free Course	<ol style="list-style-type: none"> 1) Strengthen financing strategies for national development. 2) Improve the country investment climate and domestic markets. 3) Improve the country investment climate and domestic markets. 4) Identify sectors where private sector solutions can create or expand markets and make substantial contributions to development impact. 5) Deepen understanding of project finance and how to structure investments consistent with international standards 	Mr. Julius Gwyer. Program Officer in Financing for Developing Unit at
2	US & above	Cyber Laws	NALSAR, Hyderabad	<ol style="list-style-type: none"> 1) Understanding various electronic contracts 2) Knowledge of International Taxation in E-commerce 3) Overview of IPR in Cyber Laws 4) Laws relating to Cyber Security 5) International Laws related to cybercrime 6) Emerging and Contemporary issues in Cyber Space 	Dr.K.V.K.Santhy, Associate Professor, Ph : +9140 – 23498213, Email :santhy@nalsar.ac.in
3	US & above	Data Protection Laws	NALSAR, Hyderabad	<ol style="list-style-type: none"> 1) Understanding Law Related to Information & Technology 2) Data Protection Laws in Foreign Jurisdiction (UK, USA, Canada, Singapore & European Union) 3) Ethical Issues in Information Security & Privacy 	Dr.K.V.K.Santhy, Associate Professor, Ph : +9140 – 23498213, Email :santhy@nalsar.ac.in
4	US & above	Cyber Laws and Cyber Forensics	NLSIU, Bangalore	<ol style="list-style-type: none"> 1) Understanding the linkages between Emerging Technologies and its application w.r.t to current laws, policy development and practical application of International and Indian cyber laws and forensics 2) Study on areas of Crypto Currencies, blockchain, AI to examine contemporary legal system 3) Developing competency in bridging the gap between digital divide 	Dr. A. Nagarathana, Associate Professor of Law, Email: nagarathna@nls.ac.in
5	US/DS	International Relationship	Shiv Nadar University	<ol style="list-style-type: none"> 1) Covering disciplines in the areas of International Theory, Global History, Foreign Policies, International Security, International Political economy, Global Governance and International Law 	

6	US/DS	International Relationship	Ashoka University	<p>1) Introduction to several key theoretical perspectives and concepts of IR and encourages them to apply these to contemporary issues of international politics</p> <p>2) Understanding the concept of Decolonization to examine the connected process several key theoretical perspectives and concepts of IR and encourages them to apply these to contemporary issues of international politics</p> <p>3) Learning the decision making by analyzing Foreign Policies</p> <p>4) Understanding global perspective on the evolution of modern warfare and strategy within a historical context.</p>	<p>Mr. Nayan Chanda, Associate Professor of International Relation E-mail: nayan.chanda@ashoka. edu.in</p>
7	US & above	Climate Science and Policy	TERI School of Advanced Studies	<p>1) Application of climate related knowledge to societal problem solving</p> <p>2) Communicate effectively on the climate changes to SMEs like Scientist and Policy Maker</p> <p>3) Building the understanding to assess climate-related problems in different sectors</p>	
8	US & above	Introduction to Emerging Technology (Designed By Wadhvani AI for iGoT))	Karmayogi Bharat	<p>1) Understanding on how AI can play important role in Good Governance</p> <p>2) Understanding the application of various Emerging Technology across sectors and governments</p> <p>3) AI can work as a Solution Provider to various challenges faced by the government</p>	I-Got
9	US/DS	Data Analytics and E-Governance	IIFT	<p>1) Knowledge of Data Analytics, supporting tools and trade analytics</p> <p>2) Understanding various aspects of e-governance, e-business with a special focus on analytics to understand the economic implications of IR 4.0</p>	<p>Shri. Rahul Kapoor Section Officer, MDP Division Tel: +91- 011-39147200-05 (408) Mob: 91- 9818289660 E-mail: mdp@iift.edu</p>

Table 9: List of suggested courses for Future references for Functional and Behavioral Competency

S.no	Target Group	Course Name	Knowledge Partner	Course Module	Point of Contact
10	Below US	Project Management	Karmayogi Bharat	1) Knowledge about the of various models of Project Management 2) Understanding the Financial and cost of the project 3) Learning the application of Randomized Control Trial (RCT) in Project Evaluation	I-Got
11	US & below	Conflict Management & Negotiation	Karmayogi Bharat	1) Understand the concept of win –win negotiation 2) Skills required to become a good negotiator (Course shares details about win-win approach of negotiation using workplace settings as an example).	I-Got
12	US & below	Advance Business Negotiation Programme	IIM Bangalore	1) Understanding advanced negotiation process in terms of preparation, bargaining, implementation, and dynamic renegotiation 2) New approaches to and, perspectives on familiar problems in advanced negotiation 3) New approaches to and, perspectives on familiar problems in advanced negotiation	Prof. S Raghunath, Professor of Strategy, IIM Bangalore
13	Below US	Negotiation & Conflict Management	SWAYAM	1) Understanding soft skills and include abilities such as communication, persuasion, planning, strategizing & cooperating 2) Covering various topics like BATNA (Alternative to Negotiated Agreements), Crisis and Conflict Negotiation, International Negotiations, dispute negotiation etc.	Dr. Sachin Surve, Savitribai Phule Pune University
14	Below US	Conflict Resolution	State Bank of India in collaboration with EDx	1) Understanding various aspects of Conflict 2) Why conflict resolution is so important in difficult and challenging situations? 3) How to assess self and situation? (Self-awareness and Values)? 4) Understanding Emotional Intelligence, its assessment and skills to improve emotional intelligence and its effective application 5) Communication techniques for suitable application	NA

15	All Designation	Increasing your Emotional Quotient	Karmayogi Bharat	<ol style="list-style-type: none"> 1) Learn important aspects of managing emotions 2) Learn a meditation that helps us transform our emotions 3) Improve understanding about managing negative emotions which is critical for leadership effectiveness and good team collaboration 4) Comprises of learning videos by Gurudev Sri Sri Ravi Shankar. 	Art of Living on i-GOT
16	All Designation	Leading Self	Harrapa	<ol style="list-style-type: none"> 1) Understand Yourself 2) Maximize Your Potential 3) Make the Most of Every Opportunity 4) Identify Your Interferences 5) Develop Self Awareness 	Ms. Sousan Abadian PhD, Harward University

7.3. Annexure III – Additional courses suggested for Domain, Functional and Behavioral Competencies

Please find below the list of courses that was identified and can used by the SSSIFS for future references. Potential target groups of officers (based on designation) for each training are also indicated.

- For SO/ASO
- For US/DS
- For US & Above
- For Director & Above
- For JS & Above
- For All Designations

7.3.1. Additional courses suggested for Domain Competency

The table below presents some of the courses offered by various institutions in India and abroad. MEA CBU, in consultation with SSIFS, can include them as a part of individual capacity building for MEA officials during the current calendar year (for trainings). SSIFS can meanwhile integrate some of these at the levels of Induction, MCTP, or as part of professional outreach accompanying the launch of MEA's internal knowledge management system.

Table 9: Additional courses suggested for Domain competencies

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
1	International Law	Overview of International Laws in the Diplomatic Domain	<ul style="list-style-type: none"> • International Law & Diplomacy • Human Rights, International Humanitarian & Refuge Law • International Trade & Business Law • Intellectual Rights & Property Law • International Environment Law 	<p>Indian Society of International Law</p> <p>To be curated at desired competency level by SSIFS</p>	US & above

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			<ul style="list-style-type: none"> Laws of procedure, mediation and dispute resolution related to International Institutions like ICJ, World Bank, Permanent Court of Arbitration etc 		
2	International Trade and Business – laws and development cooperation	WTO & Trade Policy	<ul style="list-style-type: none"> Focus on WTO and New Trade Regime Understanding the Economics of Intellectual Property Rights GATS and Geographical indications (GI) in the context of global IPR regime The current international trade and investment landscape: Dimensions of Dispute Settlement at WTO Case Law and negotiable instruments at the International Centre for Settlement of Investment Disputes. 	Centre for WTO Studies, Indian Institute of Foreign Trade (IIFT)	Director & above
3	Trade Analytics in International Business	Data Analytics and E-Governance	<ul style="list-style-type: none"> Knowledge of Data Analytics, supporting tools and trade analytics Understanding various aspects of e-governance, e-business with a special focus on analytics to understand the economic implications of IR 4.0 	IIFT To be curated at desired competency level by SSIFS	US & above
4	International Law	International Humanitarian Law	<ul style="list-style-type: none"> Concepts, statutes and cases covering International Humanitarian Law, in the context of UNO. Knowledge on protection of Victims of War and Armed Conflicts. 	NALSAR, Bangalore	Director & above
5	Finance in the International Business scenario	Business Management for Indian Foreign Service Officers	<ul style="list-style-type: none"> Recommendation: Digitize Content for L1 and L2 for wider dissemination for Diplomats posted abroad at levels (DS and above) JS and above (with a hybrid component tailored towards Trade Facilitation and Investment Promotion) <p>Principles of finance in the digital economy for executives [case study based]</p>	IIFT/ SSIFS Conducted by IIFT (part of custom training programme) sponsored by SSIFS. OECD International Network on Financial Education	DS and above
6	Financial Literacy and International Investment Law	International Investment Law	<ul style="list-style-type: none"> Relate the history and evolution of international investment law and comment on current controversies and criticisms. 	NALSAR, Bangalore. Mode: Hybrid	Director & above

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			<ul style="list-style-type: none"> Understand the functioning of investment arbitration. Learn the objectives of international investment law and the specific rights international investment agreements (bilateral investment treaties and free trade agreements' investment chapters) Discover how those rights have been interpreted in investment treaty arbitration. 	Duration: 60hrs.	
8	Financial Literacy and International Investment Law	International Finance Refresher Course	<ul style="list-style-type: none"> Knowledge of foreign exchange markets – PPP, Real Exchange Rates; International Financing and Bond Markets Capital Budgeting and Basic Valuation Familiarity with some foreign exchange hedging techniques Understanding of some foreign exchange derivatives International Diversification and Investment Benefits Country Specific Frameworks and Political Risk 	UDEMY Mode: Online Duration: 6hrs	DS & below
9	Cyber Laws & Digital Sovereignty in the context of International Security	Cyber Security in the context of International Security	<ul style="list-style-type: none"> Assess potential mitigating measure on the organizational level for enhanced cyber security Understand the role of cyber security in the context of international security 	Geneva Center of Security Policy	Director & above
10	Cyber Laws & Digital Sovereignty in the context of International Security	Justice and Equity in Technology Policy	<ul style="list-style-type: none"> The landscape of technology policymaking How technology, and related policies both reflect and reinforce social values, biases and politics The power and limitations of technology in solving social problems New ways to think about “experts” and “publics” The politics of innovation policy 	Coursera Mode: Online Duration: 38hrs	US/DS
11	Disarmament, Peacebuilding and Conflict Resolution	Introduction to Peace Building	<ul style="list-style-type: none"> List and identify key skills and fields of practice utilized in building peace. Trace the history and evolution of peacebuilding as both a practice and a field of study. Think about how peacebuilding skills can be applied to real-life dilemmas and challenges 	United States Institute of Peace	US/DS
12	Disarmament, Peacebuilding	Maritime Laws	<ul style="list-style-type: none"> Understanding the international law on Remote sensing technologies 	NALSAR, Bangalore	US/DS

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
	and Conflict Resolution		<ul style="list-style-type: none"> Legal issues of GIS technologies 		
13	Disarmament, Peacebuilding and Conflict Resolution	Conflict Analysis	<ul style="list-style-type: none"> Participants will be introduced to two analytical tools that will help them identify emerging threats of conflict and opportunities for managing or resolving a conflict 	United States Institute of Peace	US/DS
14	Disarmament, Peacebuilding and Conflict Resolution	Introduction to Reconciliation	<ul style="list-style-type: none"> Understanding the multiple definition and practices of reconciliation worldwide Analysis of the various indigenous roots and current practices that shapes reconciliation today 	United States Institute of Peace	US/DS
17	International Security and Conflict Resolution	International Security	<ul style="list-style-type: none"> To identify and analyze the recent trends and access the benefits Understand defense policies in the context of international cooperation Analysis of geopolitical trends and developments with specific focus on major global powers 	Clingendael Mode: Offline Duration: 9 days	US & above
18	International Security and Conflict Resolution	International Security Management	<ul style="list-style-type: none"> An introduction to the international security landscape Managing security Internet Intelligence and Investigation Serious Organised Crime Leadership in security management Illicit trade A positive lens on safety 	Erasmus University Rotterdam (via Coursera) Mode: Online Duration: 7hrs/	US/DS
19	International Security and Conflict Resolution	Security & Safety Challenges in a Globalized World	<ul style="list-style-type: none"> Global Challenges and Wicked Problems Safety and Security Perspectives and Levels Case Studies w/ readings Security and Safety in Practice Case Studies – practice-oriented simulator 	University of Leiden (via Coursera) Mode: Online Duration: 3-5hrs	Director & below
20	Climate Change, SDGs & Environmental Diplomacy	International Climate Change Negotiation	<ul style="list-style-type: none"> Knowledge of the adaption milestones set up under UNFCCC including Paris Agreement and non-market Mechanism for Climate Change Understanding the framework for international cooperation to address climate change Understand the financial mechanisms set up under UNFCCC 	United Nation Climate Change Supported by Swiss Agency for Development Cooperation (SDC) Mode: Online Duration: 3.5 hrs	US & above
21	Climate Change, SDGs & Environmental Diplomacy	Strengthening the climate resilience of conflict affected	<ul style="list-style-type: none"> To initiate a dialogue and exchange of experiences between climate, land and humanitarian/peacebuilding practitioners, funders and thought leaders. 	Geneva Center for Security Policy Mode: Online Duration: 30-35hrs	DS & above

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
		and vulnerable communities	<ul style="list-style-type: none"> To explore the barriers which prevent vulnerable, fragile and conflict-affected communities from accessing and deploying funding to enhance climate resilience at the local level and at the policy level for funders and governments 		
22	Climate Change, SDGs & Environmental Diplomacy	Climate Change and Negotiation	<ul style="list-style-type: none"> Discussing Agreements of New Climate Change Deep Decarbonization Pathways: Discussing Country Case Studies Understanding main challenges in Climate Change negotiation 	SDGAcademy via EdX	US/DS
23	Emerging Technology, Artificial Intelligence and Technology Policy	AI for Everyone	<ul style="list-style-type: none"> The course will help to understand the new age AI used in the organization Basics on how to deploy AI in the organization for better results The course will cover on how to navigate ethical and societal discussion surrounding the AI 	Coursera Mode: Online Duration: 10hrs	US and above
24	Emerging Technology, Artificial Intelligence and Technology Policy	AI and Law	<ul style="list-style-type: none"> Understand the legal significance of the artificially intelligent software and hardware. Understand the impact of the emergence of artificial intelligence on the application and administration of law in public administration and various areas of international law 	Lund University (via Coursera) Mode: Online Duration: 20hrs	DS & above

7.3.2. Additional Courses for Functional competencies

The table below presents the courses for different competencies required by the MEA officials, as identified during the CNA exercise. Few of the courses are readily available on iGOT (the Learning Management System started under Mission Karmayogi). Officials can directly start undertaking such iGOT courses. For other courses, SSIFS can collaborate with CBC to partner with the suggested institutes or Training Providers.

Table 10: Additional Courses suggested for Functional competencies

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
1	Noting & Drafting	Noting & Drafting	<ul style="list-style-type: none"> Apply the guidelines on Noting List the examination points by the Dealing Officer, Section Officer, Branch Officer, and above while submitting a note on the case Describe the decision-making progress for cases within the delegated powers of Ministry Prepare draft communications as per the procedure laid down in Central Secretariat Manual of Office Procedure. Describe different types of forms and their submission channels and procedures Draft MoMs, financial sanctions and advertisements. 	<p>Karmayogi Bharat igotkarmayogi.gov.in</p> <p>(DAKSHTA)</p> <p>Mode: Online</p> <p>Duration: 2hrs</p>	SO/ASO
2	Financial Management	Customized short-term Courses for relevant competencies related to Financial & Cost Management	<ul style="list-style-type: none"> To develop an understanding of financial statements for better appraisal of an organization's performance. To appraise participants about the technical concepts of financial management such as the time value of money, ratio analysis, PNL balance sheet. To impart knowledge on major financial decisions such as investment decisions, financing decisions, etc. 	Arun Jaitley National Institute of Financial Management (AJNIFM)	US /DS
3	Budgeting & Accounting	Budgeting, Accounting & Financial Management in Govt. Sector	<ul style="list-style-type: none"> To develop the understanding of the process of budgeting, linkages between the budget and monetary policy and budgetary reforms To introduce the emerging concepts in budgeting like performance budgeting, outcome budgeting, zero based budgeting and gender budgeting To appraise participants of the basic concepts of financial management such as time value of money, risk return trade off, cost accounting, budgeting etc. 	Arun Jaitley National Institute of Financial Management (AJNIFM)	US/DS
4	SOCIAL MEDIA Management to Compliment Public Diplomacy	Social Media Strategy principles which may aid public diplomacy	<ul style="list-style-type: none"> Developing a social media strategy Defining your audience Choosing the right channels Publishing best practices Building and maintaining a community 	<p>LinkedIn Learning</p> <p>Mode: Online</p> <p>Duration: 1hrs.</p>	SO/ASO

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			<ul style="list-style-type: none"> Narrative construction on social media Measuring activity Innovating with social media marketing 		
5	Social Media Management to Complement Public Diplomacy	Introduction to Social Media Strategy	<ul style="list-style-type: none"> Defining your target audience Understanding your customer's journey Selecting social media channels Creating your profiles Organic vs. paid social media marketing Creating and repurposing content Using insights for narrative framing Advertising on social media Measuring success 	LinkedIn Learning Mode: Online Duration: 2hrs.	DS and below
6	Cyber Security	Cyber Security	<ul style="list-style-type: none"> Introduction - Awareness, helpline, National Cybercrime reporting portal Recent Trends in Cyber Frauds Trending financial frauds and prevention Cyber hygiene and safety (phishing, password protection, fake website) Malware and prevention 	Karmayogi Bharat igotkarmayogi.gov.in Mode: Online Duration: 1.5hrs.	DS and below
7	Government e-Marketplace	Government e-Marketplace	<ul style="list-style-type: none"> By the end of the course, learner will be able to – State the purpose and objectives of GeM Explain the ecosystem of GeM from the buyer's side State the prerequisites for buyer registration on GeM Explain the bid creation on GeM State the process of awarding bid on GeM. Describe the process of processing an order through CRAC Explain the PFMS method 	Government e-Marketplace (DAKSHTA) Mode: Online Duration: 1.5hrs Advanced Module (VIKAS)	SO/ASO US/DS
8	Government e-Marketplace	Public Procurement Framework of GOI	<ul style="list-style-type: none"> The Online training modules of Public Procurement would help the officers posted in Integrated Finance Divisions (IFDs) of various Ministries and Departments in examining the proposals in light of the GFRs and other instructions before its concurrence is given by the Financial Advisors. The Online Modules of Public Procurement are equally helpful 	Karmayogi Bharat igotkarmayogi.gov.in Public Procurement Framework of GOI Mode: Online Duration: 2hrs.	SO/ASO/ US/DS

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			for the officers engaged in procurement function working in Administration Divisions. The learners shall be put to test in each module so that they can check themselves and may go back to the particular portion of the module for re-emphasizing the learning		
9	Vendor Management	Supplier Management	<ul style="list-style-type: none"> Understanding Supplier Selection and Management Review various types of contracts, where to use, along with its pros and cons Mitigation and Analysis of risk in Vendor Selection Understanding some key ethical considerations in procurement 	Rutgers (via Coursera) Mode: Online Duration: 6hrs.	US/DS
10	Vendor Management	Vendor Management	<ul style="list-style-type: none"> Procurement Life Cycle and its relationship to Vendor Management Understanding the elements of contract, statement of works (SOWs), and service level agreements (SLA) Various techniques to negotiate with vendor to support productive working relationship Understanding the Performance metrics, key performance indicators (KPI), and Vendor relationship scorecards 	Skillssoft- Global Knowledge Mode: Online Duration: 6hrs	DS/ Director

7.3.3. Additional courses for Behavioral competencies

The table below covers some of the courses for the behavioral competency needs identified. SSIFS can include these courses in some of the training modules and also conduct workshop and other immersion programs to make it more interactive. Some of these courses are readily available on iGoT portal and ministry can send a notification to the officials to undertake these courses.

Table 11: Additional Courses suggested for behavioral competencies

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
1	Influencing & Negotiation	The Art of Negotiation	<ul style="list-style-type: none"> Understand how negotiation differs from selling Identify common negotiation styles 	University of California, Irvine via Coursera Mode: Online	US/DS

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			<ul style="list-style-type: none"> Describe the personal and behavioral characteristics of an effective negotiator Assess your personal style and how it affects the negotiation process 	Duration: 6hrs	
2	Interpersonal Skills	Level III CSSS Course to Develop Behavior Competencies – Interpersonal skills	<ul style="list-style-type: none"> Concept and need of interpersonal skills Factors influencing interpersonal behavior Measures that can be taken to improve interpersonal skills 	Karmayogi Bharat igotkarmayogi.gov.in iGOT Mode: Online Duration: 2.30hrs.	SO/ASO
3	Interpersonal Skills	Interpersonal Effectiveness	<ul style="list-style-type: none"> Improved competency while dealing with stakeholders as a result 	ISTM	US/DS
4	Conflict Management at Workplace	Conflict Management and Negotiation	<ul style="list-style-type: none"> Define Conflict resolution with different stakeholders at the workplace List the 6 steps to conflict resolution Identify different skills required for conflict resolution 	Karmayogi Bharat igotkarmayogi.gov.in iGOT	SO/ASO
6	Conflict Management at Workplace	Conflict Resolution	<ul style="list-style-type: none"> Understanding various aspects of Conflict Why conflict resolution is so important in difficult and challenging situations? How to assess self and situation? (Self-awareness and Values)? Understanding Emotional Intelligence, its assessment and skills to improve emotional intelligence and its effective application. Communication techniques for suitable application 	State Bank of India in collaboration with EDx Mode: Online Duration: Self-Paced 5 weeks 1-3 hrs per week	DS and below
7	Conflict Management at Workplace	Workplace Conflict - An Opportunity for Growth	<ul style="list-style-type: none"> Understanding conflicts and conflict dynamics Learning to acknowledge emotions in conflict Understanding organizational and individual benefits of integrating multiple perspectives Having a difficult conversation with active listening, critical thinking, and empathy Addressing conflict constructively in the workplace 	IIM B - Workplace Conflict - An Opportunity for Growth Mode: In-Campus Duration: 2 days	DS & above

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
8	Leadership & Team Management	Essentials of Leadership	<ul style="list-style-type: none"> Build on greater self-awareness and emotional intelligence to effectively manage self Forge high-quality and effective connections with key stakeholders and make the most of your network Empower others, learn to influence without authority and build high- performance teams Develop your personal leadership brand and benefit from high-impact group coaching Transition from manager to confident change agent. Lead effectively through crises and conflicts Develop the resilience and mindset for turnarounds in uncertain times 	Indian School of Business Mode: In-Campus Duration: 5 days	Director & above (while posted in MEA)
9	Leadership & Team Management	Leadership Development	<ul style="list-style-type: none"> Participants become aware about the antecedents and consequences of their interpersonal styles. Individual participants will diagnose their leadership styles and why the same is or is not appropriate in different situations. Participants will also learn about the specific style they need to use contingent on the decision-making situation How a leader emerges in a work group will be the focus of this module. What roles are played by members in team situation will be observed and identified 	IIM Calcutta Mode: In-Campus Duration: 5 days	Director & above
10	Time Management	Time Management	<ul style="list-style-type: none"> Understand the importance of Time Management Challenges to time management Strategies to prioritize your time Need for focus on the bigger aspects 	Department of Personnel & Training (DoPT) On iGOT	For all designation
11	Motivation	Motivation	<ul style="list-style-type: none"> Describe the need for motivation to perform effectively 	iGOT	For all designation

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			<ul style="list-style-type: none"> Use Maslow's Hierarchy of Needs to motivate ourselves and others Define actions to motivate self Create a self-motivation action plan 		
12	Motivation	Motivating Your Team: How to keep morale high	<ul style="list-style-type: none"> The importance of satisfying your team's basic needs How to analyze leadership actions that can demotivate teams Organizing great team meetings and empowering your teams through accountability Methods of motivating different kinds of teams, including creative teams and virtual teams How to deal with low morale and leadership changes Strategies to keep yourself motivated at the same time 	Udemy Mode: Online Duration: 1hr	For all designation
15	Motivation	Motivation, Team Building and Leadership	<ul style="list-style-type: none"> To understand basic and advanced concepts of individual and group motivation. To explore team development processes. To enhance individual and team decision making. To explore the ways to become effective leader. 	IIM Indore Mode: In-Campus Duration: 2 days	JS & above
16	Stress Management	Stress Management (applied)	<ul style="list-style-type: none"> Evaluate how stressed you are Define stress at work Use different methods to de-stress yourself 	Department of Personnel & Training (DoPT), IGOT	For all designation
17	Stress Management	Stress Management (analytical)	<ul style="list-style-type: none"> What is stress? Alarming statistics about stress Consequences of stress Elements making up stress in a person Different coping strategies for stress 	Indian Institute of Public Administration & iGOT Mode: Online Duration: 2hrs	For all designation
18	Stress Management	Government Executive Program – Stress Management	<ul style="list-style-type: none"> The GEP has been designed specifically keeping in the mind the needs of Public Servants and daily challenges faced by them. The program makes an impact at many levels - to the individual at a personal level, 	Art of Living	For all designations

S.no	Competency	Course Name	Course Module	Knowledge/Partner	Target Group
			to the immediate working environment, and to the organization (as a whole). The Training Program incorporates practical, simple and effective methods which draw upon ancient timeless wisdom and have received wide acclaim.		
19	Problem Solving & Decision Making	Problem Solving and Decision Making	<ul style="list-style-type: none"> • Explain the need for problem solving • Define the problem • Explain the need to view a problem from different perspectives • Identify the basic cause of the problem using a technique • Explain the differences between divergent thinking and conventional approaches to problem solving • Define the steps in structured problem solving 	<p>Karmayogi Bharat igotkarmayogi.gov.in</p> <p>iGOT</p>	SO/ASO
20	Problem Solving & Decision Making	Solve Learning Pathway	<ul style="list-style-type: none"> • Decision Making under uncertainty • Structuring Problems • Creating Solutions 	Thive Skills: Solve, (Harappa)	SO/ASO

7.4. Annexure IV – Questionnaire for Division Heads

Table 11: Questionnaire used for consultation with Division heads

Areas Covered		Questions
National Priorities	1	What are the emerging sectoral focus areas that are linked to National priorities and how your department would be directly contributing to achieve the same
	2	What are your biggest challenges in this area (with respect to technology, skills, behavior)
Emerging Technologies	1	Due to various technological advancement in the sector, please elaborate on how the department is prepared from a technology know how perspective and whether any training and skill upgradation are being undertaken
	2	Any domain specific training and other interventions which should be imparted across your division
Citizen Centricity	1	What is the citizen centric initiatives/ focus of the division and the current process which are followed to achieve the same
	2	In your citizen facing role any specific competency needs/ interventions which you feel should be imparted
	3	When it comes to citizen centric governance objectives and goals how is your department performing (customer focus and service excellence)
	4	What is the citizen centric initiative/ programs that your department undertakes
Individual competencies (Domain, functional and behavioral)	1	What is the domain/ technical competency required for your division
	2	What are the set of behaviors skills that are required to achieve your present and future goals (stress management, leadership, negotiation, conflict management, time management etc.)
	3	What are the set of functional skills that are required to achieve your present and future goals (finance, procurement, legal, e-office, policy formulation, document management etc.)
Organizational	1	What are the digital systems/ tools you think will be required to ease your work and increase efficiency or enable faster turnaround
	2	What are the set of skills and behavior you think your team will be required to leverage technology to drive change
	3	What is the current knowledge management process in the department / induction training etc.
	4	From a technology perspective any process or work which you feel should be added for improving the knowledge management
	5	What is the training budget for the division/ department
	6	Is there any MIS/ data monitoring/ dashboard system operational in the department
	7	Any define incentive mechanism for officials undergoing training

7.5. Annexure V – Capacity Building Unit (CBU) of MEA

**No.Q/O&M/553/01/2020
Government of India
Ministry of External Affairs**

**Room No. 4101, JNB, 23-D, Janpath
New Delhi, 29th December, 2022**


OFFICE ORDER

Sub: Creation of a Capacity Building Unit (CBU) in the Ministry under Mission Karmayogi

This is with reference to the Mission Karmayogi and in view of Capacity Building Plan in respect of Ministry of External Affairs being finalized in consultation with Capacity Building Commission of DoPT, it has been decided by the Ministry of External Affairs to constitute CBU comprising of the following Members:

S. No.	Designation in the Ministry	Designation in the CBU
1	Joint Secretary (Administration)	Chairman
2	Joint Secretary (Sushma Swaraj Institute of Foreign Services)	Member
3	Joint Secretary (Policy, Planning & Research)	Member
4	Director (Administration & Personnel) / Deputy Secretary (Administration)	Member
5	Deputy Secretary (General Administration)	Member
6	Under Secretary (Cadre)	Member

This issues with the approval of the Competent Authority in the Ministry.


(Dr. Rambabu C.)
Deputy Secretary to the Govt. of India
Tel: 011-23086621

To
All concerned Officers.

Copy to:

- Member (FR), Capacity Building Commission, Jawahar Vyapar Bhawan, Tolstoy Road, New Delhi-110001.

7.6. Annexure VI – National Standards for Civil Service Training Institutions (NSCSTI)



Maturity Framework of NSCSTI: The NSCSTI will score the institute according to the assessed maturity level. Accordingly, the institute will score from 0 to 5, depending on the defined scoring system for the metric. Hence, 0/1 corresponds to the lowest maturity (Stage I), and 5 corresponds to the highest maturity (Stage V).

Stage I	Stage II	Stage III	Stage IV	Stage V
The institute does not use iGOT.	<49% of training modules are	50-69% of training modules are	70-89% of training modules are	>90% of training modules are

digitized and hosted on iGOT.	digitized and hosted on iGOT.	digitized and hosted on iGOT.	digitized and hosted on iGOT.
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The weights assigned to the pillars are as follows:

Training Needs Assessment and Course Design	10%
Quality of Faculty	20%
Resource and Training Targets	10%
Trainee Support	10%
Digitalisation and Training Delivery	15%
Enhanced Collaboration among CTIs	15%
Training Evaluation and Quality Assurance	10%
Operations and governance-related standards	10%

The cumulative score of a CSTI for each pillar will be the total score on each metric under the respective pillar. The aggregate assessment score of the CSTI will be used to grade it and benchmark its performance at a relative/comparative level, promoting the spirit of competitive performance and pursuit of excellence:

S. No.	Marks (range)	Grade	Star rating
1.	>89 - 100	सर्वोत्कृष्ट	★★★★★
2.	>77-89	अति उत्कृष्ट	★★★★
3.	>65-77	उत्कृष्ट	★★★
4.	>53-65	अति उत्तम	★★
5.	41- 53	उत्तम	★
6.	0 – 40	No rating	-

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