



अल्पसंख्यक कार्य मंत्रालय
MINISTRY OF
MINORITY AFFAIRS

ANNUAL CAPACITY BUILDING PLAN

MINISTRY OF MINORITY AFFAIRS,
11TH FLOOR, ANTYODHYA BHAWAN, CGO COMPLEX,
LODHI ROAD, NEW DELHI

Ministry of Minority Affairs

Contents

List of Tables	3
List of Figures	3
1. Executive Summary	6
2. Introduction	11
2.1 Mission Karmayogi	11
Guiding Principles of Mission Karmayogi	12
iGoT-Karmayogi	13
2.2 Capacity Building Commission	13
2.3 Annual Capacity Building Plan	16
2.3.1 A Conceptual Framework for Development of Annual Capacity Building Plan	17
Three Lenses: Focus areas for capacity building exercise	17
Three Pillars: Scope of Capacity Building Exercise	18
2.4 Ministry, Capacity Building Unit and Functions	19
Structure of the Capacity Building Unit (CBU)	19
Activities of the Capacity Building Unit (CBU)	20
3. Approach and Methodology	21
4. Ministry Overview	26
4.1. Vision	28
4.2. Mission	28
4.3. Organogram	29
5. Divisions, Roles, and Responsibilities	30
5.1. Educational Empowerment	33
5.2. Skills	36
5.3. WAQF & NAWADCO	39
5.4. Administration	41
5.5. DDG-Research and Statistics	44
5.6. IFD and Budget	47
6. Competency assessment across lines of services	50
6.1 Methodology adopted for Capacity Needs Assessment	51
Insights from One-on-one Discussions and Focused Group Discussions (FGDs)	51
Survey Response Summary	52
6.2 Behavioural, Domain and Functional Capacity Building Requirements	53
6.2.1 Top Five Behavioral Capacity Building requirements identified	53
6.2.2 Top Five Domain Capacity Building requirements identified	53

6.2.3 Top Five Functional Capacity Building requirements identified	54
6.3 Key findings from CNA	55
Key Findings from CNA	55
7. Mapping of Organisational goals – Citizen Centricity, Sectoral Technology Roadmap and National Priorities	56
Sectoral Technology Roadmap	56
Citizen Centric Goals	57
8. Capacity Building Plan	58
8.1 Capacity Building Initiatives	58
8.2 Identification of Training Interventions based on CNA	60
8.2.1 Quick-wins	60
Behavioural Competencies	60
Functional Competencies	60
Domain Specific Competencies	60
8.2.2 Other initiatives	62
Interventions for Identified Functional Competency Requirements	64
Interventions for Identified Domain Competency Requirements	79
Interventions for Identified Behavioral Competency Requirements	83
8.3 Long-term capacity enhancement initiatives	92
8.4 Non-Training interventions identified at Organisational level	95
9. Operational Plan	96
9.1 Calendar	97
9.2 Monitoring and Evaluation Matrix	106
9.3 Key Process Indicators	107
KPI of Individual training interventions	107
KPI of Long-term Organisational level processes	107
KPI of Immersion Training Programme and Field visits	107
10. Annexures	108
Annexure:1 Roles, Responsibilities and Activities of each designation	108
• Special Campaign for Disposal of Pending Matters (SCDPM)	109
Annexure:2 Associated Organizations (Constitutional and Statutory Bodies)	111
Annexure:3 Schemes Undertaken by Ministry of Minority Affairs	114
Annexure:4 Detailed Competency Need Analysis	118
Detailed CNA Insights	118
Annexure:5 CBU Formation Letter	140
Annexure:6 Kick-off Meeting Minutes	141
Annexure:7 Visioning Exercise Meeting Minutes	142

Annexure:8 Letters received from CBU	143
Annexure 9: Final Secretary Presentation: ACBP Plan	146
Annexure:10 Meeting minutes: Review of training need analysis report with CBU	148
Annexure:11 Updated work allocation order received from CBU	150
Annexure:12 Updated organogram received from CBU	155
Annexure:13 ACBP Review meeting	156

List of Tables

Table 1 Demand and supply side to ACBP	16
Table 2 Scope Coverage of the Plan	25
Table 3 List of issues requiring Institutional and Technological interventions	92
Table 4 Annual Training Calendar 2023-24.....	97
Table 5 Division Wise Training Calendar	99

List of Figures

Figure 1 Past trainings attended	6
Figure 2 Top Five behavioral and Functional requirements	8
Figure 3 Role wise behavioral and Functional Competency Requirements	8
Figure 4 Institutional structure of Mission Karmayogi	12
Figure 5 Functions of Capacity Building Commission	14
Figure 6 Emerging Ecosystem of Civil Services Capacity Building	14
Figure 7 CBC Approach to Capacity Building.....	17
Figure 8 Three Lenses of Capacity Building.....	18
Figure 9 Three Pillars of Capacity Building	18
Figure 10 Identified Divisions	31
Figure 11 Functional Competencies: Educational Empowerment	35
Figure 12 Behavioral Competencies: Educational Empowerment.....	35
Figure 13 Training Attended in Past Data	52
Figure 14 Behavioural competency requirement.....	53
Figure 15 Functional competency requirement	54
Figure 16 Role Wise responses received.....	55
Figure 17 Cluster wise mapping of roles	55
Figure 18 Key considerations for identification of initiatives in short - medium term	58

Glossary

S. No.	Abbreviations Used	Full form
1.	DBT	Direct Benefit transfer
2.	MANF	Maulana Azad National Fellowship
3.	MAEF	Maulana Azad Education Foundation
4.	UPSC	Union Public Service Commission
5.	SSC	Staff Selection Commission
6.	PM VIKAS	Pradhan Mantri Virasat Ka Samvardhan
7.	JS	Joint Secretary
8.	DS	Deputy Secretary
9.	US	Under Secretary
10.	SO	Section Officer
11.	ASO	Assistant Section Officer
12.	DDG	Deputy Director General
13.	DD	Deputy Director
14.	AD	Assistant Director
15.	SPSC	State Public Service Commission
16.	MSDE	Ministry of Skill Development and Entrepreneurship
17.	QWBTS	Qaumi Waqf Board Taraqqati Scheme
18.	WAMSI	Waqf Management System of India
19.	SWB	State Waqf Board
20.	CSR	Corporate Social Responsibility
21.	15 PP	15 Point Programme
22.	MBC	Most Backward Classes
23.	SRC	Socio-Religious Categories
24.	USTTAD	Upgrading the Skills and Training in Traditional Arts/ Crafts for Develop
25.	PFMS	Public Financial Management System
26.	PMJVK	Pradhan Mantri Jan Vikas Karyakram
27.	MsDP	Multi-sectoral Development Programme
28.	MCA	Minority Concentration Area
29.	NMDFC	National Minorities Development & Finance Corporation



30.	CVO	Chief Vigilance Officer
31.	NCM	National Commission for Minorities
32.	CLM	Commission for Linguistic Minorities
33.	CWC	Central Waqf Council
34.	NSP	National Scholarship Portal
35.	UGC	University Grants Commission
36.	HCOI	Haj Committee of India
37.	DARPG	Department of Administrative Reforms & Public Grievances
38.	SPEMM	Scheme for Education of Madaras and Minorities

1. Executive Summary

Under the aegis of Mission Karmayogi and the Capacity Building Commission (CBC), the Ministry of Minority Affairs has formulated their Annual Capacity Building Plan (ACBP). This strategic initiative, employing a role-based system, is designed to improve competencies within various divisions of the Ministry including Administration, Jiyo Parsi, WAQF & NAWADCO, among others. The central objective is to strengthen these entities, enhancing their ability to efficiently execute their responsibilities and thus drive the inclusive growth of minority communities. This approach aligns with the Ministry's wider vision for the development of minority communities through strategies encompassing educational empowerment, infrastructure development, economic empowerment, addressing special needs, and bolstering of minority institutions. By honing the focus on impoverished and deprived sections within the minority communities, the Ministry aims to advance their welfare through targeted, effective, and efficient deployment of its development schemes.

As a step in this direction, multiple interactions have been undertaken with the various divisions of the Ministry such as the Administration, Jiyo Parsi and Statistics, WAQF & NAWADCO, Educational Empowerment, Skill, Integrated Finance Division and for an understanding of the roles and responsibility of these divisions and the Ministry. Accordingly, competency, institutional and technological requirements corresponding to the roles and responsibilities of these entities have been identified which will enable them in undertaking these responsibilities efficiently in line with the overall vision of the Ministry.

Before identifying the competency requirement all the officials were assessed for any past trainings attended. The results of the survey have validated the critical requirement of ACBP for enhancing the effectiveness of the Ministry Officials.

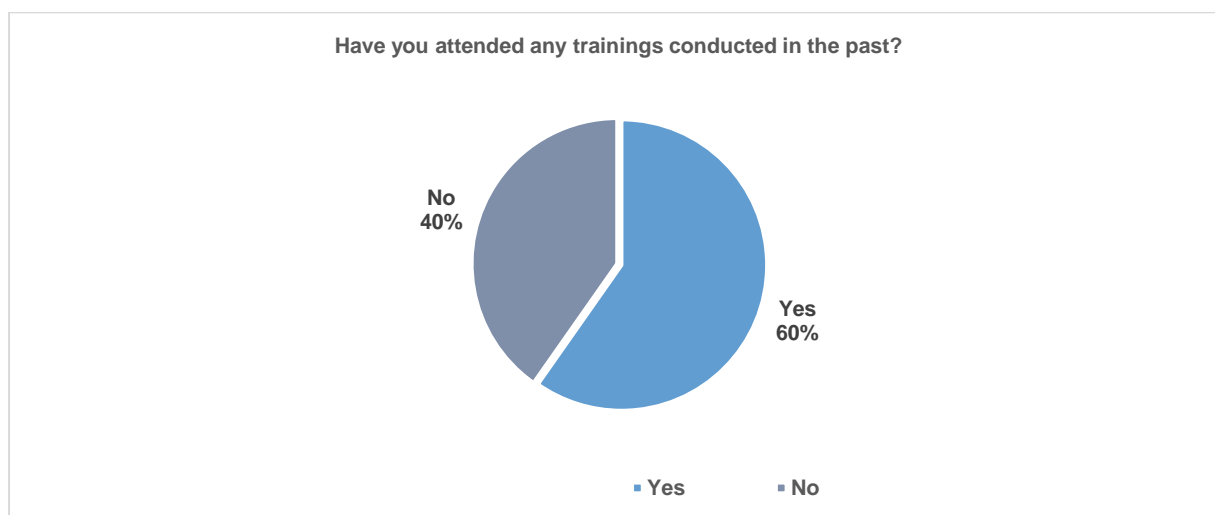


Figure 1 Past trainings attended

The competency requirement have been further identified as (i) Domain competency which is related to knowledge and expertise related to the sector, division, and the respective focus areas, (ii) Behavioral competency which is related to behavior and soft skills and (iii) Functional competency which is related to functional aspects of the

division such as administration, financial planning, communication, legal, stakeholder management, technological know-how and other such broad areas of expertise.

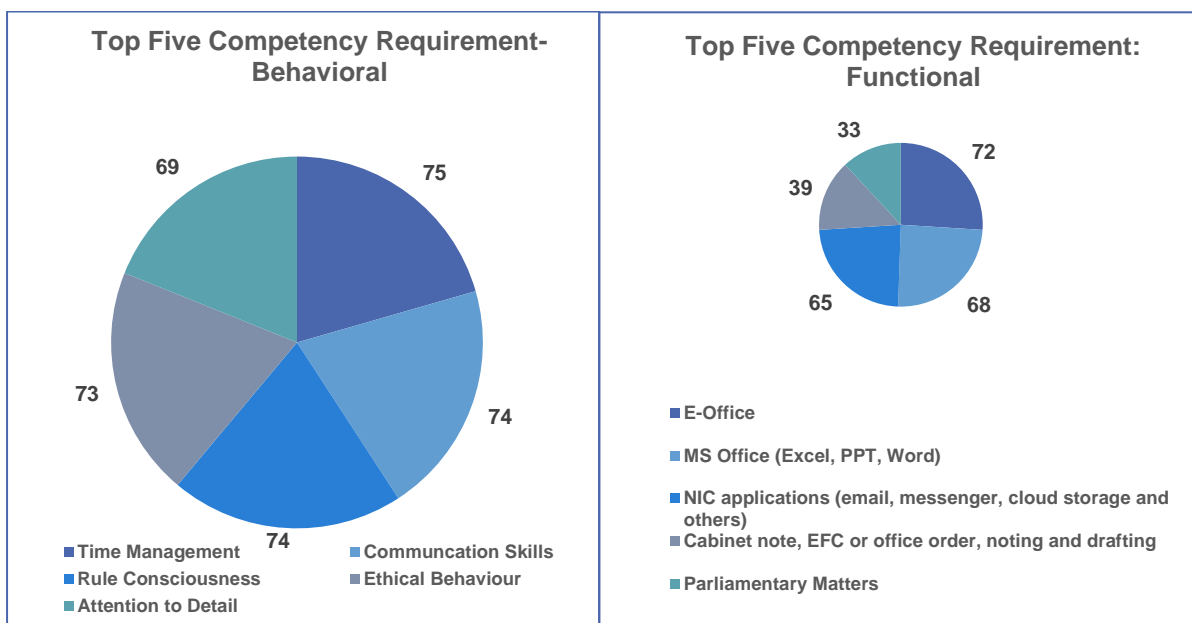
These requirements not only consider the current roles and responsibilities of the divisions and Ministry, but also cater to the changing scenario of Minorities. The Domain specific requirement for the Ministry is specific in nature to enable the ministry to implement inclusive policies and programs. Some of the key domain competency requirements of the Divisions and undertakings that have been identified are as follows:

1. Taxonomy of Domain specific terms
2. Induction Module- Know your Ministry
3. Knowledge of Financial Inclusion and Digital Literacy

The various Divisions within the Ministry, need to interact internally within the organization, with other Ministries, State Governments, at international forums as well with a diverse nature of users. Hence behavioral competency is required to be enhanced in terms of citizen centric work as well as communication skills, negotiation skills, networking, result oriented approach, work ethics and leadership.

The top five Behavioral competency requirement identified were Time Management, Communication skills, Rule consciousness, Ethical behaviour, and Attention to detail. The top five functional competency requirements identified are E-Office, MS Office, NIC Applications, Cabinet note, EFC, or Office Order, Noting and Drafting and Knowledge of handling Parliamentary Matters. These requirements were mentioned by all the officials of the Ministry and need to be addressed immediately.

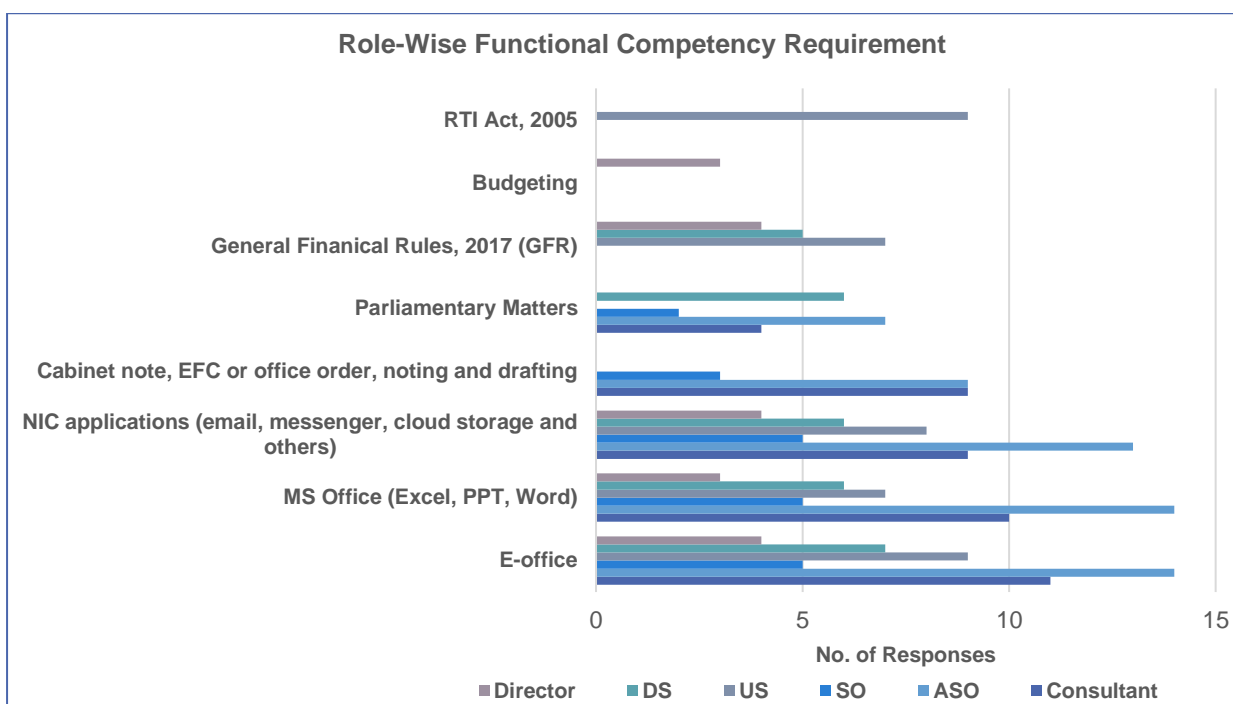
Figure 2 Top Five behavioral and Functional requirements



The Role wise summary of the behavioral and functional competency requirements were also identified and are detailed under in the figure:

Figure 3 Role wise behavioral and Functional Competency Requirements





The Institutional and Technological capacity requirements include requirements related to process improvements, knowledge management and resources planning for increasing efficiency. Some of the issues also include high attrition, shortage of staff, limited development opportunities and the performance appraisal criterion. However, this would require a more in-depth study of the institutions, long term capacity building assessment, technological requirements etc. and hence have not been covered in this section presently.

After assessing the gaps and requirements, appropriate initiatives for capacity building have been identified that are necessary for meeting the overall vision of the Ministry, along with their implementation strategy. These initiatives have been further prioritized on immediate priority (Quick wins) and critical priority taking into consideration the urgency of requirement, time for implementation and costs associated so that maximum impact can be realized in the immediate term. These are part of the annual CBP.

Quick wins are those initiatives that require immediate attention and action due to their high importance and impact on the organization. By completing these initiatives on time, we create a positive momentum that can lead to increased efficiency, productivity, and success. These include immersion programs, upskilling initiatives, and behavioral trainings. Some of these initiatives include domain specific modules on overall orientation of the staff to familiarize them with mission and objectives of the Ministry and their respective roles, the different aspects of the Minorities (Skilling, Educational Empowerment and WAQF & NAWADCO). Subject specific modules have also been proposed considering the arisen requirement from the Capacity Need Analysis of Ministry officials/Staff that can have an immediate impact on the efficiency of the roles and these include Know your Ministry induction module, Field immersion training programmes at Minority concentrated areas and Minority dominated educational institutes for deeper understanding of Ministry's subjects. Additionally, a few functional modules have also been proposed to be undertaken on an immediate priority to improve the day-to-day functioning and these include training modules on manual of office procedure, regulations related to administrative, public grievances and personnel and training, GFR, services rules, etc. Also upskilling and training requirements have been proposed for office tools, drafting

notes, response to parliamentary questions and making presentations. Amongst the behavioral training requirement, modules on effective communications, leadership, empathy, and stress management have been proposed. Amongst behavioral training requirements cultural workshops and Gender Sensitization workshops are proposed on immediate priority.

Other initiatives include some domain specific training modules for enhancing the domain competency of the personnel through induction modules as well as on site trainings for division and role/department. Amongst these the first and foremost includes 'Induction' Modules for all fresh joiners that are specific to the needs of every dept/wing/division providing a 360-degree view of the work and functions of the Ministry. Functional competencies also require to be upskilled and these include use of technology and daily operational functioning, draft, and communication skills, managing legal issues, public grievances & RTI applications, accounting, human resource, and administrative issues. Training on behavioral competencies have also been proposed including motivational training and work ethics.

In addition to the quick-wins and other initiatives, certain institutional and technological requirements have been identified that are common across Ministries. However, such issues may require a further detailed study to develop action plan for their addressal which may entail structural initiatives and can be undertaken as long-term capacity enhancement initiatives. Some of the key requirements identified are concerned with Human resources. An action plan has been proposed for these requirements which may be taken up for implementation after due study and consultations.

Accordingly, the CBP for the MoMA can be prepared based on the requirements of domain, functional and behavioral competencies as well and institutional and technological requirements towards meeting the overall objectives of the Ministry.

2. Introduction

2.1 Mission Karmayogi

Government officials are critical to the delivery of a range of public services and core governance related functions. Throughout their career, officials contribute to the process of policy formulation, implementation, monitoring, and analysis, thus driving all government work.

The unparalleled contribution of government officials to the proper functioning of government makes it essential that they be equipped with the right attitudes, skills, and knowledge aligned to the vision of a new India. Mission Karmayogi refocuses emphasis on India's civil service capacity building landscape, envisioning a citizen-centric and future-ready civil service including laying out a roadmap to achieve the desired results.

India's current civil service capacity building landscape has following challenges:

1. Siloed nature of government: Government officials currently work in geographical, departmental, and sectoral silos instead of adhering to a larger unified vision aligned to national priorities.
2. Training based on seniority: Current training interventions are generally based on factors such as the tenure of officials, their seniority, the availability of funding, the availability of courses, and so on. Thus, they are not targeted to the specific needs of positions, government priorities, the national vision, technological developments, future requirements, and so on.
3. Unstructured training: Existing training interventions are sporadic and unstructured. Thus, there is a lack of opportunities for continuous learning across various stages of an official's career.
4. Restricted access to learning opportunities: Currently training opportunities are available to only a limited number of officials based on factors such as seniority and grade.
5. Sub-optimal learning ecosystem: Officials do not have access to an ecosystem that emphasizes learning in a holistic manner as well as the one that is in sync with adult learning principles.
6. Lack of future-readiness: Officials do not have access to capacity building measures that equip them for the future.

In addition to augmenting the executive capacity of the State, Mission Karmayogi also aims to equip government officials for the future. The government of the future is expected to be, among other things, agile, data-driven, tech-enabled and citizen-centric. Each of these collective attributes will enable governments to deliver on long-term national goals while being prepared to face unforeseen challenges.

Figure 4 Institutional structure of Mission Karmayogi



The following institutions have been created to operationalize the Mission:

1. PM's HR Council (PMHRC): Apex Body that provides strategic direction to the Mission
2. Cabinet Secretariat Coordination Unit: Monitors progress and oversees all capacity building interventions.
3. Capacity Building Commission (CBC): Key implementing agency of Mission Karmayogi, suggests policy interventions related to HR practices, puts forth recommendations on standardization of training and capacity building, supervises all central training institutions.
4. Special Purpose Vehicle: Owns and operates the online platform - iGoT Karmayogi - facilitating world class learning.

Guiding Principles of Mission Karmayogi

Mission Karmayogi is guided by certain core principles that are applicable to all capacity building interventions under the program. These include:

1. **Shift from rule to role-based capacity building:**
Mission Karmayogi focuses on enhancing the attitudes, skills, and knowledge of government officials through role-based interventions. This means a shift from rule-based, supply-driven training to more role-based, demand-driven capacity building. As such, it is targeted to the individual official's needs, wants and aspirations and would be achieved through role-specific, just-in-time, lifelong training for government officials.
2. **Move to a competency-driven approach:**
A competency-driven capacity-building approach focuses on developing competencies critical for public officials to effectively undertake various roles. In line with the National Training Policy of 2072, Mission Karmayogi introduces a competency framework for the capacity building of the civil services. This framework will govern training, capacity building, and Human Resource (HR) management, including promotions and postings of government officials. Competencies can be defined as a combination of Attitudes, Skills, and Knowledge (ASK) that enable an individual to successfully perform a task or activity in a given job.
3. **Democratize and enable continuous, lifelong learning opportunities:**
Currently, the civil services capacity building eco-system does not provide a continuous learning environment for government officials. Additionally, such efforts cater mostly to a specific group of officials. Thus, Mission Karmayogi aims to change this situation by making opportunities available to all government officials, across

hierarchies and geographies. This includes the opportunity to continuously build and strengthen the competencies required for fulfilling their respective roles. It will also provide equitable access to learning material across different levels of the government thereby making world-class capacity building initiatives available to all sections of the civil service.

4. Move beyond silos in the Government:

Mission Karmayogi aims to break silos across the various ministries/departments, to encourage collaborative effort in achieving shared national goals and priorities.

5. Shift to the 70-20-10 model:

Mission Karmayogi proposes designing learning opportunities based on the 70-20-10 model of life-long learning. The 70-20-10 model is constructed on the following principle:

- a. Experiential learning - 70 percent of learning comes from on-the-job experiences and reflections
- b. Relational learning - 20 percent of learning is derived from working with others
- c. Informational learning - 10 percent of learning comes from formal instructor-led activities

6. Link goal setting, planning & achievements:

Mission Karmayogi aims to align learning and capacity building with organisational goals and the career goals of individual officials. This would also include performance measurement.

7. Establish unbiased systems of evaluation:

Under Mission Karmayogi, there will be objective, fair, and independent assessments to determine performance.

8. Shift the mind set of public officials toward training and capacity building:

The goal is to shift the mindset of public officials from pursuing or delivering training due to compliance, to pursuing it due to a love for learning and teaching

iGoT-Karmayogi

iGoT-Karmayogi is an online learning platform being developed as part of Mission Karmayogi for capacity building of approximately 2 crore civil servants. The content can be curated by individual government ministries, in-house or through knowledge partners. Carefully crafted and vetted content from best-in-class government and non-government institutions, universities, private content providers and individual resources will be made available as training modules through the platform.

2.2 Capacity Building Commission

To oversee the planning and implementation of the NPCSCB, the Capacity Building Commission (CBC) was constituted in April of 2021. The Commission plays a key role at helm of Mission Karmayogi and its interventions are designed with three lenses: First, alignment of department's goals with national priorities; Second, citizen centric

service delivery, and third, enhancing capacity of civil servants on emerging technologies. The commission is mandated to perform the following functions:

Figure 5 Functions of Capacity Building Commission

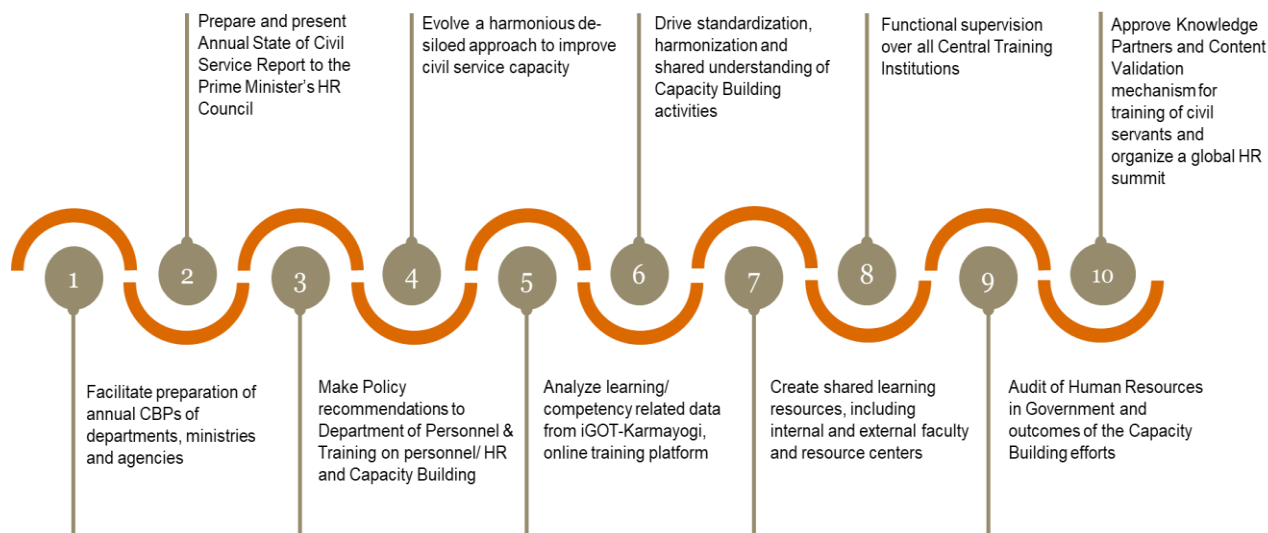
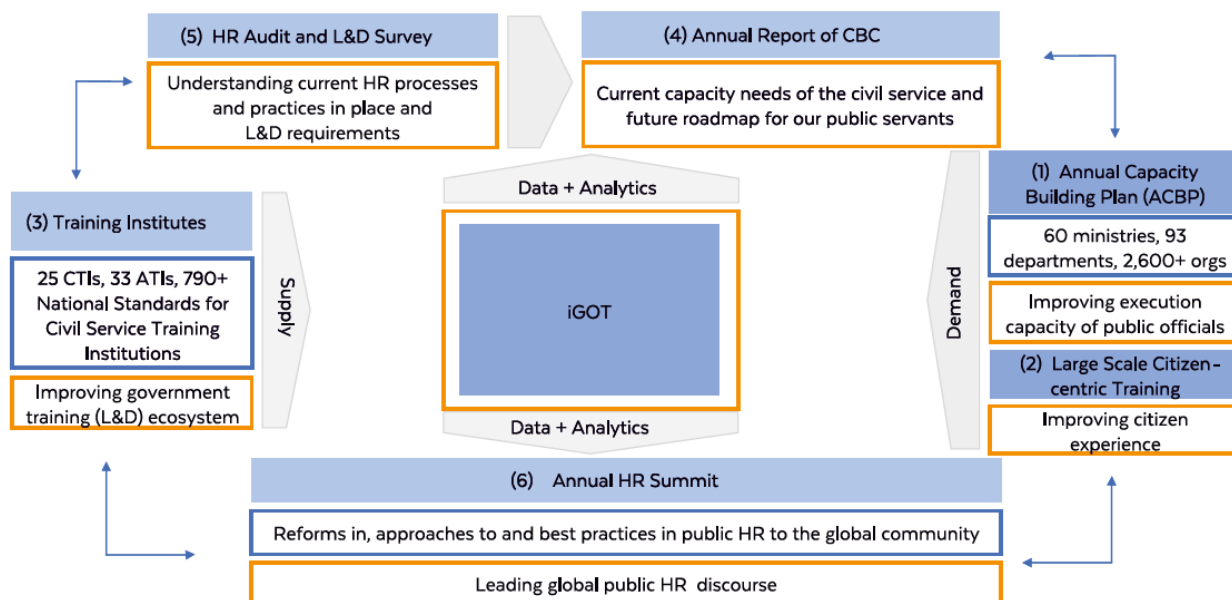


Figure 6 Emerging Ecosystem of Civil Services Capacity Building



The Figure shows the Emerging Ecosystem of Civil Services Capacity Building as envisioned by CBC. As can be seen, demand for capacity building will be driven by the creation and implementation of ACBPs across all MDOs. The ACBPs will provide a detailed analysis of individual and collective organizational needs for the MDO, based on which interventions will be designed, implemented, and monitored. Specific citizen-centric behavioral training will focus on improving citizens' experience while engaging with the State.

Regarding supply side, the focus will be on improving the government learning and development ecosystem. CBC has developed the National Standards for Civil Services Training Institutes (NSCTI) as a benchmark for measuring the existing capacity of government Training Institutes. Targeted interventions across focus areas such as faculty development, training needs assessment, operations & governance will guide the transformation of these institutes and Centers of Excellence.

HR Audit and Learning & Development Survey will help in gathering an understanding of the current HR processes and practices in place, and future L&D requirements. This understanding will help recommend measures for improvement and will be documented in the Annual Report of CBC.

Insights generated by analyzing data emanating from the iGoT Karmayogi platform will also inform the Annual Report of CBC, HR Audit, and the global discourse on public sector HR and capacity building. India will lead this global discourse by organizing an annual HR Summit.

CBC has already conceptualized and developed CBP for- Ministry of Civil Aviation (MoCA), Ministry of Food Processing Industries (MoFPI), Ministry of Defence (MoD), Ministry of Labor & Employment (MoL&E), Ministry of Ports, Shipping and Waterways (MoPSW), Ministry of Social Justice and Empowerment and Department of Commerce. As the first step, CBC has interacted and worked along with these Ministries to chart out their goals, identify their competency requirement and preparation of their CBP.

This report provides a broad overview of the vision and the goals of MoMA. It summarizes the competency requirements of the various divisions of the Ministry, and highlights some of the interventions that can be marshaled in short and medium term.

2.3 Annual Capacity Building Plan

As noted, one of the key mandates of the Commission is to facilitate the creation of an Annual Capacity Building Plan (ACBP) for each MDO of the government.

CBC views the process of capacity building as a marathon, not a sprint. Through the ACBP exercise, it intends to expand the public sector capacity building by going beyond training. Thus, while the ACBP exercise identifies MDO-specific training interventions to build individual capacity, it also looks at organizational interventions that can build capacity of an MDO as a whole or can be scaled up to build capacity pan-government.

The ACBP of an MDO is document detailing all the interventions required to develop and enhance the competencies of individual officials within that MDO as well as the collective capacity of the MDO. Given the nature of the change required, the ACBP may begin with a few simple focus areas instead of comprehensive coverage, and then evolve overtime into a full-fledged workplan.

Creation of ACBP will focus on identifying the demand for capacity by conducting a Capacity Needs Analysis (CNA). The implementation phase will in turn focus on the supply-side of the process. Table 1 lists the demand and supply sides to the ACBP exercise.

Table 1 Demand and supply side to ACBP

D	S
<ul style="list-style-type: none"> • Visioning Exercise • Capacity Needs Analysis • Individual competency gaps • Organisational capacity needs • Consultations 	<ul style="list-style-type: none"> • Training institutes associated with respective ministries • Other government training institutes • iGoT Karmayogi platform • Partner training institutes outside of India and foreign universities • MDOs implementing interventions that are pan-government • Private sector organisations from and outside India • Central and State Public Sector Undertakings/Enterprises • Multilateral Organizations

The following section covers the conceptual framework of ACBP. It is followed by the specific suggested steps for the creation, implementation and monitoring and evaluation of the ACBP by a Ministry.

2.3.1 A Conceptual Framework for Development of Annual Capacity Building Plan

The Content of an ACBP will be based on the following two aspects:

- Three Lenses: Focus areas for capacity building exercise
- Three Pillars: Scope of capacity building exercise

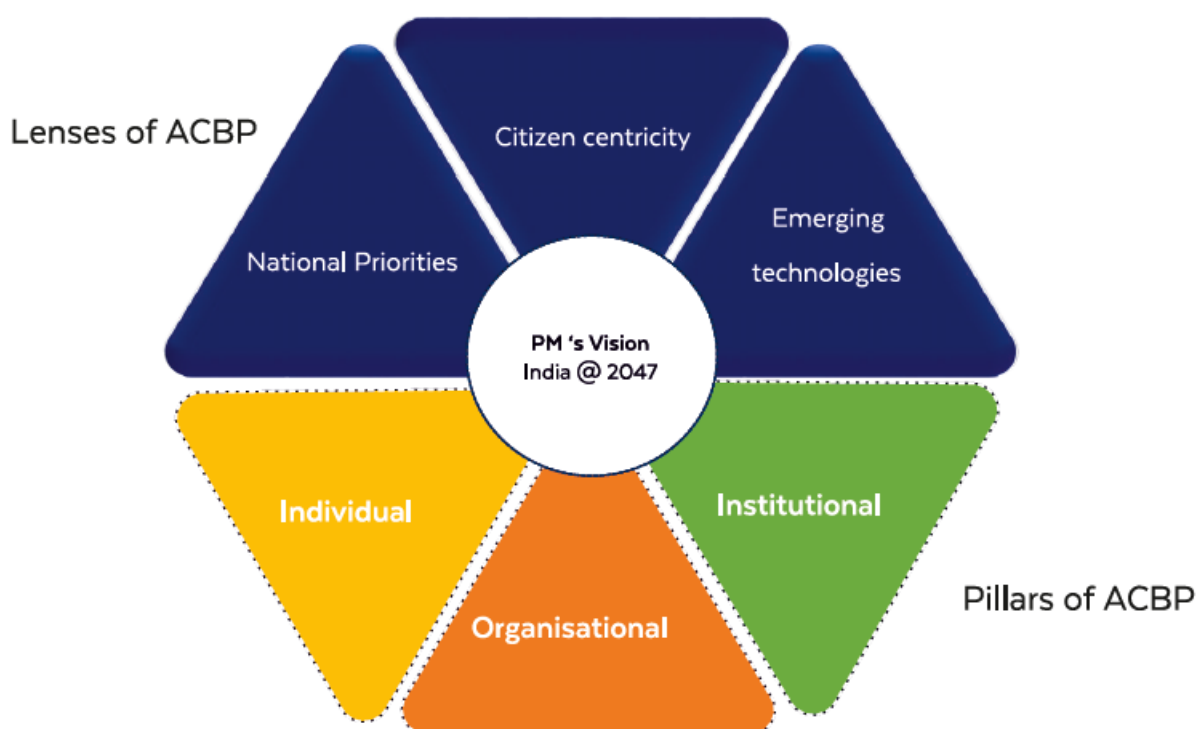


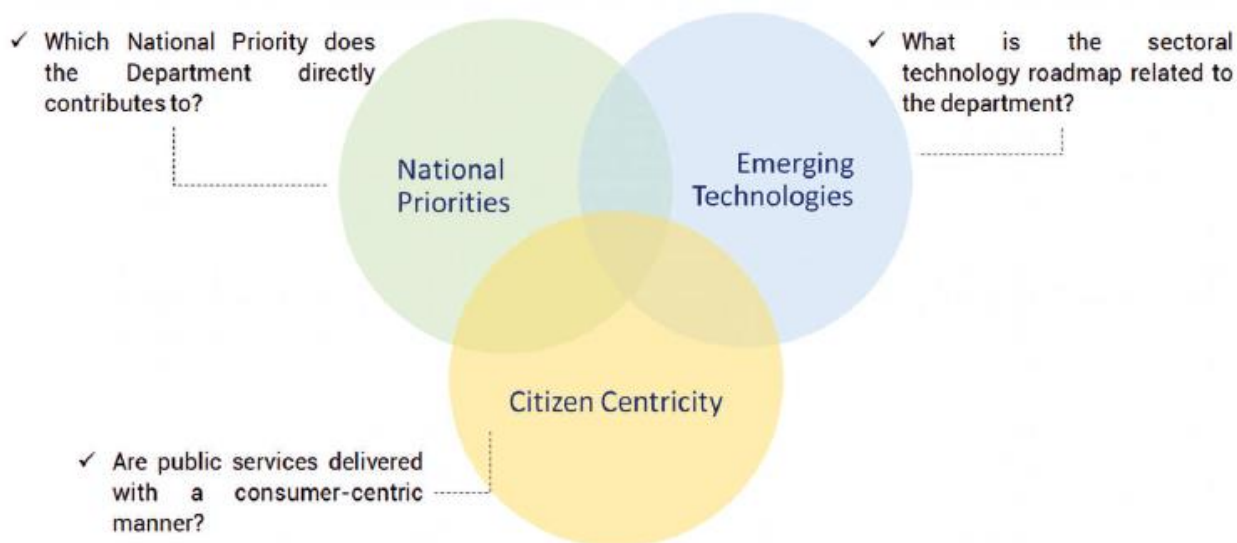
Figure 7 CBC Approach to Capacity Building

The Figure shows the three lenses of ACBP, namely National Priorities, Emerging Technologies, and Citizen Centricity. It also displays the three pillars of ACBP, namely individual, organizational, and institutional capacity building. Each of these has been elaborated in the section below:

Three Lenses: Focus areas for capacity building exercise

Capacity building is a goal-oriented exercise. Each Ministry is expected to arrive at its own capacity building goals. To facilitate this process, the CBC has identified three focus areas: contribution to National Priorities, ability to assess Emerging Technologies and Citizen Centricity.

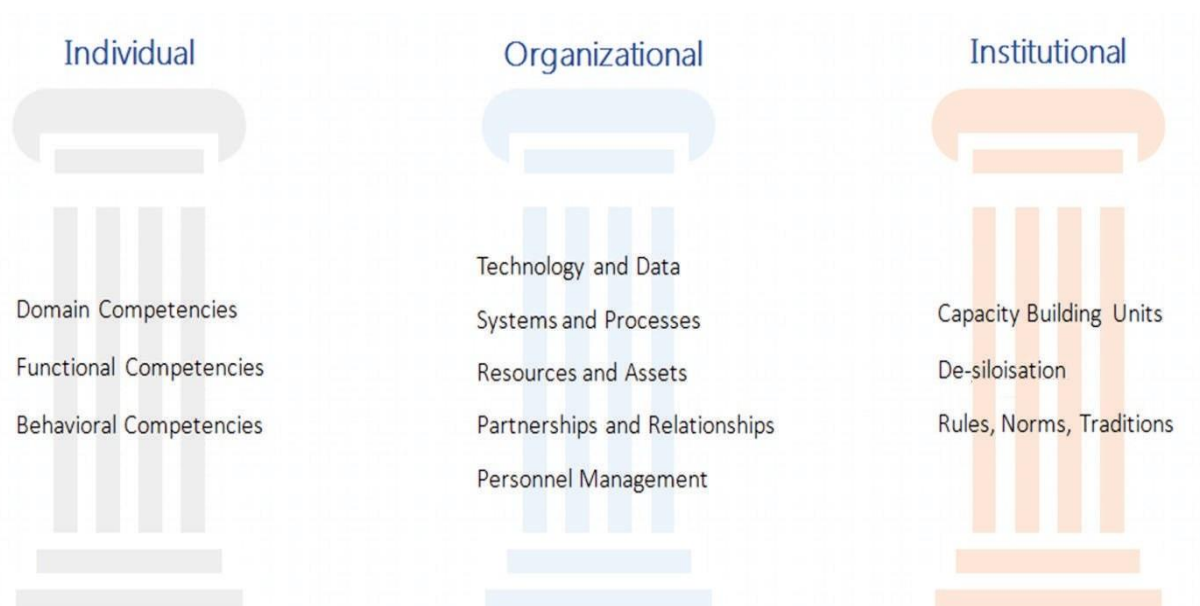
Figure 8 Three Lenses of Capacity Building



Three Pillars: Scope of Capacity Building Exercise

Capacity is developed at three levels: individual, organizational, and institutional (as seen in figure below). These are referred to as the three pillars of capacity building.

Figure 9 Three Pillars of Capacity Building

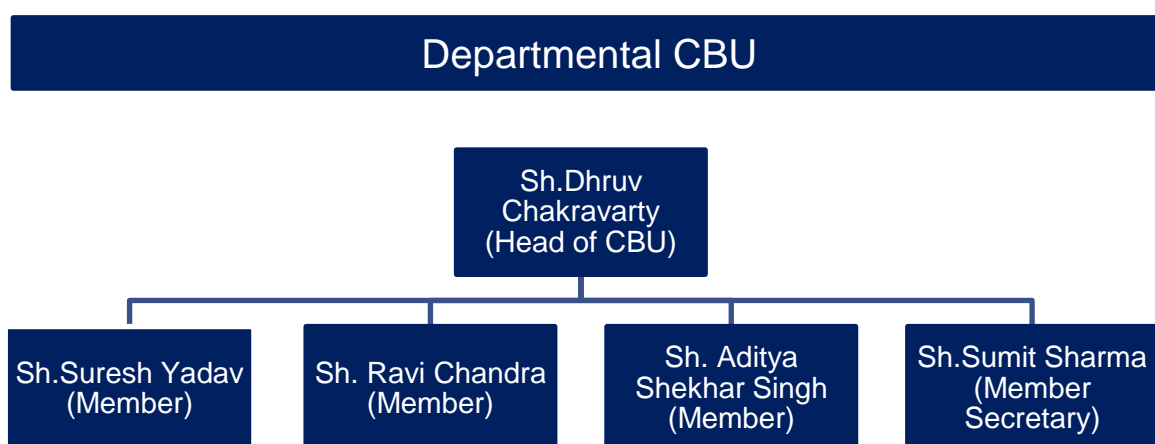


2.4 Ministry, Capacity Building Unit and Functions

CBC intended to institutionalize capacity building by setting up a Capacity Building Unit (CBU) in respective departments which had lead efforts in operationalizing the competency framework, developing content, curating assessments et cetera, and had work closely with Capacity Building Commission.

The CBU of Ministry of Minority Affairs is headed by Sh. Dhruv Chakravarty, Deputy Secretary and was supported by Capacity Building Commission.

Structure of the Capacity Building Unit (CBU)



Further support was provided to the CBU by the following roles:

Technical Consultant: The Technical consultant was appointed by the CBC for the development of CBP with the MDO

The Capacity Building Unit set up in the Ministry had performed the following functions:

- a) Develop the Ministerial capacity building plan
- b) Monitor the competency development of officials
- c) Develop, validate, and onboard CBPs
- d) Develop and onboard assessments
- e) Manage onboarding on iGoT Karmayogi

The CBU had immensely supported and facilitated the technical consultant during the entire process of developing the ministerial capacity building plan. CBU had guided the consultants at every step of the process. The CBU had also supported the various functions of the CBC at the Ministry level such as:

- a) Preparation of the Annual CBC Report
- b) Making recommendations on standardization of training and capacity building, pedagogy and methodology including coordination with Government Training Institutes to carry out research on pedagogy, competency framework, competency gap assessment et cetera.
- c) Making recommendations on policy interventions in areas of personnel/HR and Capacity Building to CBC
- d) Analysis of data emitted from iGoT KY pertaining to different aspects of capacity building such as content creation, competency mapping, feedback et cetera.

Activities of the Capacity Building Unit (CBU)

The Capacity Building Units are responsible for all aspects of the larger Capacity Building Programme as well as the Ministerial rollout of Capacity Building plans. CBC would support the Capacity Building Unit in the ACBP rollout.

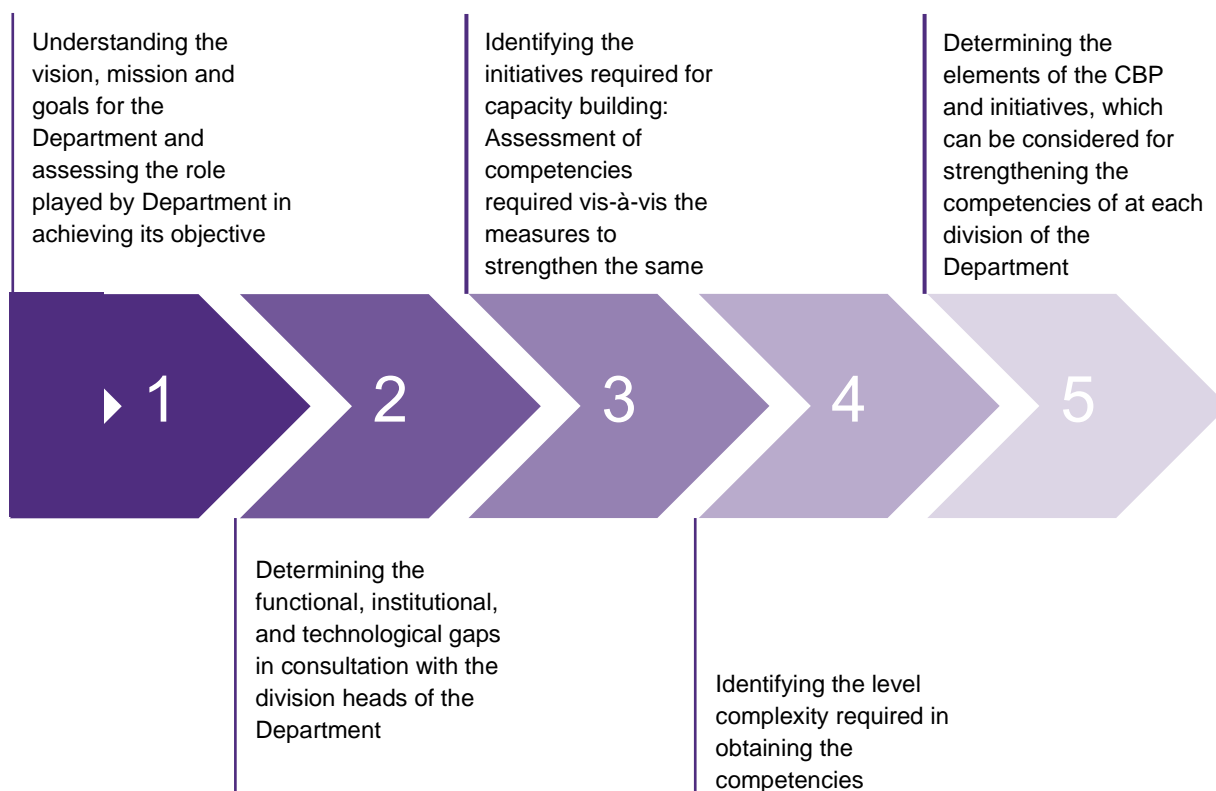
- a) Finalization of Ministerial Annual Capacity Building plan for the next 2 years, facilitating implementation of ACBP, development of training calendar for meeting the institutional vision and needs, addressing all levels and its effective roll out obtaining approval of the competent authority in the Ministry for annual Training calendar
- b) Facilitating monitoring, evaluation of the Annual Capacity Building Plan with close co-ordination between CBC and MDO
- c) Support in collecting various data related to Annual State of Civil Services Report and act as data manager
- d) Coordinate with all stakeholders covering Training Institutes and various other Knowledge Partners to implement ACBP of the Ministry
- e) Facilitate and map existing resource (digital and physical) and make it shareable
- f) Global benchmarking: Identify various opportunities of collaboration for departmental functioning and alignment with global practices

3. Approach and Methodology

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

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

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



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

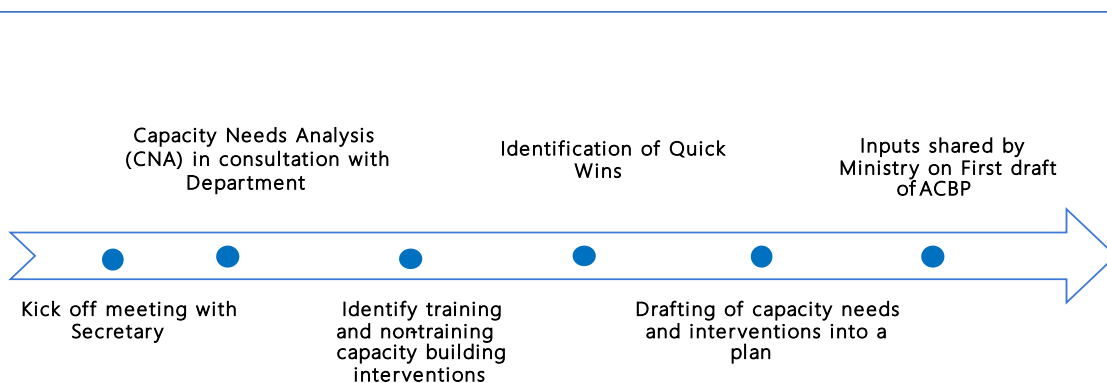
The current capability gaps (in terms of competency, institutional and technological) were identified along with desired competencies for each division based on the self-assessment of the JS/ heads of divisions at the Ministry and its undertakings.

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

The process of creating the CBP in the Ministry of Minority Affairs (MoMA) is as follows:

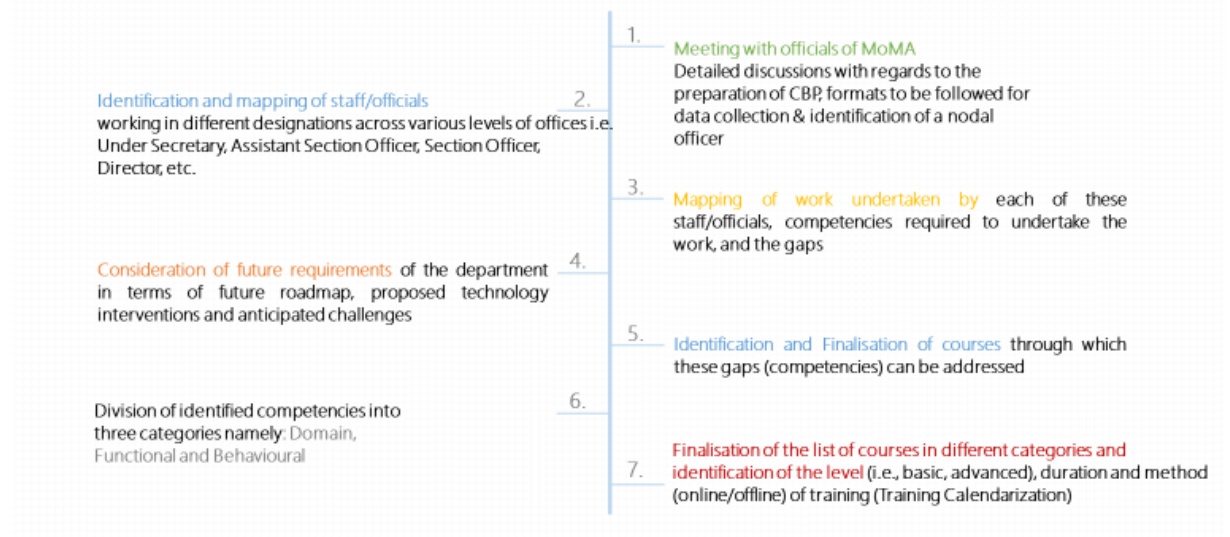


Planned timeline Capacity Building Plan



Based on the goal and focus areas of each division, competency needs of the Ministry have been identified. These competency requirement ranges from the art of drafting policy, sectoral knowledge to skills related to networking & negotiation and citizen-centric capabilities.

Steps Undertaken in CNA



Steps	Details
Step 1: Alignment of objective with the Ministry	Joint meeting was conducted with Secretary & the JS. In the meeting, the mandate & the objectives of the CBC were articulated. It was clarified that the framework of CBC is not limited to training, but also incorporates institutional and systemic capacity development. The expectations of Ministry were also identified from this meeting.
Step 2: Understanding the role & function of the Ministry	Following the above meeting, team conducted a thorough review of the following areas: <ul style="list-style-type: none"> Ministry's mandate, policies, roles, functions, recent developments and trendlines from Ministry's website, portals and documents, web search and study reports Ministry's key programs, priorities, strategic objectives and goals, emerging trends/ focus areas National priorities and how Ministry fulfils/ contributes to same
Step 3: Comprehend role & responsibility of each division of the Ministry	The team then further identified the following activities for each division/unit headed by a JS/Additional Secretary (AS): <ul style="list-style-type: none"> Areas of responsibility of the division/unit Emerging trends, government priorities and Ministry's objectives that fell within purview of division/unit Specific schemes/programmes managed by division/unit

Steps	Details
<p>Step 4 – Consultation with the division head/JS</p>	<p>Multiple consultations were conducted with JS, division heads at the Ministry and its undertakings, to understand the following areas:</p> <ul style="list-style-type: none"> ● Entire spectrum of roles and responsibilities, functions and activities undertaken by each unit and the priority and frequency of respective activities ● Interrelationships with other units within the Ministry and coordination/ cooperation with government agencies outside the Ministry and the larger set of stakeholders the unit engages with for each functional responsibility ● Current and emerging trends and future possibilities and how it could impact the role and functioning of the unit ● Understand the broad staffing structure and operational practices adopted by the unit to deliver outputs and outcome <p>Apart from getting a comprehensive understanding of the roles and responsibility of each division, consultations were held with the divisions to understand the:</p> <ul style="list-style-type: none"> ● Current organizational practices and institutional mechanisms to address competency deficits, and ongoing capacity building and training initiatives ● Competency gaps as per the experience of the head of the division based on self-assessment ● Competency required to execute the critical functions of the division
<p>Step 5 – Situational analysis and key findings</p>	<p>Based on the consultation with the key stakeholders, the team conducted preliminary competency mapping which highlighted competency gaps and skills required in the Ministry</p> <p>The team then identified the key interventions that the Ministry can undertake for the identified gaps which included training courses and other systemic/institutional interventions</p>
<p>Step 6 – Workshop on way forward</p>	<p>Workshops were conducted with relevant stakeholders to discuss key observations & findings, synergies, and commonalities. CBP was prepared based on these discussions.</p>

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

Table 2 Scope Coverage of the Plan

Section	Scope Coverage in the Section	
Section 1	Overview of the Ministry	This section focuses on the Ministry's Vision, Mission, and Goals. It includes various areas of responsibilities of the Ministry's divisions.
Section 2	Roles & responsibilities of the divisions and requirements	<p>This section incorporates division specific mandates and the role these divisions (which includes divisions under the Ministry and its undertakings) play as part of the Ministry to achieve the same. This section also captures the competency, institutional and technological gaps as identified by the various divisions.</p> <p>The assessment of the requirements is based on the deep dive into the Roles and Responsibilities (R&R) of various divisions of the Ministry and its undertaking that have specific focus areas and defined goals that was derived through consultations with these divisions and assists in identification of the critical areas.</p>
Section 3	Requirements of the divisions	This section covers the areas of work responsibilities of the divisions and identification of various competencies required to deliver in a streamlined manner. It further categorizes the competencies into a framework as identified by the officials of the respective organization.
Section 4	Key Insights from CBC CNA Exercise	This section highlights the insights generated from the Capacity Needs Analysis (CNA) exercise with regards to capacity building.
Section 5	Capacity Building Plan	Initiatives required to address the identified competency gaps have been outlined in this section. Initiatives have been categorized as Quick-wins, critical priority, and long-term initiatives, depending upon the ease of implementation and dependencies. This section also provides the larger institutional and technological requirements that are common across all Ministries and can be studied further for more structured action.

4. Ministry Overview

This section expands on the Ministry's vision and mission. It also describes the Ministry's organizational structure, as well as the various divisions and undertakings associated with it, as well as their portfolio, which includes the various sub-sectors.

Overview of Ministry

The Ministry of Minority Affairs was carved out of Ministry of Social Justice & Empowerment and created on 29th January 2006 to ensure a more focused approach towards issues relating to the notified minority communities namely Muslim, Christian, Buddhist, Sikhs, Parsis and Jain. The mandate of the Ministry includes formulation of overall policy and planning, coordination, evaluation and review of the regulatory framework and development programmes for the benefit of the minorities. The Ministry is under the overall charge of Smt. Smriti Zubin Irani, Hon'ble Minister for Minority Affairs. The administrative Head of the Ministry is Secretary, Ministry of Minority Affairs. The Secretary of the Ministry is assisted by four Joint Secretaries and a Joint Secretary & Financial Adviser and one Deputy Director General.

The Ministry of Minority Affairs is incorporated with certain subjects under the Government of India (Allocation of Business) Rules 1961. The following subjects are allocated to the Ministry:

1. Overall policy, planning, coordination, evaluation, and review of the regulatory and developmental programmes of the minority communities.
2. All matters relating to minority communities except matters relating to law and order.
3. Policy initiatives for protection of minorities and their security in consultation with other Central Government Ministries and State Governments.
4. Matters relating to linguistic minorities and of the office of the Commissioner for Linguistic Minorities.
5. Matters relating to the National Commission for Minorities Act.
6. Work relating to the evacuee Wakf properties under the Administration of Evacuee Property Act, 1950 (31 of 1950) (since repealed).
7. Representation of the Anglo-Indian Community.
8. Protection and preservation of non-Muslim shrines in Pakistan and Muslim shrines in India in terms of the Pant-Mirza Agreement of 1955, in consultation with the Ministry of External Affairs.
9. Questions relating to the minority communities in neighboring Countries, in consultation with the Ministry of External Affairs.
10. Charities and Charitable Institutions, Charitable and religious Endowments pertaining to subjects dealt with in the Department.
11. Matters pertaining to the socio-economic, cultural, and educational status of minorities; minority organisations, including the Maulana Azad Education Foundation.
12. The Wakf Act, 1995 (43 of 1995) and Central Wakf Council.
13. The Durgah Khawaja Saheb Act, 1955 (36 of 1955).
14. Funding of programmes and projects for the welfare of minorities, including the National Minorities Development and Finance Corporation

15. Employment opportunities for minorities in the Central and State public sector undertakings, as also in the private sector.
16. Formulation of measures relating to the protection of minorities and their security in consultation with other concerned Central Ministries and State Governments.
17. National Commission for Socially and Economically Backward Sections among Religious and Linguistic Minorities.
18. All matters relating to the Justice Sachar Committee.
19. Prime Minister's new 15-Point Programme for Minorities.
20. Any other issue pertaining to the minority communities.
21. Management of Haj Pilgrimage, including administration of the Haj Committee Act, 1959 (51 of 1959) and the rules made thereunder.

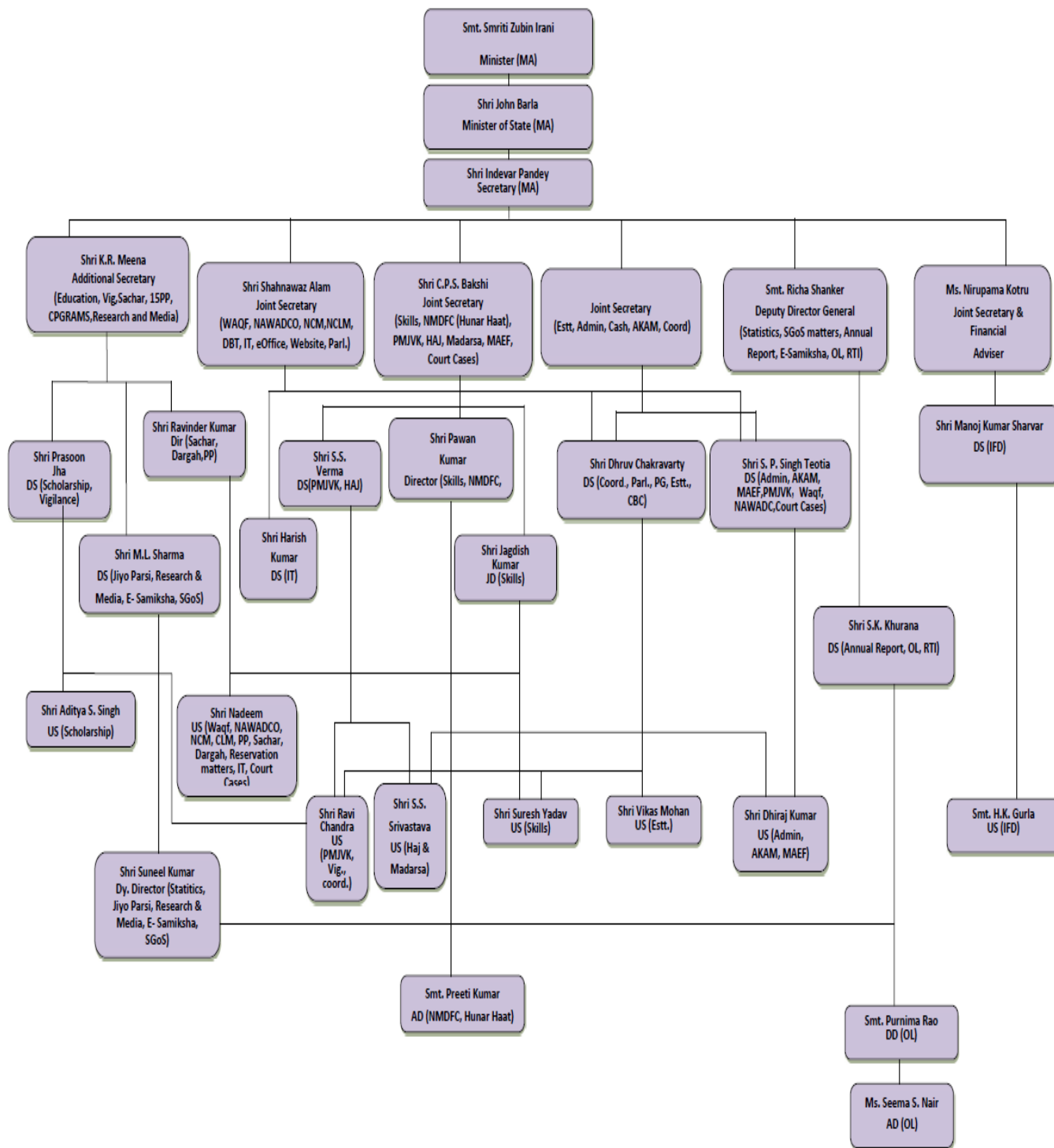
4.1. Vision

Empowering the minority communities and creating an enabling environment for strengthening the multi-racial, multi-ethnic, multi-cultural, multi-lingual, and multi-religious character of our nation

4.2. Mission

To improve the socio-economic conditions of the minority communities through affirmative action and inclusive development so that every citizen has equal opportunity to participate actively in building a vibrant nation. To facilitate an equitable share for minority communities in education, employment, economic activities and to ensure their upliftment.

4.3. Organogram



5. Divisions, Roles, and Responsibilities

This section captures the roles and responsibilities of the various divisions of the Department and identifies the various requirements of these divisions that are necessary for them in imparting their responsibilities and in line with the overall vision of the Department. This has been done predominantly based on the interactions undertaken with the Joint Secretaries/ heads of the respective divisions of the Department.

The Ministry of Minority affairs have 6 divisions i.e., Educational Empowerment, Skills, WAQF & NAWADCO, Administration, DDG, JS&FA.

As per the details shared by the department, they have a sanctioned strength of 135 officers/staff and 86 Officers/staff¹ in their Ministry including both full time and contractual staffs.

During the consultations with the respective divisions, it was observed that since the minority affairs is social sector ministry, there is major requirement of behavioral and functional competencies in the staff. Therefore, for the Department to be able to perform its role effectively and meet the objectives, the development of capacity and capability by identifying and meeting the following requirements of its divisions is imperative.

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

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

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

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

Some of the key subjects where there is an institutional gap in the division, are

- An orientation training module along with refresher courses may be to provide familiarization and understanding of the functions of the department, roles, and overall understanding of the division.
- A digital glossary as a ready reference document for the divisions would also be a helpful guide in this aspect

¹ From Ministry of Minority Affairs Annual Report (2021-22)

- The career progression of the personnel should allow them to develop specializations in a specific subject that can ultimately benefit the division/department.

3. Technological Requirements: There have been significant technological advancements for monitoring the aids and scholarship disbursements for educational and skilling schemes of Ministry. It is important that the divisions have the necessary technological tools and techniques for its efficient functioning. Some of the basic tools and technology requirements are common across all divisions. However, some very domain specific requirements have also been identified that would require interventions.

Some of the key subjects where there is requirement of Technological interventions in the division, are

- The scholarship subsidy is being transferred directly to the account of beneficiaries in the respective schemes of the Ministry. Updating technology of reporting tools and leveraging various databases for better access to information and reporting.
- Development of AV and digital tools specifically for minority affairs training needs and online support

Hence, for the purposes of this study, the observations based on the discussions with the JS / Department heads/ officials have been considered to identify the current gap areas.

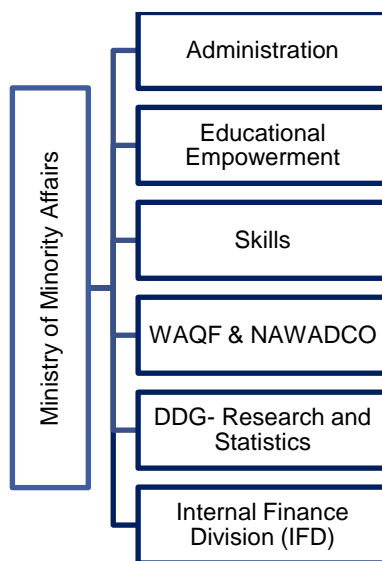


Figure 10 Identified Divisions

In the following sub-sections, we will cover roles and the aligned requirements of each division/institute in elaborate detail. The requirements are culled out from our consultations with the divisions/institutes we have covered in the first iteration, tabulation exercises and secondary research.

5.1. Educational Empowerment

The Educational Empowerment division is headed by Sh. KR Meena (Additional Secretary). The Division is allocated the responsibility of pre-Matric scholarship schemes, Post Matric Scholarship schemes, Merit-cum Means scholarship, Padho Pardes and MANF schemes and other matters detailed under. The table below provides the area of focus and role of the division:

Divisional Head/Officer's Name	Area of Focus	Role of the Division
Shri K R Meena, Additional Secretary	Educational Empowerment and CVO	All matters related to: <ul style="list-style-type: none"> • Education- (Pre-Matric Scholarship, Post Matric Scholarship, Merit-cum-Means Scholarship, Padho Pradesh, MANF) • Vigilance • Sachar Committee & 15 PP (includes Anglo Indian Community & any other community specific grievance) • Dargah Committee, Reservation matters • Jiyo Parsi (including grievances related to the community) • CP Grams, Public Grievances • Vision@2047 • Citizens Charter • Research & Media

During the consultations held in the month of January and February 2023 with divisional head, key issues and needs highlighted have been compiled below. These needs were portrayed to be taken up progressively and can be monitored towards implementation separately by the Capacity building Unit (CBU) or as the organization may deem fit.

During the discussions with the Department, the following requirements were identified:

Competency Requirements

Some of the key subjects where there is requirement of competency upgradation or new competencies are

- The officials need enhanced stakeholder management competencies and communication and personnel management skills.
- Due to the nature of the division, it is important that the personnel are well versed with the educational schemes for minorities and inclusions and exclusions in schemes etc. An AV toolkit, update from time to time, supplemented with case studies could greatly enhance the understanding of the personnel.
- Understanding of various act and policies with respect to minorities, legal matters, parliamentary matters etc.
- Basic skills such as data research & analysis, presentation, drafting of official communication, interpersonal communication skills, document and precis writing, MS Office applications etc. are required for performing day-to-day functions.
- Skill development of the officials in project management, Establishment Rules & General Administration Matters of Government Departments, NIC applications is also required.
- As part of its general management, there is a requirement for skills in effectively engaging with the various stakeholder engagement of the division and state offices, communication and information gathering, information management, reporting and monitoring, etc.
- Skill development in service rules, PFMS, Financial management and budgeting is also required.
- All the officials/staff require behavioral competencies of Time management and ethical behavior.

Capacity Building commission (CBC) conducted a comprehensive data collection exercise to gauge unique role wise competency requirements of the employees for the entire division. The following charts highlight the main insights gathered from exercise from various angles.

Functional Competency needs

Further, figure 2 below depicts Top 5 functional competency requirements enlisted by the division. Employees have reiterated the need to know and/or revise the know-how on the processes and rules and its systemic needs to enable it to be inter-institutional operable or transferable. Such competencies include knowledge of E-Office, MS Office, NIC Applications, General Financial rules, 2017, parliamentary matters, institutional mechanism of induction for smooth transitioning to a newer role, etc

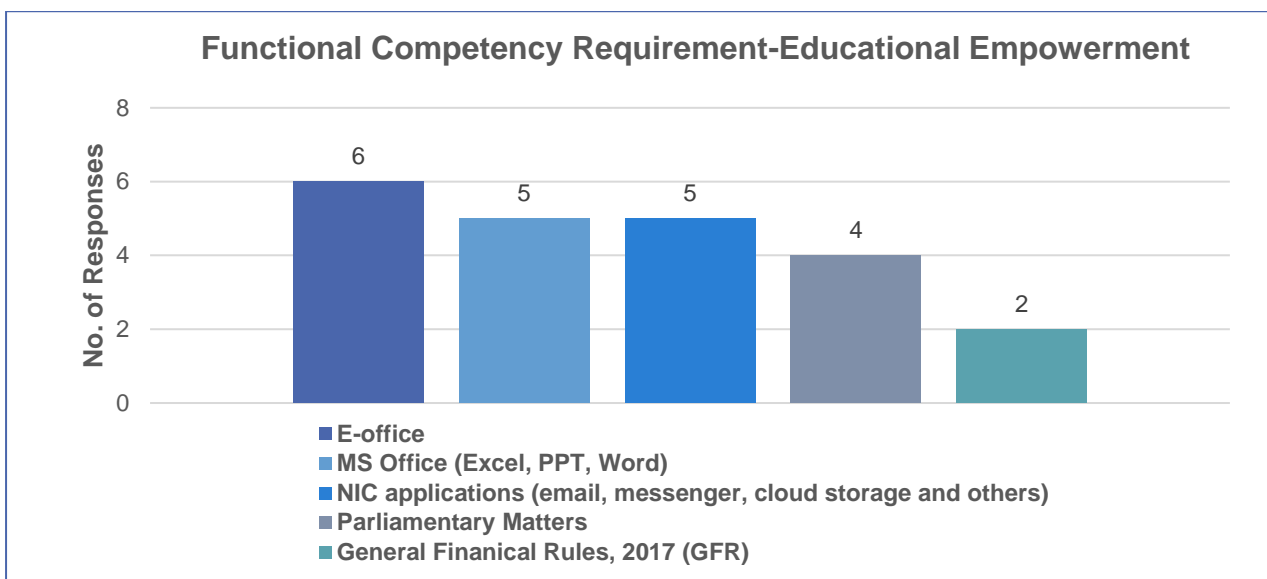


Figure 11 Functional Competencies: Educational Empowerment

Behavioural Competency needs

The figure 3 depicts Top 5 behavioural competency requirements enlisted by the divisional employees.

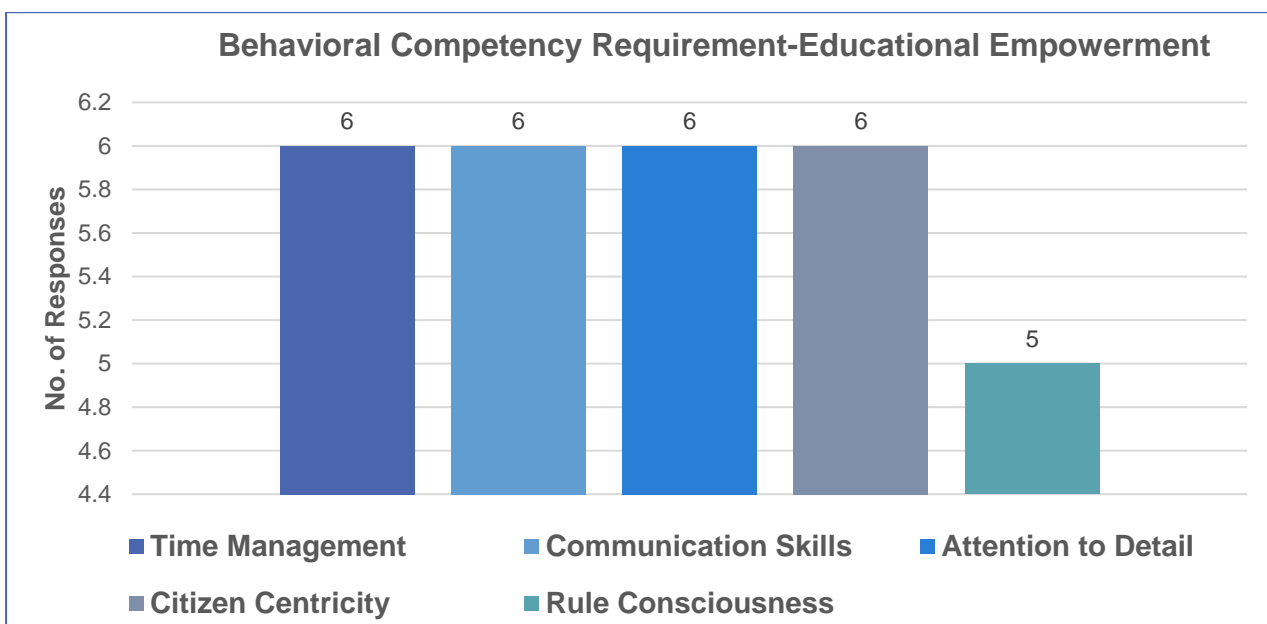


Figure 12 Behavioral Competencies: Educational Empowerment

It is to be noted that the insights gained from the exercise played a pivotal role in providing the basis for annual year wise training initiatives. The other basis for the preparation of the training calendar were in depth consultations with Secretary, Joint Secretary and CBU members.

5.2. Skills

The Skills Division is headed by Sh.CPS Bakshi (Joint Secretary). The table below mentions the role of the division:

Divisional Head/Officer's Name	Area of Focus	Role of the Division
Sh.CPS Bakshi (Joint Secretary)	Skills	All matters related to: <ul style="list-style-type: none"> • Skill Development Schemes - (PM Vikas, Seekho Aur Kamao, Nai Manzil, USTAAD, Hamari Dharohar, Nai Roshni) • NMDFC- (Hunar Haat) • PMJVK • Haj • Madarasa Education • MAEF • Coordination of Court Cases

During the discussions with the JS and the Department, the following requirements were identified:

Competency Requirements

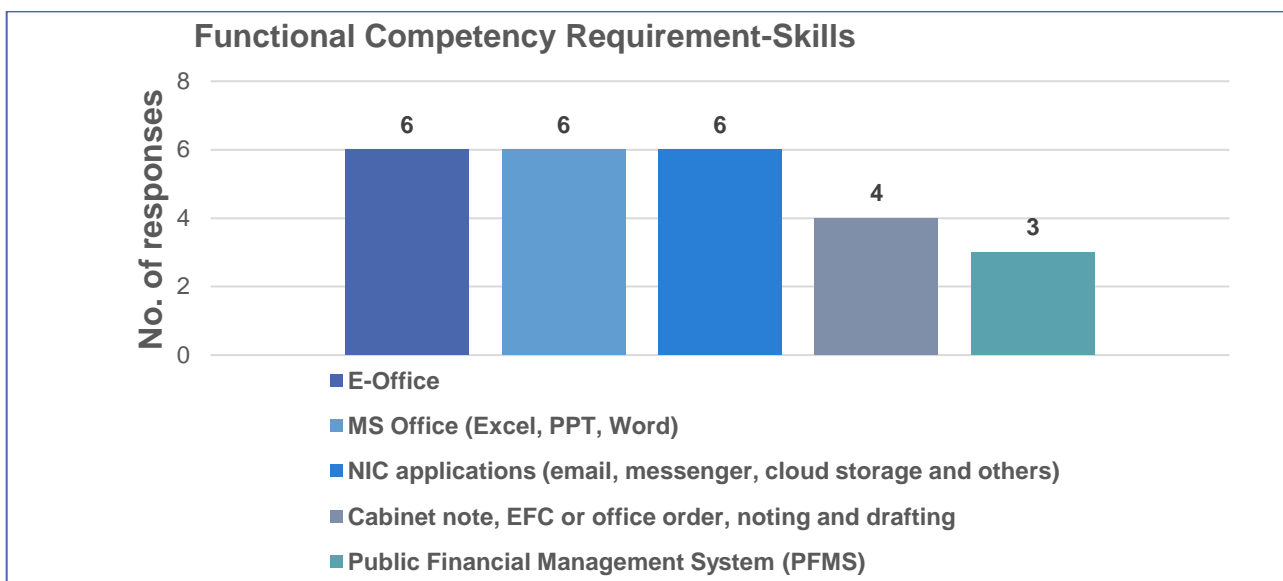
Some of the key subjects where there is requirement of competency upgradation or new competencies are

- The officials need enhanced stakeholder management competencies and communication and personnel management skills, Leadership skills, decision making, and Critical thinking is identified as a major competency requirement.
- Due to the nature of the division, it is important that the personnel are well versed with the skilling schemes for minorities and inclusions and exclusions in schemes etc. An AV toolkit, update from time to time, supplemented with case studies could greatly enhance the understanding of the personnel. The Division can also be supplemented by competencies around financial inclusion and enhancing digital literacy.
- Understanding of various act and policies, legal matters, parliamentary matters etc.
- Basic skills such as data research & analysis, presentation, drafting of official communication, interpersonal communication skills, document and precis writing, MS Office applications, NIC applications etc. are required for performing day-to-day functions.
- Skill development of the officials in Establishment Rules & General Administration Matters of Government Departments, RTI Act 2005 is also required.

- As part of its general management, there is a requirement for skills in effectively engaging with the various stakeholder engagement of the division and state offices, communication and information gathering, information management, reporting and monitoring, etc.
- Skill development in service rules, PFMS, Financial management and budgeting is also required.
- All the officials/staff require behavioral competencies of Time management, stress management and ethical behavior.

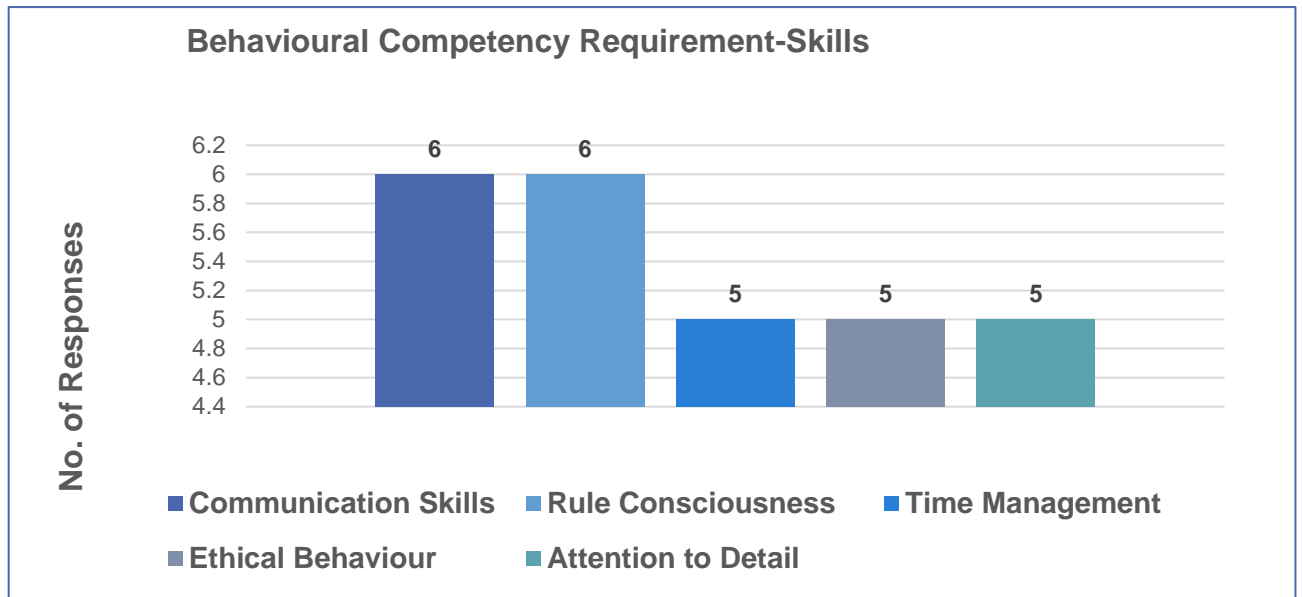
Functional Competency needs

The Figure depicts functional Competency requirement culled out of Skill Division employees:



Behavioural Competency needs

The figure depicts behavioural competency requirements enlisted by Skill Division officials.



5.3. WAQF & NAWADCO

The WAQF & NAWADCO Division is headed by Sh. Shahnawaz Alam (Joint Secretary). The table below mentions the role of the division:

Divisional Head/Officer's Name	Area of Focus	Role of the Division
Sh. Shahnawaz Alam (Joint Secretary)	WAQF & NAWADCO	All matters related to: <ul style="list-style-type: none"> • WAQF & NAWADCO • NCM, CLM • IT (DBT, NIC, e-office, website) • Parliament

During the discussions with the CBU and the Department, the following requirements were identified:

Competency Requirements

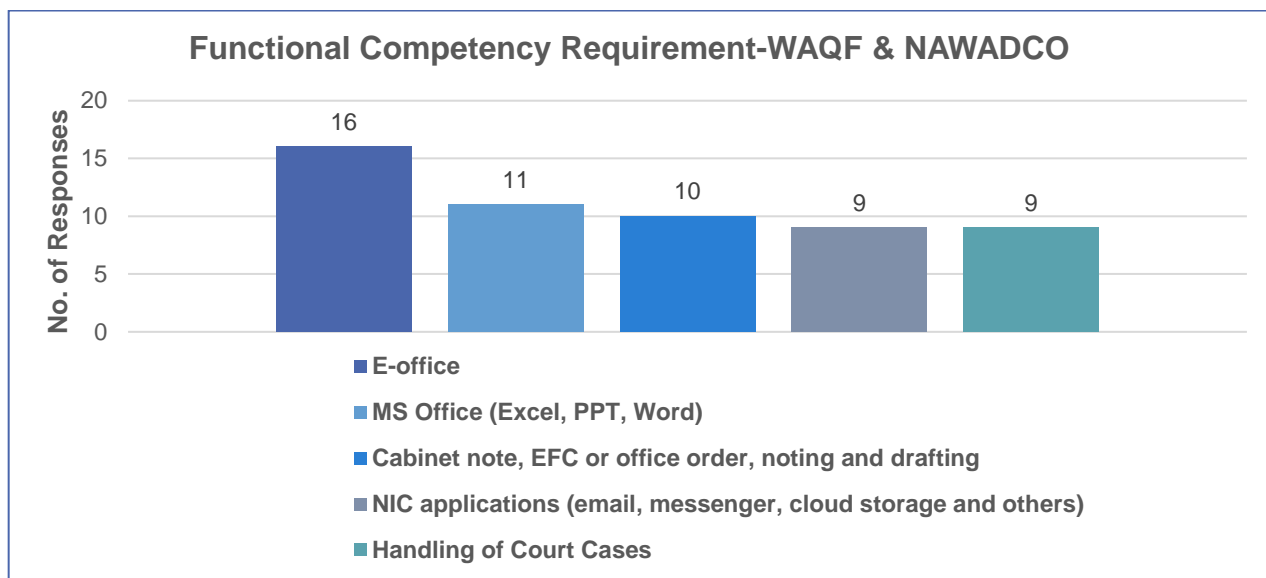
Some of the key subjects where there is requirement of competency upgradation or new competencies are

- The officials need enhanced stakeholder management competencies and communication and personnel management skills. Leadership skills, decision making, and Critical thinking is identified as a major competency requirement.
- Due to the nature of the division, it is important that the personnel are well versed with the acts and laws with respect to WAQF and NAWADCO and reservation matters etc. An AV toolkit, update from time to time, could greatly enhance the understanding of the personnel. The Division can also be supplemented by development of an induction module and general glossary of terms around WAQF and NAWADCO.
- Post discussion with head of division, Essential domain competencies identified are knowledge of WAQF, NAWADCO and NCM service matters and knowledge of minorities acts and subordinate bodies is required.
- Understanding of various act and policies, legal matters, parliamentary matters etc.
- Basic skills such as data research & analysis, presentation, drafting of official communication, interpersonal communication skills, document and precis writing, cabinet note, MS Office applications, NIC applications etc. are required for performing day-to-day functions.
- Skill development of the officials in Establishment Rules & General Administration Matters of Government Departments, RTI Act 2005 is also required.
- As part of its general management, there is a requirement for skills in effectively engaging with the various stakeholder engagement of the division and state offices, communication and information gathering, information management, reporting and monitoring, etc.
- Skill development in service rules, PFMS, Financial management and budgeting is also required.

- All the officials/staff require behavioral competencies of Time management, stress management and ethical behavior.

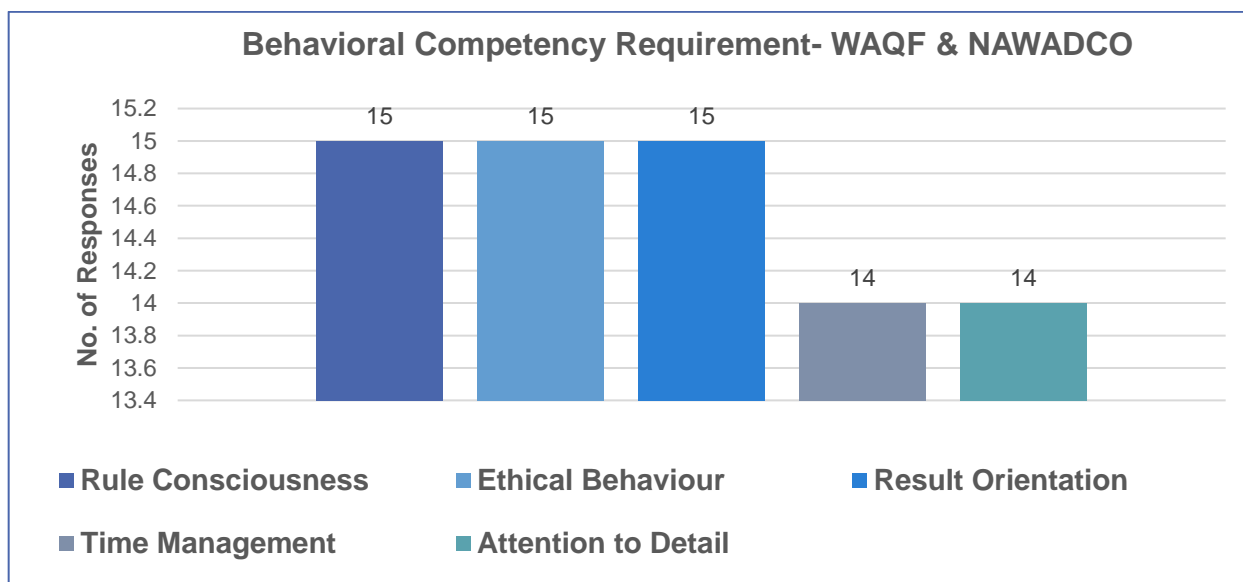
Functional Competency needs

The Figure depicts functional Competency requirement culled out of WAQF & NAWADCO Division employees:



Behavioural Competency needs

The figure depicts behavioural competency requirements enlisted by WAQF & NAWADCO Division officials.



5.4. Administration

The Administration Division is headed by Sh. KR Meena (Additional Secretary). The table below mentions the role of the division:

Divisional Name	Head/Officer's Name	Area of Focus	Role of the Division
Sh. KR Meena (Additional Secretary)		Administration	All matters related to: <ul style="list-style-type: none"> • Coordination • General Administration (including cash & Gender Cell), Azadi ka Amrut Mahotsav (AKAM) • Establishment (including appointment/ deployment of consultants) • Capacity Building Commission • Cash • Special Campaign for Disposal of Pending Matters (SCDPM)

During the discussions with the JS and the Department, the following requirements were identified:

Competency Requirements

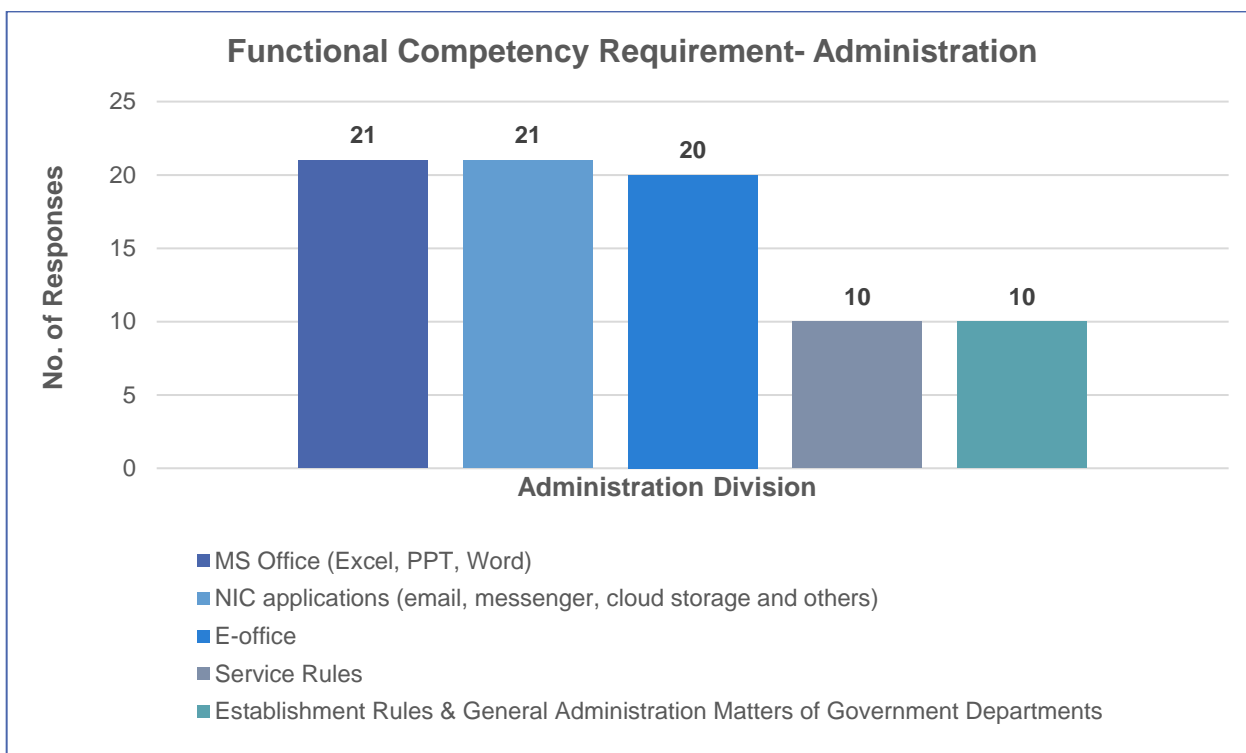
Some of the key subjects where there is requirement of competency upgradation or new competencies are

- The officials need enhanced stakeholder management competencies and communication and personnel management skills. Leadership skills, decision making, and Critical thinking is identified as a major competency requirement.
- Due to the nature of the division, it is important that the personnel are well versed with the functional and behavioral competencies. The Division can be supplemented by competencies around Knowledge of socio economic and developmental parameters for minorities.
- Understanding of various act and policies, legal matters, parliamentary matters etc.
- Basic skills such as data research & analysis, presentation, drafting of official communication, interpersonal communication skills, document and precis writing, MS Office applications, NIC applications etc. are required for performing day-to-day functions.
- Skill development of the officials in Establishment Rules & General Administration Matters of Government Departments, RTI Act 2005 is also required.

- As part of its general management, there is a requirement for skills in effectively engaging with the various stakeholder engagement of the division and state offices, communication and information gathering, information management, reporting and monitoring, etc.
- Skill development in service rules, PFMS, Financial management and budgeting is also required.
- All the officials/staff require behavioral competencies of Time management, stress management and ethical behavior.

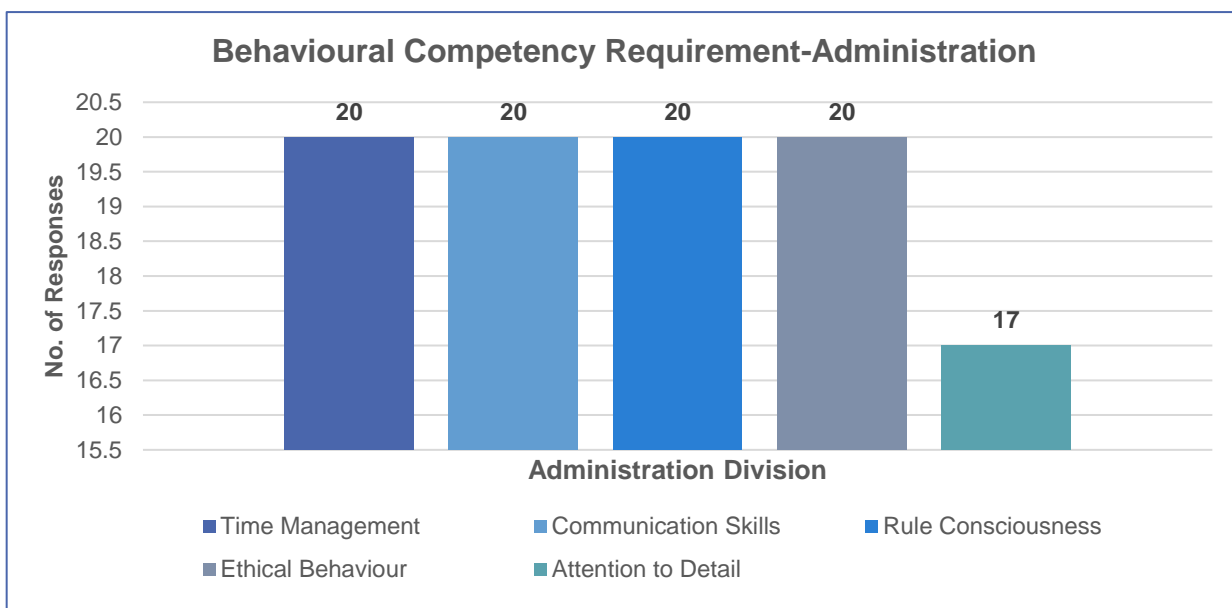
Functional Competency needs

The Figure depicts functional Competency requirement culled out Administration Division employees:



Behavioural Competency needs

The figure depicts behavioural competency requirements enlisted by Administration Division officials.



5.5. DDG-Research and Statistics

The Research and Statistics division is headed by Ms. Richa Shanker (Deputy Director General). The table below mentions the role of the division:

Divisional Head/Officer's Name	Area of Focus	Role of the Division
Ms. Richa Shanker (Deputy Director General)	Research and Statistics	All matters related to: <ul style="list-style-type: none"> • RTI • E- Samiksha • SGOs & Vision 2047 • Annual Report • Compilation of a comprehensive statistical Handbook, Reports, Data on Minorities • Any other work concerning submission of statistical reports of NITI Aayog and Ministry of Statistics and Programme Implementation. • Official Language

During the discussions with the CBU and the Department, the following requirements were identified:

Competency Requirements

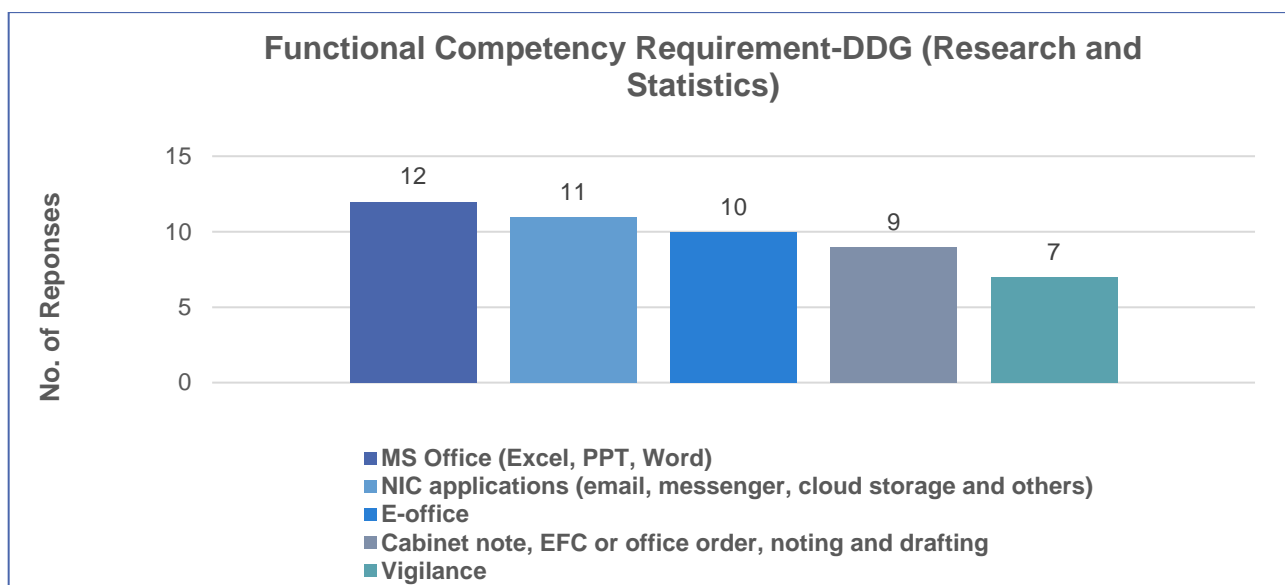
Some of the key subjects where there is requirement of competency upgradation or new competencies are

- The officials need enhanced stakeholder management competencies and communication and personnel management skills. Leadership skills, decision making, and Critical thinking is identified as a major competency requirement.
- Due to the nature of the division, it is important that the personnel are well versed with the skilling schemes for minorities and inclusions and exclusions in schemes etc. An AV toolkit, update from time to time, supplemented with case studies could greatly enhance the understanding of the personnel. The Division should be provided domain competencies around Knowledge of Minorities Acts and its subordinate bodies.
- Understanding of various act and policies, legal matters, parliamentary matters etc.

- Basic skills such as data research & analysis, presentation, drafting of official communication, interpersonal communication skills, document and precis writing, MS Office applications, NIC applications etc. are required for performing day-to-day functions.
- Skill development of the officials in Establishment Rules & General Administration Matters of Government Departments, RTI Act 2005 is also required.
- As part of its general management, there is a requirement for skills in effectively engaging with the various stakeholder engagement of the division and state offices, communication and information gathering, information management, reporting and monitoring, etc.
- Skill development in service rules, PFMS, Financial management and budgeting is also required.
- All the officials/staff require behavioral competencies of Time management, stress management and ethical behavior.

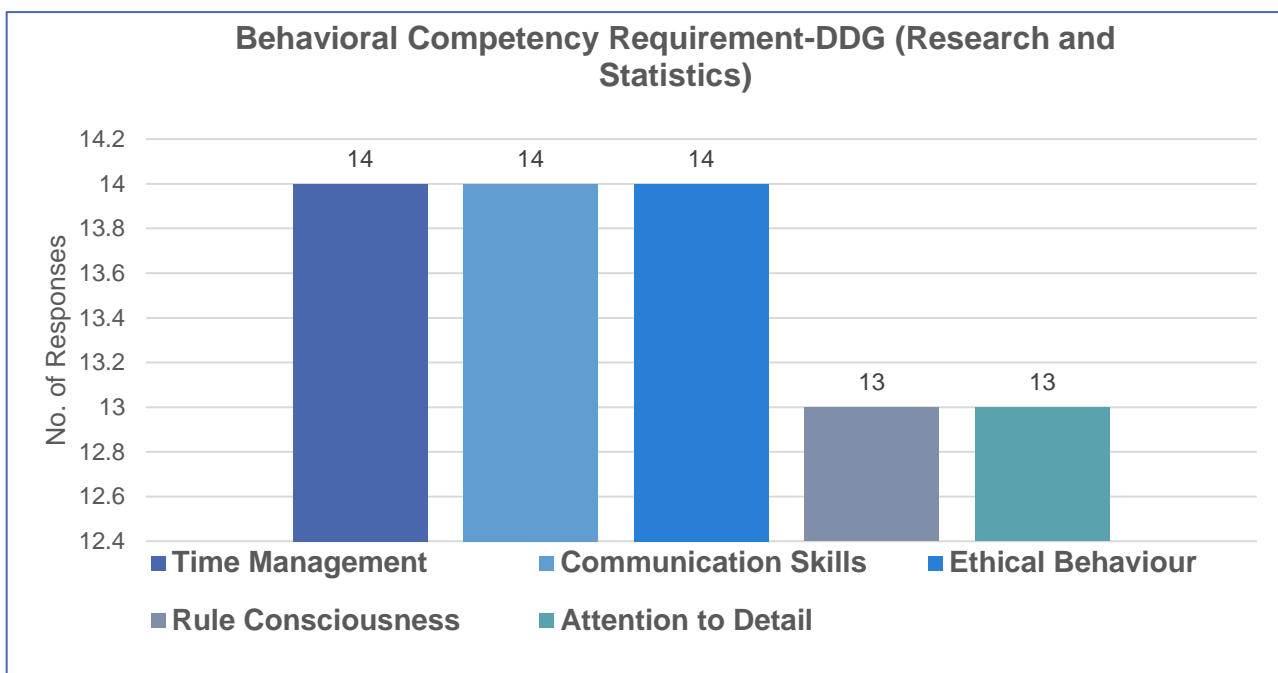
Functional Competency needs

The Figure depicts functional Competency requirement culled out by Research and Statistics Division employees:



Behavioural Competency needs

The figure depicts behavioural competency requirements enlisted by Research and Statistics Division officials



5.6. IFD and Budget

The IFD Division is headed by Ms. Nirupama Kotru (Joint Secretary & Financial Advisor). The table below mentions the role of the division:

Divisional Head/Officer's Name	Area of Focus	Role of the Division
Ms. Nirupama Kotru (Joint Secretary & Financial Advisor)	Integrated Finance Division and Budget	All matters related to: <ul style="list-style-type: none"> IFD & Budget, Audit Paras, OOMF, PAC, EFC and SFC of the Department in conjunction with the concerned Joint Secretary and Standing Committee work related to Demands for Grants

During the discussions with the CBU and the Department, the following requirements were identified:

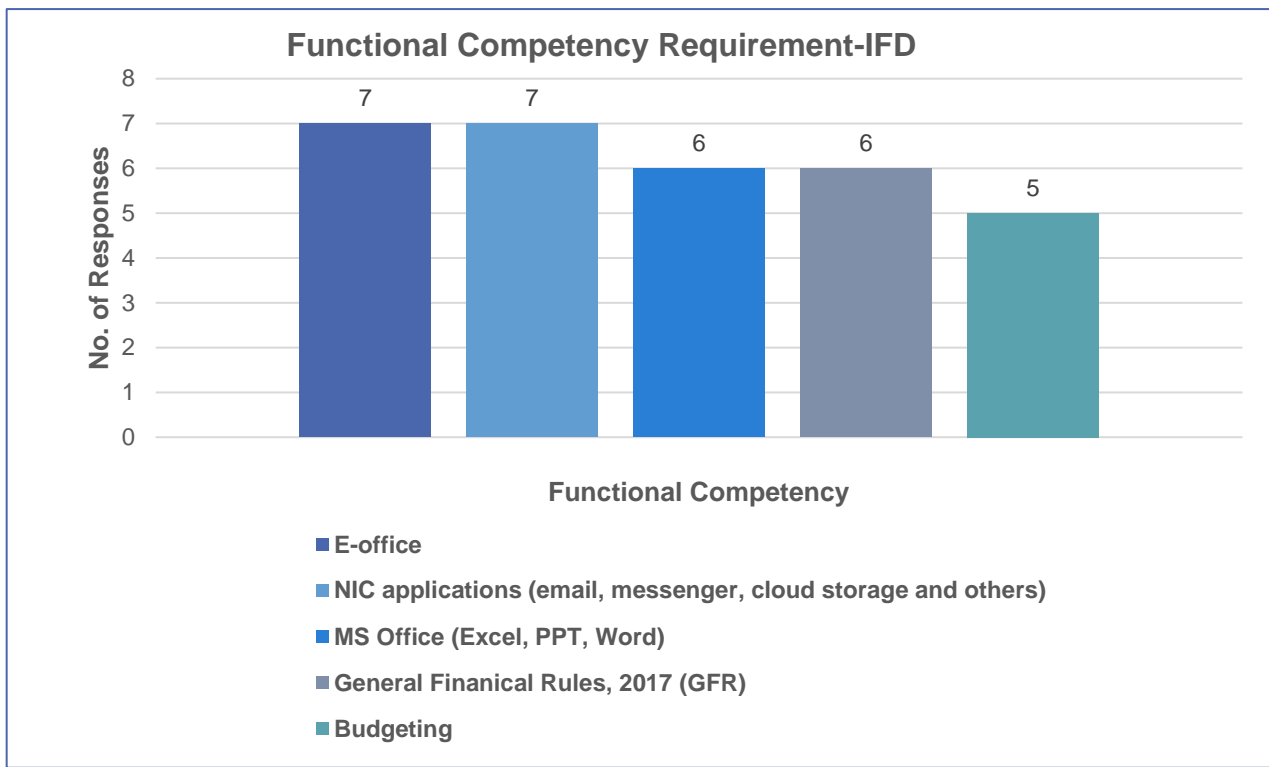
Competency Requirements

Some of the key subjects where there is requirement of competency upgradation or new competencies are

- The officials need enhanced stakeholder management competencies and communication and personnel management skills. Leadership skills, decision making, and Critical thinking is identified as a major competency requirement.
- Due to the nature of the division, it is important that the personnel are well versed with the skilling schemes for minorities and inclusions and exclusions in schemes etc.
- Understanding of various act and policies, legal matters, parliamentary matters, bookkeeping and Accounting etc.
- Basic skills such as data research & analysis, presentation, drafting of official communication, interpersonal communication skills, document and precis writing, MS Office applications, NIC applications etc. are required for performing day-to-day functions.
- Skill development of the officials in Establishment Rules & General Administration Matters of Government Departments, RTI Act 2005 is also required.
- As part of its general management, there is a requirement for skills in effectively engaging with the various stakeholder engagement of the division and state offices, communication and information gathering, information management, reporting and monitoring, etc.
- Skill development in service rules, PFMS, Financial management and budgeting is also required.
- All the officials/staff require behavioral competencies of Time management, stress management and ethical behavior.

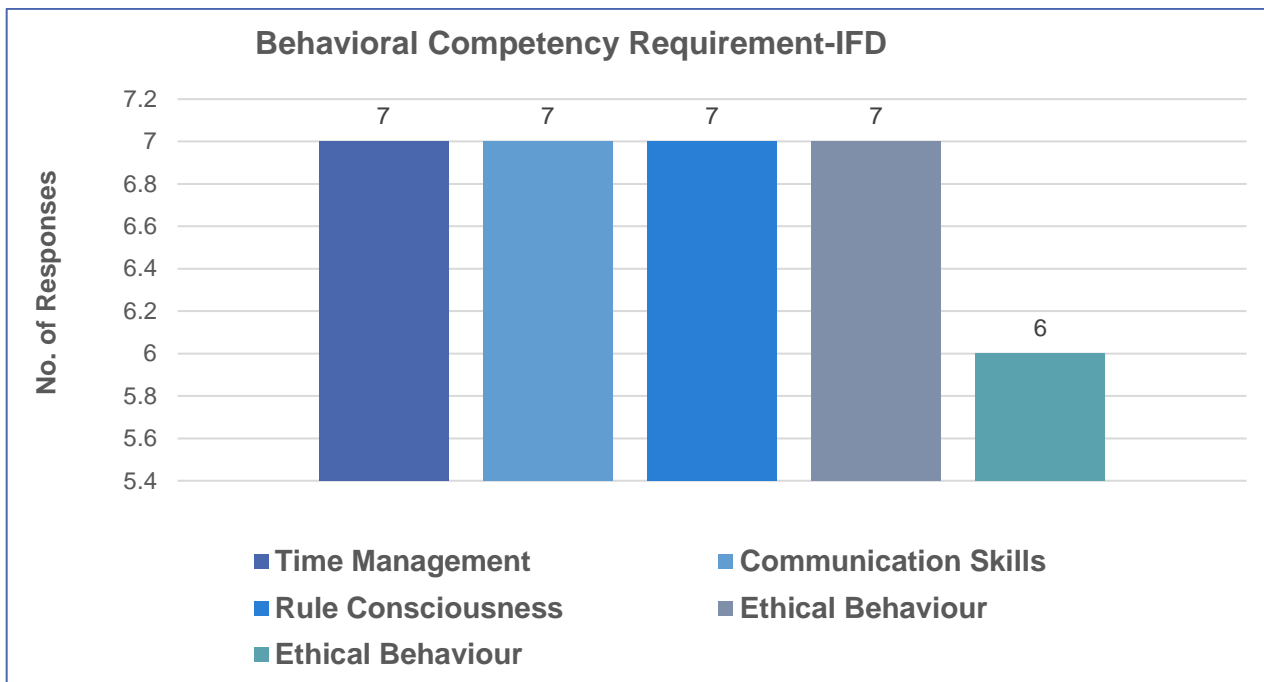
Functional Competency needs

The Figure depicts functional Competency requirement culled out by IFD Division employees:



Behavioral Competency needs

The figure depicts behavioural competency requirements enlisted by IFD Division officials:



6. Competency assessment across lines of services

This section provides the required competencies by Ministry officials for efficient and smooth execution of all the areas of its work responsibility.

Competencies required at an organization level can be typically classified into three categories:

1. **Domain competency:** This includes competencies required to build understanding and expertise related to the sector, division, and the respective focus areas.
2. **Behavioral competency:** This includes competencies related to behavior and soft skills such as negotiation, self-motivation, interpersonal skills, etc. One of the important competencies under this segment is the citizen centricity/ stakeholder focus capability.
3. **Functional competency:** This includes competencies related to the functional aspects of the division such as science of policy designing and implementation, project management, financial planning, etc. and most importantly, technological know-how.
4. **Technological capacity:** These include the capacities required to be developed or augmented in terms of process improvements, knowledge management and resources planning for increasing efficiency.

These competencies include combination of theoretical and practical knowledge, cognitive skills, adoption of technology and automation, values, and behavior to improve performance. Based on the goal and focus areas of each division, competency needs of the Ministry have been identified. These competency requirement ranges from the art of drafting policy, sectoral knowledge to skills related to networking & negotiation and citizen-centric capabilities.

Key needs stated across the MDO was with respect to the ministry specific induction program. The program aligns every employee with the MoMA visions, outcomes, and citizen centricity aspects besides specific division wise roles. Moreover, introduction of training policy in line with MoMA efforts towards earmarking a training budget and mandatory training manpower, which officers can avail to accomplishes their needs across competencies is a huge leap forward in the domain of capacity building.

6.1 Methodology adopted for Capacity Needs Assessment

Insights from One-on-one Discussions and Focused Group Discussions (FGDs)

Various rounds of consultations with the leadership of the Ministry and CBC's intensive data collection exercise with the concerned divisions of the Ministry, led to identification of training needs for each division of the Ministry. These training requirements are highly demand based and more specific and detailed. Following are the key insights derived from Focused group discussions supported by analytics.

1. Meetings held with JS (Admin), CBU
2. FGD conducted with the entire ministry and all 11 Directors/Deputy Secretary
3. Visioning exercise held with Secretary – Ministry of Minority Affairs
4. Insights from the meetings and FGDs regarding the high priority competencies are the following:
 - a. Behavioral: Gender sensitization, Time management, Communication skills, Stress management, Conflict resolution
 - b. Functional: Procurement and tender writing (RFP), Module on MoP/NoP, Service rules - CCS service and conduct rules, Parliamentary matters, Handling of court cases, MS Office, Project management, GFR, Data analysis, Grievance redressal, Presentation skills
 - c. Domain: Induction module for Ministry, video on "Know Your Ministry", laws and Acts governing Minority Affairs.

Survey Response Summary

1. Overall summary:
 - a. The questionnaire was circulated among staff of the Ministry and answered by 81 officials from a total strength of 84 officials. Whereas, for the purpose of data analysis only 77 responses are considered after conducting the data cleaning exercise.
 - b. Average years of experience of the officials in the Ministry = 4.7 years
2. Past trainings: 43 officials have attended 1 or more trainings conducted: mainly Level B, Level C and Level D trainings by ISTM (mostly classroom)
3. Behavioral competencies: Time management, Rule consciousness, Ethical behavior, Communication skills, Result orientation, Attention to detail and Decision-making were the most highly used behavioral competency identified
4. Functional competencies: E-Office, NIC Applications and MS Office were the most frequently used functional competencies
5. Suggestions for behavioral competencies: Anger management, Emotional intelligence, and Motivating subordinates were some competencies which the respondents mentioned in the text box provided
6. Challenges faced by the officials includes the following - inadequate staff strength, no induction module for familiarization with the Ministry, insufficient know-how on portal management

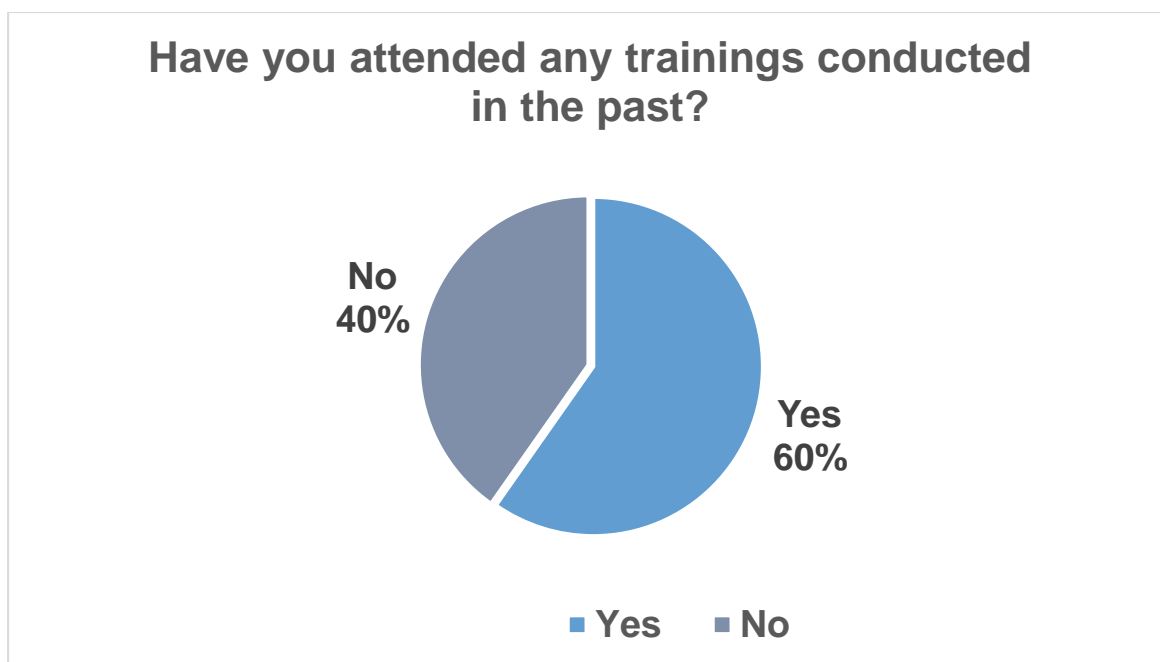


Figure 13 Training Attended in Past Data

6.2 Behavioural, Domain and Functional Capacity Building Requirements

6.2.1 Top Five Behavioral Capacity Building requirements identified

After receiving 77 responses, the competency requirements for Behavioural Capacity Building are as follows:

- Time Management
- Communication Skills
- Rule Consciousness
- Ethical Behaviour
- Attention to detail

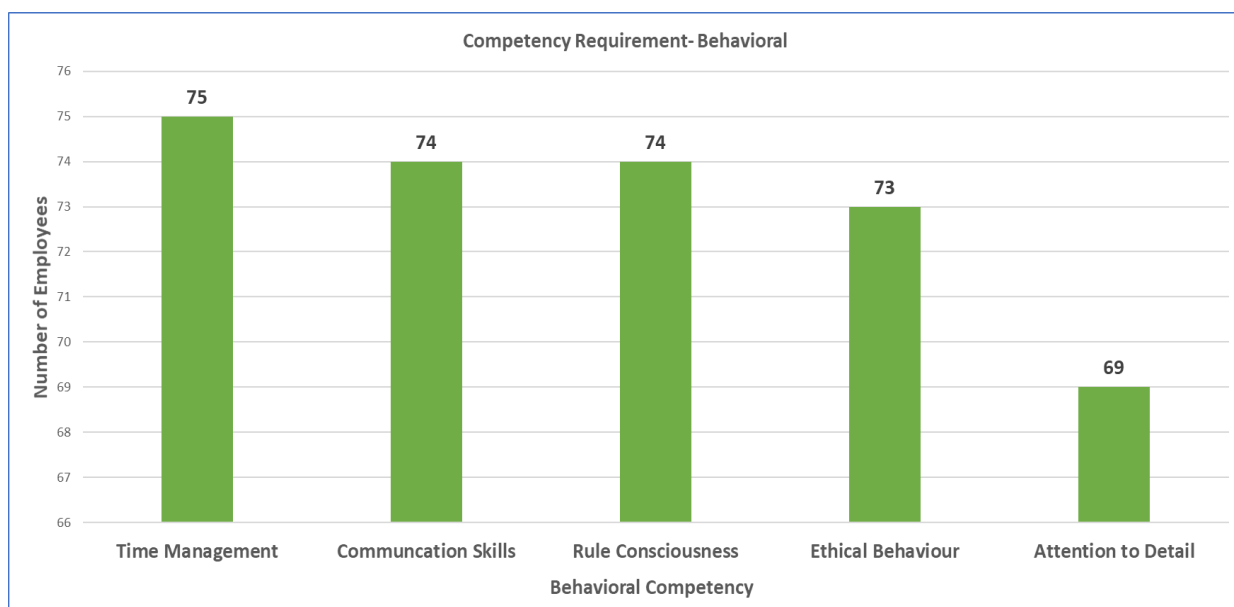


Figure 14 Behavioural competency requirement

6.2.2 Top Five Domain Capacity Building requirements identified

The Officials have mentioned the requirement of Induction training module for new joiners in the Ministry. The other domain specific requirements are knowledge of Socio Economic and Developmental parameters for minorities, WAQF & NAWADCO Service matter knowledge and Knowledge of Minorities Acts and subordinate bodies.

6.2.3 Top Five Functional Capacity Building requirements identified

After receiving 77 responses, the competency requirements for Functional Capacity Building are as follows:

- E-Office
- MS Office (Excel, PPT, Word)
- NIC applications (email, messenger, cloud storage and others)
- Cabinet note, EFC, or office order, noting and drafting
- Parliamentary Matters

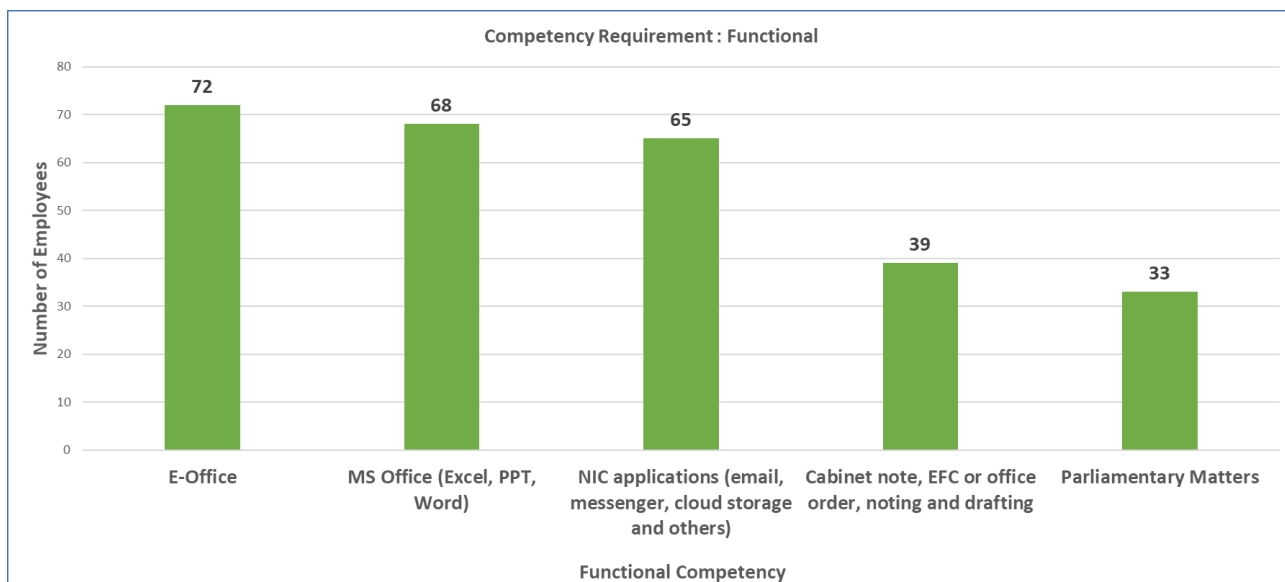


Figure 15 Functional competency requirement

6.3 Key findings from CNA

Key Findings from CNA

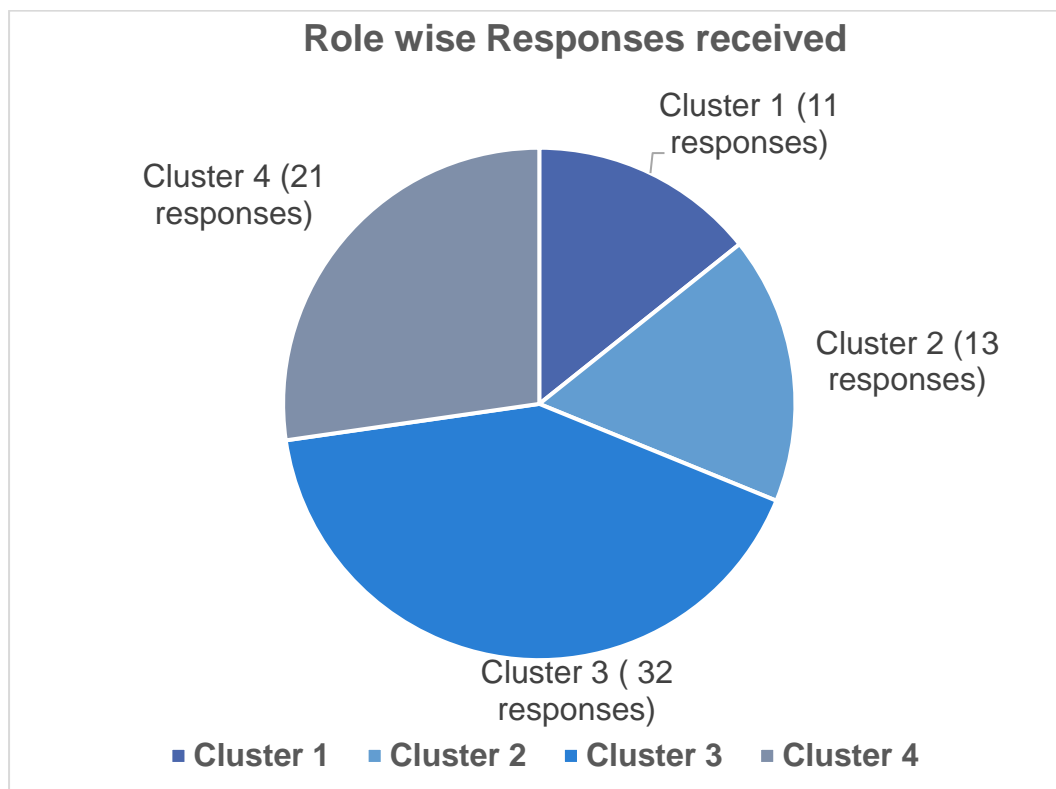


Figure 16 Role Wise responses received

Cluster Key	Designations
Cluster 1	Director, Deputy Secretary
Cluster 2	Under Secretary
Cluster 3	ASO, SO, Consultant
Cluster 4	Private Secretary, PPS, Steno 'D'

Figure 17 Cluster wise mapping of roles

7. Mapping of Organisational goals – Citizen Centricity, Sectoral Technology Roadmap and National Priorities

Sectoral Technology Roadmap

Various technological advancement has supported in easing and channelising with workflow of Ministry of Minority affairs. The roadmap elaborates the Ministry's preparedness and utility of technology while delivering and accomplishing the mandate of Ministry.

Beneficiaries Dashboard are service delivery accountability portal for Departments, and consequently, of Districts as well. The primary purpose of these dashboards is to improve accountability and transparency across ranks of officials, who are separated by geography and departments.

1. In tune with the Digital India campaign, the scholarship/fellowship/interest subsidy is being transferred directly to the account of beneficiaries in the respective schemes of the Ministry.
2. Direct Benefit Transfers through PFMS integration for all the schemes of the Ministry is also being done.
3. The Haj applications process has been made 100% online.
4. WAMSI portal is prepared and used for Quami wakf boards which is also geotagged for waqf properties.
5. THE PMJVK portal is under updation. Under PMJVK scheme, attention has been given to improve transparency and dissemination of information by including an online module along with geotagging of projects
6. Scheme wise portals are prepared for scheme monitoring and improving the performance of schemes at pan-India level.

Citizen Centric Goals

This section elaborates on the Ministry's identified citizen-centric services and customer serviceability. The Citizen Centric Goals of Ministry of Minority Affairs for achieving the stated vision of Ministry are detailed as under:

1. Greater access and participation of minority families to markets, economic upliftment.
2. Employment generation, Skilling, and opportunities for the marginalized minorities.
3. Cultural preservation and economic development of minorities.
4. The Ministry of Minority Affairs has initiated "Jiyo Parsi" scheme to keep a check on the declining population of the Minority group, Parsi. The main objective of the Jiyo Parsi scheme is to control/maintain the population of the Parsis by adopting various protocols, individual interventions to maintain or increase the people of their community in our country. The scheme is improving the demographics of the Parsi community.
5. Improving enrolment ratio of minority students across schools and reducing dropouts to improve educational indicators
6. Improved economic capacity of extremely marginalized women and households
7. Development of knowledge, and basic financial literacy/skills in minority children, promoting formal schooling and economic participation
8. Comprehensive development of minority concentrated areas to improve facilities and access to services, WASH, etc. Demarcated focus on minorities' health and welfare through specific interventions rather than umbrella initiatives
9. Access to finance, spatial mobility and decision-making are essential apparatuses of a dignified existence in the case of women.

8. Capacity Building Plan

The previous section identified the competencies which are required to strengthen the effective functioning of the Divisions. This section covers the elements of capacity building plan and initiatives, which can be considered for strengthening the various competencies of the divisions under the Department.

8.1 Capacity Building Initiatives

Based on the ease of implementation (ease of modifying existing programs to specific needs, cost, and time requirements), stakeholder buy-in, etc., the competency related initiatives have been categorized into **Quick-wins and other initiatives**. Additionally, certain requirements have been identified that are common across Divisions and are necessary for meeting the overall objective of the Program and these have been categorized under institutional and technological requirements that also need immediate resolution.

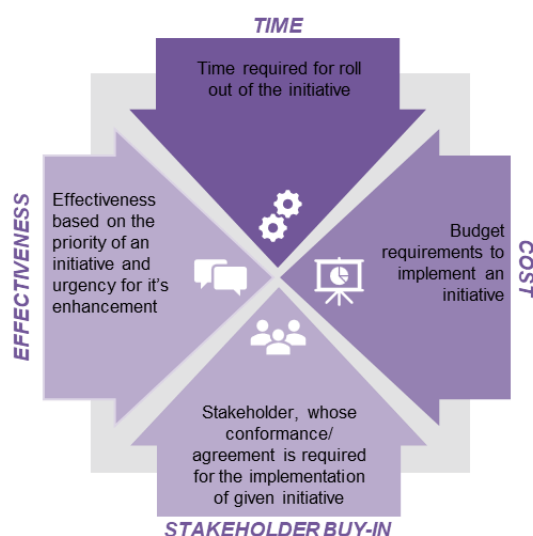


Figure 18 Key considerations for identification of initiatives in short - medium term

Quick wins are those that can be implemented on an immediate basis and can resolve many key concerns. The **other initiatives** are also very important to be undertaken that can be operationalized in a very short span of time to address the critical competency development / upgradation requirement on a priority.

With respect to the **long-term capacity enhancement initiatives**, these can be undertaken in the medium term based on the outcome of the in-depth study and assessment of larger institutional and technological issues that can be common across the MDOs. These assessments would need to be a continuous and iterative process and the initiatives recommended may be required to be updated / modified from time to time with customization at a division / department level. The benefit of such capacity building planning is that it would build expertise in the divisions and better align them with the organizational goals/ objectives.

However, based on the preliminary assessment, Government may undertake and implement the Quick-wins, and other initiatives followed by long-term capacity enhancement initiatives.

Certain key issues have been identified by the various Divisions of Ministry of Minority Affairs that are also common across the various other MDOs with whom consultations have been undertaken under the NPCSCB. However, such issues may require a further detailed study to develop action plan for their addressal that can be in the as institutional capacity building plans.

8.2 Identification of Training Interventions based on CNA

8.2.1 Quick-wins

The Quick-wins have been identified in this section based on the domain, functional and behavioral competency requirements identified in section 2, along with the implementation strategy and these can be taken up immediately. These priority initiatives were identified in the discussions held with the Secretary (Minority Affairs)

Behavioural Competencies

Training on ethics, work values, leadership, and motivation

Functional Competencies

A formal upskilling process related to the functional aspects of the role such as stakeholder engagements that activity has multiple impacts hence very vital for the Ministry and to ensure that the objectives are met. Upskilling on the administrative functions for each role

Domain Specific Competencies

Immersion programs that expose the staff to various divisions/departments of the Ministry and provides them a broad overview of the work undertaken by each division along with providing them with new skills / upskilling with skills to be able to discharge their responsibilities efficiently in view of the changing business scenarios and technologies

The table below provides the description of the various Quick wins:

Behavioural Competencies	Functional Competencies	Domain Specific Competencies
<ol style="list-style-type: none"> iGoT: Karmayogi Prarambh Module: Stress Management The Arts of communication and Networking: MCTP classroom course at ISTM iGoT: Managing Personal Relationships by Art of Living iGOT: Ethics and Values by Aditya Pratap Cultural Workshops by Grant Thornton Bharat LLP Gender Mainstreaming: Gender at workplace on iGoT 	<ol style="list-style-type: none"> Dakshta Courses- iGoT Module Karmayogi Prarambh Module: Preparation of Cabinet Notes 	<ol style="list-style-type: none"> Know your Ministry- Induction course <ol style="list-style-type: none"> Process is initiated Field Immersion Programme at Bill and Melinda Gates Foundation (Hazaribagh) for development of understanding of livelihood and financial inclusion activities only in Minority Concentrated areas. Field Immersion Programme for understanding of livelihood of Blue Pottery Workers at Khurja, UP (Minority Concentrated areas) Field Immersion Programme for development of understanding of



Behavioural Competencies	Functional Competencies	Domain Specific Competencies
<p>7. Following Gender Champions Guidelines by UGC for Academic Institutions</p> <p>1. To provide an integrated and interdisciplinary approach to understanding the social and cultural constructions of gender that shape the experiences of women and men in society.</p>		<p>educational schemes for Minorities at Minority dominated schools</p>

8.2.2 Other initiatives

The other initiatives, competency wise, for operationalization in a very short span of time have been identified in this section. The following tables cover the interventions identified for the competency requirements based on the CNA. The tables are divided based on the Divisions as well as the departmental hierarchy.

*Key for Designations:

S. No.	Division	Cluster	Designations
1	Admin and CVO	1	Director, Deputy Secretary
		2	Under Secretary
		3	ASO, SO, Consultant
		4	Private Secretary, PPS, Steno 'D'
2	DDG (Research & Statistics)	1	Deputy Secretary
		2	Under Secretary, Deputy Director, Assistant Director
		3	Section officer, Sr. Research Investigator, Consultant
		4	Senior Translation Officer, Junior Translation Officer
3	Educational Empowerment	1	Deputy Secretary
		2	NA
		3	ASO, SO, Consultant
		4	Private Secretary
4	WAQF & NAWADCO	1	Director, Deputy Secretary
		2	Under Secretary
		3	ASO, Consultant, Sr. Research investigator
5	JS&FA	1	Deputy Secretary
		2	Under Secretary

S. No.	Division	Cluster	Designations
		3	ASO, Consultant
		4	PPS
6	Skills	1	Director
		2	Assistant Director
		3	ASO
		4	PPS

Interventions for Identified Functional Competency Requirements

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
E-Office	Administration	1,2,3,4	<ul style="list-style-type: none"> Dakshta Courses: Office Procedures 	<ul style="list-style-type: none"> Online 	Appropriate coursework available on iGOT
	DDG (Research & Statistics)	1,2,3			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3,4			
	Skills	1,2,3,4			
RTI Act 2005	Administration	1,2,3,4	<ul style="list-style-type: none"> Dakshta courses: RTI Act Part-1 	<ul style="list-style-type: none"> Online 	Appropriate coursework available on iGOT
	DDG (Research & Statistics)	1,2,3	<ul style="list-style-type: none"> Dakshta courses: RTI Act Part-2 	<ul style="list-style-type: none"> Online 	
	Educational Empowerment	1	<ul style="list-style-type: none"> Case laws on RTI Act 	<ul style="list-style-type: none"> Classroom 	
	WAQF & NAWADCO	1,2,3	<ul style="list-style-type: none"> Framing of replies under RTI Act 	<ul style="list-style-type: none"> Classroom 	
	JS&FA	2			
	Skills	2,3			
GeM	Administration	1,2,3			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	DDG (Research & Statistics)	-	<ul style="list-style-type: none"> Dakshta Course: Government e-Marketplace 	<ul style="list-style-type: none"> Online 	Appropriate coursework available on iGOT
	Educational Empowerment	-	<ul style="list-style-type: none"> iGoT: Introduction to Government e-Marketplace by NeGD LMS Team Content Creator One 	<ul style="list-style-type: none"> Online 	
	WAQF & NAWADCO	1,2	<ul style="list-style-type: none"> iGoT: Introduction to GeM for Buyers by Content Publisher GeM 	<ul style="list-style-type: none"> Online 	
	JS&FA	2	<ul style="list-style-type: none"> iGoT: Mode of Procurement 	<ul style="list-style-type: none"> Online 	
	Skills	3	<ul style="list-style-type: none"> iGoT: Payment Process for Buyers 	<ul style="list-style-type: none"> Online 	
GFR 2017	Administration	1,2,3	<ul style="list-style-type: none"> iGoT: Course on GFR 2017 	<ul style="list-style-type: none"> Online 	Appropriate coursework available on iGOT
	DDG (Research & Statistics)	1			
	Educational Empowerment	1,3			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3			
	Skills	1,3			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
HRMS Rules	Administration	1,3	<ul style="list-style-type: none"> Human resource management: ISTM 	Classroom	To facilitate digital working environment in Central Government, an electronic Human Resources Management System (e-HRMS) has been introduced in all the Departments. This will help Government to digitally manage the service matters of officials leading to reduction in transaction time and cost, availability of digital records, dashboards for MIS, real time monitoring of manpower deployment as well as serving as a productivity enhancement tool amongst others.
	DDG (Research & Statistics)	1,2			
	Educational Empowerment	1			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3			
	Skills	-			
Project management	Administration	1,2	<ul style="list-style-type: none"> iGoT: Project Management Program/Project Management: CMCTP Classroom course (common mid-career training program at LBSNAA) Project Management: MCTP Classroom course (mid-career training program) 	Online	<p>Appropriate coursework available on iGOT</p> <p>Physical classroom trainings to be provided with MCTP and CMCTP classroom course provided by LBSNAA</p>
	DDG (Research & Statistics)	3		Classroom	
	Educational Empowerment	3		Classroom	
	WAQF & NAWADCO	1			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	JS&FA	-			
	Skills	-			
Procurement and tender writing (RFP)	Administration	1,3	<ul style="list-style-type: none"> iGOT: Public Procurement Framework of GOI by Susheel Mangain Physical classroom training: with external Partners: Workshop on tender writing, evaluating terms and conditions. 	Online	Since procurement and tender writing is with the Administrative and CVO department at management level 1, the most appropriate intervention would be to arrange physical classroom training with external partners with course specially curated for MoMA
	DDG (Research & Statistics)	-		Classroom	
	Educational Empowerment	-			
	WAQF & NAWADCO	1,2			
	JS&FA	2			
	Skills	3			
Budgeting	Administration	1,2,3	<ul style="list-style-type: none"> iGoT: Budgetary System in Govt iGoT: Budget by ISTM Budgeting and Financial Management: CMCTP Classroom course (common mid-career 	Online	Appropriate coursework available on iGOT Physical classroom trainings to be provided with MCTP and CMCTP classroom course provided by LBSNAA
	DDG (Research & Statistics)	3		Online Classroom	



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Educational Empowerment	1	training program at LBSNAA)		
	WAQF & NAWADCO	1,2,3	• Budgeting and Financial Management: MCTP Classroom course (mid-career training program)	• Classroom	
	JS&FA	1,2,3			
	Skills	-			
Financial Management	Administration	1,2,3	• Financial Management: MCTP Classroom course (mid-career training program)	• Classroom	Physical classroom trainings to be provided with MCTP and CMCTP classroom course provided by LBSNAA
	DDG (Research & Statistics)	1,2	• Budgeting and Financial Management: CMCTP Classroom course (common mid-career training program at LBSNAA)	• Classroom	
	Educational Empowerment	1	• Financial management in government, PSUs, and autonomous bodies: ISTM	• Classroom	
	WAQF & NAWADCO	2,3			
	JS&FA	1,2,3			
	Skills	-			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
Establishment Rules & General Administration Matters of Government Departments	Administrati on	1,2,3	<ul style="list-style-type: none"> Physical classroom training: Moving from rule to role-based administration - Establishment Rules, FR/SR, CCS(Conduct) Rule-1964 Administration skills: MCTP Classroom course Administration & Public Policy: Concepts and Theories: Scottish Church College, Kolkata 	• Classro om	Physical classroom trainings to be provided
	DDG (Research & Statistics)	1		• Classro om	
	Educational Empowerment	1		• Classro om	
	WAQF & NAWADCO	1,2,3		• Classro om	
	JS&FA	2,3			
	Skills	2,3			
NIC applications	Administrati on	1,2,3,4			Course to be curated on iGOT platform by ISTM
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3,4			
	Skills	1,2,3,4			
MS office	Administration	1,2,3,4	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: MS Word for Beginners 	<ul style="list-style-type: none"> • Online 	Existing iGOT modules/curated Karmayogi Prarambh course already available.
	DDG (Research & Statistics)	1,2,3,4	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: MS Excel for Beginners 	<ul style="list-style-type: none"> • Online 	Interactive module on intermediate level to be included for MS Office
	Educational Empowerment	1,3,4	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: Excel Advanced 	<ul style="list-style-type: none"> • Online 	Virtual training to be conducted for identified divisions to operate the MS-office on daily basis
	WAQF & NAWADCO	1,2,3	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: MS PowerPoint for Beginners 	<ul style="list-style-type: none"> • Online 	
	JS&FA	1,2,3,4	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: PowerPoint Advance 	<ul style="list-style-type: none"> • Online 	
	Skills	1,2,3,4	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: Word Advance • MS Office: by ISTM 	<ul style="list-style-type: none"> • Classroom 	
Parliamentary matters	Administration	1,2,3,4	<ul style="list-style-type: none"> • Parliamentary and Legislative Processes: CMCTP Classroom 	<ul style="list-style-type: none"> • Classroom 	Physical classroom trainings to be provided with MCTP and

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	DDG (research & Statistics)	1,2,3	course (common mid-career training program at LBSNAA)	<ul style="list-style-type: none"> • Classroom • Classroom • Online 	CMCTP classroom course provided by LBSNAA
	Educational Empowerment	1,3,4	<ul style="list-style-type: none"> • Parliamentary and Legislative Processes: MCTP Classroom course (mid-career training program) • Handling Parliamentary Matters: ISTM • iGOT: Parliamentary procedure 		
	WAQF & NAWADCO	1,3			
	JS&FA	1,2,3			
	Skills	1,3			
Legal matters/court matters	Administration	1,2,3,4	<ul style="list-style-type: none"> • iGoT: Appeal, Revision and Review • iGoT: Judicial Review and Reading a Judgement • iGoT: Evaluation of Evidence 	<ul style="list-style-type: none"> • Online • Online • Online 	Appropriate coursework available on iGOT
	DDG (Research & Statistics)	1			
	Educational Empowerment	1,3			
	WAQF & NAWADCO	1,2,3			
	JS&FA	2			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Skills	2,3			
Vigilance	Administration	1,2,3	<ul style="list-style-type: none"> Inhouse training: Basic tenants of administrative vigilance: Preventive vigilance, Complaint Handling, conduct of disciplinary proceedings, Departmental inquiries, Conducting preventive vigilance inspections and surprise checks Administrative Vigilance: ISTM 	<ul style="list-style-type: none"> Classroom 	Non-training intervention: Repository of Vigilance Matters to be curated ISTM module available for Administrative Vigilance
	DDG (Research & Statistics)	2,3,4			
	Educational Empowerment	1			
	WAQF & NAWADCO	2,3		<ul style="list-style-type: none"> Classroom 	
	JS&FA	2,3			
	Skills	-			
Service rules - CCS service and conduct rules	Administration	1,2,3	<ul style="list-style-type: none"> iGoT: Central Government Health Scheme (CGHS) & Central Services (MA) Rules iGoT: Service Conditions iGoT: Conduct Rule 	<ul style="list-style-type: none"> Online 	Appropriate coursework available on iGOT
	DDG (Research & Statistics)	1,2,3		<ul style="list-style-type: none"> Online 	
	Educational Empowerment	1,3		<ul style="list-style-type: none"> Online 	



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	WAQF & NAWADCO	1,2,3			
	JS&FA	2,3			
	Skills	3			
Public Private Partnership	Administration	-	<ul style="list-style-type: none"> Strategic Perspectives on the Design of Public Private Partnerships (PPPs): Indian Institute of Management Bangalore (IIMB) Workshop on Public Private Partnership: Institute of Secretariat Training and Management (ISTM) 	Classroom	MoMA to explore options for a course that exists with ISTM and IIM B. However, course material in the ISTM and IIMB needs to be curated as per MoMA needs related PPP.
	DDG (Research & Statistics)	3			
	Educational Empowerment	-		Classroom	
	WAQF & NAWADCO	1,2,3			
	JS&FA	2			
	Skills	-			
Bookkeeping and accounting	Administration	3,4	iGOT: Govt Accounting System	Online	Appropriate coursework available on iGOT



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	DDG (Research & Statistics)	-	<ul style="list-style-type: none"> iGoT: Introduction to functions and organization of accounts department Management Accounting for Decision Making: Indian Institute of Management Bangalore (IIMB) 	<ul style="list-style-type: none"> Online Classroom 	Module on Management Accounting for Decision Making by IIMB also available
	Educational Empowerment	3,4			
	WAQF & NAWADCO	3			
	JS&FA	2,4			
	Skills	4			
Cabinet note, EFC, or office order, noting and drafting	Administration	1,2,3,4	<ul style="list-style-type: none"> Dakshata Course: Noting and Drafting Karmayogi Prarambh Module: Preparation of Cabinet Notes Noting and Drafting: physical classroom training Noting, drafting, and preparing cabinet notes: ISTM 	<ul style="list-style-type: none"> Online Online Classroom Classroom 	Existing iGOT modules/curated Karmayogi Prarambh and Dakshata course already available. Physical classroom training to be conducted for identified divisions
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1			
	WAQF & NAWADCO	2,3			
	JS&FA	1,2,3			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Skills	1,2,3			
PFMS	Administration	1,2,3	<ul style="list-style-type: none"> Budgeting and Financial Management: CMCTP Classroom course (common mid-career training program at LBSNAA) Financial Management: MCTP Classroom course 	<ul style="list-style-type: none"> Classroom Classroom 	Physical classroom trainings to be provided with MCTP and CMCTP classroom course provided by LBSNAA
	DDG (Research & Statistics)	2,3			
	Educational Empowerment	3			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3			
	Skills	2,3			
Knowledge of Delegation of Financial Power Rules	Administration	-			
	DDG (Research & Statistics)	-			
	Educational Empowerment	-			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	WAQF & NAWADCO	-			
	JS&FA	1,2,3			
	Skills	-			
Translation skills	Administration	-	<ul style="list-style-type: none"> iGoT: Module nos. 2,3,4,5,6,7,8,9,10 by Meghna Yadav for grammar, conversations, and official words 	<ul style="list-style-type: none"> Online 	Coursework available on iGOT Translation specific content to be curated
	DDG (Research & Statistics)	4			
	Educational Empowerment	-			
	WAQF & NAWADCO	-			
	JS&FA	-			
	Skills	-			
Knowledge of rules regarding implementation of OL policy	Administration	-	<ul style="list-style-type: none"> iGoT: Module nos. 2,3,4,5,6,7,8,9,10 by Meghna Yadav for grammar, conversations, and official words 	Online	Coursework available on iGOT Trainings for OL Policy related content to be curated
	DDG (Research & Statistics)	4			
	Educational Empowerment	-			
	WAQF & NAWADCO	-			
	JS&FA	-			
	Skills	-			
Personnel management	Administration	2	HR Management: Preparation of	<ul style="list-style-type: none"> Online 	Course to be curated on iGOT



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
			Recruitment Rules / Cadre Management, Time on Task study/ Adjudication / Dealing with legal issues in HR Matter		
	DDG (Research & Statistics)	-			
	Educational Empowerment	--			
	WAQF & NAWADCO	-			
	JS&FA	-			
	Skills	-			
Data Analytics	Administration	3	<ul style="list-style-type: none"> Data and information visualization: CMCTP, LBSNAA Data/Knowledge management on iGOT by ISTM iGoT: Big Data One by NeGD 	<ul style="list-style-type: none"> Classroom 	Nominate employees in batches to attend data and information visualization by CMCTP classroom training by LBSNAA Existing courses available on iGOT by ISTM
	DDG (Research & Statistics)	2		<ul style="list-style-type: none"> Online 	
	Educational Empowerment	3		<ul style="list-style-type: none"> Online 	
	WAQF & NAWADCO	-			
	JS&FA	-			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Skills	-			

Interventions for Identified Domain Competency Requirements

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
Orientation' Module for all new joiners to the Ministry	All	All	Audio-visual experiential content wherever required Immersion programs with field visits	<ul style="list-style-type: none"> Classroom Immersion program 	Module under preparation. Content being finalized between CBC and MoMA
Administrative management	Administration	1,2,3	Best practices in Administrative Solutions: Formulating a strategic administrative management, schemes, Establishing adequate capacity etc.	<ul style="list-style-type: none"> Classroom 	Physical classroom training needed to be curated by ISTM
	DDG (Research & Statistics)	-			
	Educational Empowerment	-			
	WAQF & NAWADCO	-			
	JS&FA	-			
	Skills	-			
Project implementation under PMJVK	Administration	-	Course under preparation	<ul style="list-style-type: none"> Physical meeting 	Induction module will include this specific need
	DDG (Research & Statistics)	-	Project management by CMCPT, LBSNAA	<ul style="list-style-type: none"> Classroom 	Project management courses available by CMCPT, LBSNAA



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Educational Empowerment	-			
	WAQF & NAWADCO	-			
	JS&FA	-			
	Skills	1			
Knowledge of Socio Economic and Developmental parameters for minorities	Administration	-	Classroom training content to be curated	• Classroom	<p>To be developed by MoMA:</p> <p>This should be a domain specific orientation and/or familiarization specific content.</p> <p>Module to include:</p> <ol style="list-style-type: none"> Socio economic development measures taken so far Socio economic development policies that exist Minority elevation in the country Stats on the year-on-year changes brought via reforms Sources of authentic data on minorities
	DDG (Research & Statistics)	1,2			
	Educational Empowerment	1,2			
	WAQF & NAWADCO	-			
	JS&FA	-			
	Skills	1,2			
Knowledge of Minorities Acts and	Administration	-	Classroom training content to be curated	• Classroom	<p>To be developed by MoMA:</p> <ul style="list-style-type: none"> It is recommended that CBU can identify



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
subordinate bodies	DDG (Research & Statistics)	2,3			<p>pool of internal resources to induct the officials/staff</p> <ul style="list-style-type: none"> The functional module exists on Laws and rules. More specific content to be added and curated by MoMA for Minority act in association with subordinate bodies
	Educational Empowerment	1,2			
	WAQF & NAWADCO	1,2,3			
	JS&FA	-			
	Skills	1,2			
Haj and NCM service matter knowledge	Administration	-	Classroom training content to be curated	<ul style="list-style-type: none"> Classroom 	<p>To be developed by MoMA:</p> <ul style="list-style-type: none"> This should be a domain specific familiarization specific content. Module to include: <ul style="list-style-type: none"> Haj related matters NCM laws WAQF related matters Committees and reservations related matters
	DDG (Research & Statistics)	-			
	Educational Empowerment	-			
	WAQF & NAWADCO	1,2,3			
	JS&FA	-			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Skills	1,2			<ul style="list-style-type: none">It is recommended that CBU can identify pool of internal resources to induct the officials/staff

Interventions for Identified Behavioral Competency Requirements

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
Attention to detail	Administration	1,2,3,4	Program to be curated by iGOT/ISTM	<ul style="list-style-type: none"> Online/Class room 	Program to be curated by iGOT/ISTM
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3			
	Skills	1,2,3,4			
Citizen Centricity	Administration	3,4	<ul style="list-style-type: none"> Workshop on Citizen Centric & Service Delivery Approach: Institute of Secretariat Training and Management (ISTM) 	<ul style="list-style-type: none"> Classroom 	ISTM provides a course on Citizen centricity. Employees from all divisions to be nominated in batches to attend the course
	DDG (Research & Statistics)	1,2,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	2,3,4			
	Skills	1,3,4			
	Administration	1,2,3,4			

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
Communication Skills	DDG (Research & Statistics)	1,2,3,4	<ul style="list-style-type: none"> Karmayogi Prarambh Module: Effective Communication 	<ul style="list-style-type: none"> Online 	Appropriate coursework available on iGOT
	Educational Empowerment	1,3,4	<ul style="list-style-type: none"> iGoT: Module nos. 3,4,5,6,7,8,9,10 by Meghna Yadav for grammar, conversations, and official words 	<ul style="list-style-type: none"> Online 	For Management Level 1 and 2, courses offered by IIM B and MCTP can be leveraged
	WAQF & NAWADCO	1,2,3	<ul style="list-style-type: none"> The Arts of communication and Networking: MCTP classroom course 	<ul style="list-style-type: none"> Classroom 	
	JS&FA	1,2,3,4	<ul style="list-style-type: none"> iGoT: Effective Communication by Indian Institute of Management Bangalore (IIMB) 	<ul style="list-style-type: none"> Online 	
	Skills	1,2,3,4			
Conflict Resolution	Administration	2,3,4	<ul style="list-style-type: none"> Interpersonal Effectiveness training by ISTM (Gr. A Officers – 2 days) 	<ul style="list-style-type: none"> Classroom 	Training provided by ISTM to be leveraged. Program to be curated by iGOT
	DDG (Research & Statistics)	1,3,4	<ul style="list-style-type: none"> Program to be curated by iGOT 	<ul style="list-style-type: none"> Online/Classroom 	
	Educational Empowerment	-			
	WAQF & NAWADCO	1,2,3			
	JS&FA	3			
	Skills	1,2,3			
	Administration	1,2,3,4			

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
Critical Thinking	DDG (Research & Statistics)	2,3,4	Program to be curated by iGOT/ISTM	<ul style="list-style-type: none"> Online/Classroom 	Program to be curated by iGOT/ISTM
	Educational Empowerment	1,3			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,3,4			
	Skills	1,2,3,4			
Decision Making	Administration	1,2,3,4	<ul style="list-style-type: none"> Data Driven Decision Making for Government by Wadhvani Institute of Technology and Policy Program to be curated by iGOT/ISTM 	<ul style="list-style-type: none"> Online/classroom Online 	<p>Wadhvani Institute of Technology and Policy can be leveraged.</p> <p>Program to be curated by iGOT/ISTM</p>
	DDG (Research & Statistics)	1,2,3			
	Educational Empowerment	1			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,3			
	Skills	1,2,3			
Empathy	Administration	1,2,3,4	<ul style="list-style-type: none"> Emotional Intelligence and Leadership: MCTP Classroom course Workshop on Emotional Intelligence: Institute of Secretariat 	<ul style="list-style-type: none"> Classroom Classroom 	ISTM workshops are provided. MCTP also provides classroom trainings for emotional intelligence
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	WAQF & NAWADCO	1,2,3	Training and Management (ISTM)		
	JS&FA	1,3,4			
	Skills	1,2,3,4			
Ethical Behaviour	Administration	1,2,3,4	<ul style="list-style-type: none"> iGOT: Ethics and Values by Aditya Pratap Ethics and Value in Public Governance: Institute of Secretariat Training and Management (ISTM) 	<ul style="list-style-type: none"> Online Classroom 	<p>Appropriate coursework available on iGOT</p> <p>ISTM training to be provided with Ethics and Value in Public Governance</p>
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3,4			
	Skills	1,2,3,4			
Gender Sensitivity	Administration	1,2,3,4	<ul style="list-style-type: none"> Stress management, OB, ethics, values, gender sensitization, emotional intelligence, leadership and communication skills, sexual harassment, critical thinking, and problem solving: ISTM Workshop needs to be curated 	<ul style="list-style-type: none"> Online Classroom 	<p>Appropriate coursework available on iGOT</p> <p>ISTM training to be provided</p>
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	2,3,4			

Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Skills	1,2,3			
Ability to give feedback	Administration	1,3	Program to be curated by iGOT/ISTM	• Online/Class room	Program to be curated by iGOT/ISTM
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3,4			
	Skills	3,4			
Innovation	Administration	1,2,3	Program to be curated by iGOT/ISTM	• Online/Class room	Program to be curated by iGOT/ISTM
	DDG (Research & Statistics)	2,3			
	Educational Empowerment	3			
	WAQF & NAWADCO	1,2,3			
	JS&FA	2,3			
	Skills	2,3			
Leadership	Administration	1,2,3			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	DDG (Research & Statistics)	1,2,3	<ul style="list-style-type: none"> Karmayogi Prarambh Module: Self Leadership Administrative Leadership and Good Governance: Indian Institute of Management Ahmedabad (IIMA) 	<ul style="list-style-type: none"> Online 	<p>Appropriate coursework available on iGOT</p> <p>For Management Level 1 and 2, courses offered by IIMA and IIMB can be leveraged</p>
	Educational Empowerment	1,3		<ul style="list-style-type: none"> Classroom 	
	WAQF & NAWADCO	1,2,3	<ul style="list-style-type: none"> The Essence of Leadership: Explorations from Literature: Indian Institute of Management Bangalore (IIMB) 	<ul style="list-style-type: none"> Classroom 	
	JS&FA	1			
	Skills	1,2,3			
Negotiation	Administration	3,4	<ul style="list-style-type: none"> Advanced Business Negotiation Programme: Indian Institute of Management Bangalore (IIMB) 	<ul style="list-style-type: none"> Classroom 	<p>Course offered by IIM B can be leveraged</p>
	DDG (Research & Statistics)	2,3			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	3,4			
	Skills	2,3,4			
Result Orientation	Administration	1,2,3,4	<p>Program to be curated by iGOT/ISTM</p>	<ul style="list-style-type: none"> Online/Classroom 	<p>Program to be curated by iGOT/ISTM</p>
	DDG (Research & Statistics)	1,2,3,4			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	Educational Empowerment	1,3			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3			
	Skills	1,2,3			
Rule Consciousness	Administration	1,2,3,4	<ul style="list-style-type: none"> Ethics and Values in Public Governance: Institute of Secretariat Training and Management (ISTM) 	<ul style="list-style-type: none"> Classroom 	ISTM course to be leveraged
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			
	JS&FA	1,2,3,4			
	Skills	1,2,3,4			
Stakeholder Management	Administration	1,2,3,4	<ul style="list-style-type: none"> iGoT: Managing Personal Relationships by Art of Living iGoT: Increasing Your Emotional Quotient by Art of Living Stakeholder Focus: Institute of Secretariat 	<ul style="list-style-type: none"> Online Online Classroom 	<p>Appropriate coursework available on iGOT</p> <p>For Management Level 1 and 2, courses offered by ISTM can be leveraged</p>
	DDG (Research & Statistics)	1,3			
	Educational Empowerment	1,3			
	WAQF & NAWADCO	1,2,3			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	JS&FA	1	Training and Management (ISTM)		
	Skills	2			
Stress Management	Administration	1,2,3,4	<ul style="list-style-type: none"> • Karmayogi Prarambh Module: Stress Management • iGoT: Yoga for Excellence by Art of Living • Program by Art of Living on well-being and meditation • Stress management, OB, ethics, values, gender sensitization, emotional intelligence, leadership and communication skills, sexual harassment, critical thinking, and problem solving: ISTM 	<ul style="list-style-type: none"> • Online 	<p>Appropriate coursework available on iGOT</p> <p>For Management Level 1 and 2, courses offered by ISTM can be leveraged</p> <p>Art of Living can also be considered as an option. They have curated courses online/physical platforms</p>
	DDG (Research & Statistics)	1,3,4		<ul style="list-style-type: none"> • Online 	
	Educational Empowerment	1,3,4		<ul style="list-style-type: none"> • Online/Physical 	
	WAQF & NAWADCO	1,2,3		<ul style="list-style-type: none"> • Classroom 	
	JS&FA	1,3,4			
	Skills	1,2,3,4			
Time Management	Administration	1,2,3,4	Program to be curated by iGOT/ISTM	<ul style="list-style-type: none"> • Online/Classroom 	Program to be curated by iGOT/ISTM
	DDG (Research & Statistics)	1,2,3,4			
	Educational Empowerment	1,3,4			
	WAQF & NAWADCO	1,2,3			



Identified Competency Gap	Division	Cluster Requirement	Training Intervention	Mode of Training	Intervention Detail
	JS&FA	1,2,3,4			
	Skills	1,2,3,4			

8.3 Long-term capacity enhancement initiatives

Certain key issues that have been identified by the various Divisions of Ministry of Minority Affairs and National Minority Development and Finance Corporation (NMDFC) as well across the other Ministries with whom consultations have been undertaken under the National Programme for Civil Services Capacity Building (NPCSCB). These issues are related to attrition, shortage of staff, limited development opportunities and the performance appraisal criterion, inter/intra ministerial coordination etc. However, such issues may require a further detailed study to develop action plan for their addressal that can be in the as institutional capacity building plans.

For example, one such commonly identified issue is the lack of adequate trainers for providing domain specific training as briefly elaborated in the **Box 1** below.

Box 1: Engagement of retired or existing employees of the Ministry to conduct Domain training

Engagement of retired or existing employees of the Ministry to conduct Domain training
There has been a restriction of hiring of on roll staff which has led to severe manpower shortage. The existing staff currently provides training to the other personnel in addition to their assigned functions and responsibilities. Given the nature of management, sparing officers for training presents a big challenge as it adversely impacts the day-to-day functions
Retired employees/ senior employees would have relevant and experiential learnings which would help in establishing a direct connect with the staff and likely to be more impactful
Appropriate mechanism needs to be developed for the selection of suitable employees for conducting training sessions across various competency categories

Some such key issues requirements have been listed in the Table below with the recommended action that has been derived from the discussions with the diverse stakeholders. However, considering the nature of these issues, further in-depth study may be required.

Table 3 List of issues requiring Institutional and Technological interventions

#	Institutional Issues	Proposed Action
1)	Parliamentary questions often have queries on a different aspect of a matter that can only be replied to by subject matter Departments or Ministries. However, the Ministry/Department to whom the first part of the question is addressed, ends up having the primary responsibility of responding all queries even though these may not be relevant to it	Segregation of Parliamentary questions should be done based on the subject matter and allocated to the responsible subject matter Ministry/Department instead of holding the Ministry/Dept, to which only first part of the question is applicable, responsible for responding to the entire query.

#	Institutional Issues	Proposed Action
2)	The personal development in terms of training undertaken, certifications, upskilling etc are not evaluated and given due credit as part of performance appraisal for promotion and career growth	This would require a systematic change in the way the Annual Appraisal is done and consider due weightage be allocated to the learning and certification outcomes in the Annual Performance Appraisal report (APAR) and link these to promotion and career growth
3)	The personnel do not have any motivation or incentive for taking the initiative for undertaking learning/certifications for upskilling themselves or acquire new skills.	Assigning weightage to certifications and learnings as mentioned above. Policy can be launched for awarding appreciation letters by the divisional heads to the personnel for learnings/certifications undertaken by them. The scope and coverage of can be prepared based on the outcome of these learning/certifications, impact on performance and improved efficiency in discharge of responsibility or capacity to undertake additional responsibility
4)	The job rotation of the personnel between Ministries at short intervals leaves the personnel with little incentive to invest in skills development and upgradation as they are aware that their tenure at the position is short-term	It is proposed that a) All ASO/SO/US are recognized for actively investing in skill enhancement through training programmes. b) During the process of promotion and setting career development goals, and as mentioned above, the APAR, due consideration is given to training and certifications requirements. c) Establish formal knowledge-sharing mechanisms, such as mentoring programs, peer learning sessions, or communities of practice.
5)	The institutions are facing shortage of full-time employees (FTE) that leads to dependence on outsourced staff which itself results in the following challenges a. Constant deployment of new staff due to high attrition of outsourced staff. This means constant pressure on training new staff and familiarizing them with minority related needs b. Digital security is a concern. While antecedents are checked, given the constant churn and new	The recruitment policy may be reconsidered for capacity augmentation of the institutions along with capacity building plan for the existing staff

#	Institutional Issues	Proposed Action
	people coming in, the risk increases. Also, outsourced staff is less accountable Ministerial FTEs.	

8.4 Non-Training interventions identified at Organisational level

The Ministry of Minority Affairs and the National Minority Development and Finance Corporation (NMDFC) have identified several crucial issues through consultations with various divisions and other Ministries under the NPCSCB. These issues encompass technology infrastructure, process inefficiencies, staff shortages, lack of automation, limited development opportunities, and challenges in inter/intra ministerial coordination.

To effectively address these challenges and enhance institutional capacity, a thorough and detailed study is required. This study will serve as the foundation for developing comprehensive action plans. While the table below presents some key issues and their recommended actions based on input from diverse stakeholders, a more comprehensive analysis is necessary to formulate a robust implementation strategy.

Behavioral Non-Training Interventions	Domain Specific Non-Training Interventions
<ol style="list-style-type: none"> 1. Knowledge Sharing through monthly Get-togethers amongst staff, preferably outside office premises. 2. Supercoach program – establish program to map officials with as per designation with higher ups to promote non-work camaraderie and increase engagement. 3. Women’s Room- A dedicated space exclusively intended for women to congregate and engage in group discussions during their lunch break. This designated area is designed to provide a safe and private environment for women to share their thoughts, ideas, and concerns without interruption or interference from their male counterparts. The women's room provides an opportunity for women to connect with each other, build relationships, and foster a sense of community. 4. Adherence to Time: Informal celebrations/rewards for adherence to timeliness in office. Framework can be designed on frequency, levels, and divisions 	<ol style="list-style-type: none"> 1. Taxonomy of Domain specific Terms

1. **Developing Feedback Systems:** to gather information about performance, skills, and teamwork that employees of a company exchange with each other. The idea is that managers and peers provide positive and negative feedback to curb bad habits and promote best practice, to create a harmonious working environment. Employee feedback systems are the methods used for capturing feedback data, analyzing it, and using the results to drive improvements.
2. **Commissioning Innovative Research Projects and Studies:** innovation should be treated as a way of organizational life; managers/organisational leaders must help develop new skills and tools for staff applications to support design, foresight, and systems thinking; foresight processes should be an integral part of strategy; new process/operational models must be created and supported at the unit level.

9. Operational Plan

The Operational plan of the Annual capacity building exercise will be implemented by the Capacity Building Unit of the Ministry. As first part of the implementation phase, all the available training programs with IIPA, ISTM, iGoT, will be concluded in the first year of implementation.

CBU will coordinate the following activities as mentioned below:

1. Collaboration with knowledge partners
2. Implementation of ACBP and monitoring in First year
3. Evaluation of initiatives during the last quarter.
4. Strengthening activities before initiation of second year
5. It is recommended that CBU can identify pool of internal resources to induct the officials/staff

The non- training programmes will be initiated from First year of implementation. Evaluation will be completed in last quarter. The Non training interventions will be strengthened basis the evaluation assessment before initiation of third year.

9.1 Calendar

The Training Calendar depicts the division wise required training interventions. Identified Quick wins can be implemented immediately in the first year of implementation of ACBP, and other training interventions can be classified as Mandatory or Optional trainings for each level of Officers and can be implemented in further progress of plan. Optional trainings should have an essential quota of completion as well. The Optional and Mandatory trainings for a division will be decided by the CBU in consultation with Divisional heads.

Detailed implementation plans for the immediate requirements of the Ministry are planned in the annual training calendar below:

Table 4 Annual Training Calendar 2023-24

Sr. No	Name	Mode of Training	Apr	May	June	July	Aug	Sep	October	November	December	January	February	March	Remarks
1	Induction Module- Know Your Ministry	Online													New Joiners Course
2	Gender Sensitization Workshop	Classroom													Mandatory
3	Cultural Workshop	Classroom													Mandatory
4	Dakshata Course	Online/ Classroom													Mandatory
5	iGoT: Karamyogi Prarambh: Complete Course	Online													Mandatory
6	iGoT: Parliamentary Procedures	Online													Mandatory
7	iGoT: Karamyogi Prarambh: Effective	Online													Mandatory



Sr - No	Name	Mode of Train ing	Apr il	May	Jun e	Jul y	Aug ust	Sep tem ber	Oct obe r	Nov em ber	Dec em ber	Jan uar y	Feb ruar y	Mar ch	Remarks
	Communications														
8	iGOT: Ethics and Values by Aditya Pratap	Online													Mandatory
9	Karmayogi Prarambh Module: Self Leadership	Online													Optional
10	iGoT: Managing Personal Relationships by Art of Living	Online													Optional
11	Program by Art of Living on well-being and meditation	Online/ Classroom													Mandatory

Further, the detailed division wise classification of training calendar is listed below for reference. The highlighted training interventions are the identified quick wins, to be implemented in first year of implementation of ACBP.

Table 5 Division Wise Training Calendar

Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
Domain	Induction Module- Know your Ministry	All Divisions	All Officers	Know your Ministry	• Online	All New Joiners
Behavioural	Gender Sensitization Workshop	All Divisions	All Officers	Workshop conducted by Gender mainstreaming organization	• Classroom	Batch Size- 40
Behavioural	Cultural Workshop	All Divisions	All Officers	Workshop conducted by Grant Thornton Bharat Llp	• Classroom	Batch Size- 40
Functional	E-Office/ Cabinet note, EFC, or office order, noting and drafting/ RTI Act 2005/ GeM	All Divisions	Director/Deputy Secretary/ Under Secretary/ Section Officer/ Assistant Section Officer/ other equivalent rank officers	• Dakshata Courses	• Online	All Under Secretary, Section Officer, and Assistant Section Officer to enroll on iGoT and complete the course

Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
Functional	GFR 2017	All Divisions	All Officers	• iGoT: Course on GFR 2017	• Online	All required officers to enroll on iGoT and complete the course
Functional	HRMS Rules	Administration	1,3	• Human resource management: ISTM	• Classroom	Batch Size- 15 Officers
		DDG (Research & Statistics)	1,2			
		Educational Empowerment	1			
		WAQ & NAWADCO	1,2,3			
		JS&FA	1,2,3			
Functional	Project management	All Divisions	Under Secretary and Above	• iGoT: Project Management	• Online	All required officers to enroll on iGoT and complete the course
Functional	Procurement and tender writing (RFP)	Administration	1,3	• iGoT: Public Procurement Framework of GOI by Susheel Mangain	• Online	All required officers to enroll on iGoT and complete the course
		WAQF & NAWADCO	1,2			
		JS&FA	2			

Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
		Skills	3			
Functional	Budgeting	Administration	1,2,3	<ul style="list-style-type: none"> iGoT: Budgetary System in Govt 	<ul style="list-style-type: none"> Online 	All required officers to enroll on iGoT and complete the course
		DDG (Research & Statistics)	3			
		Educational Empowerment	1			
		WAQF & NAWADCO	1,2,3			
		JS&FA	1,2,3			
Functional	Financial Management	Administration	1,2,3	<ul style="list-style-type: none"> Financial management in government, PSUs, and autonomous bodies: ISTM 	<ul style="list-style-type: none"> Classroom 	Batch size- 15 Officers
		DDG (Research & Statistics)	1,2			
		Educational Empowerment	1			
		WAQF & NAWADCO	2,3			
		JS&FA	1,2,3			

Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
Functional	Establishment Rules & General Administration Matters of Government Departments	Administration	1,2,3	<ul style="list-style-type: none"> Physical classroom training: Moving from rule to role-based administration - Establishment Rules, FR/SR, CCS(Conduct) Rule-1964 	Classroom	Batch size – 25 Officers
		DDG (Research & Statistics)	1			
		Educational Empowerment	1			
		WAQF & NAWADCO	1,2,3			
		JS&FA	2,3			
		Skills	2,3			
Functional	MS office	All Divisions	All Officers	<ul style="list-style-type: none"> Karmayogi Prarambh Module: Complete Course 	Online	All officers to enroll on iGoT and complete the course
Functional	Parliamentary matters	All Divisions	All Officers	<ul style="list-style-type: none"> iGOT: Parliamentary procedure 	Online	All required officers to enroll on iGoT and complete the course
Functional	Legal matters/court matters	Administration	1,2,3,4	<ul style="list-style-type: none"> iGoT: Appeal, Revision and Review 	Online	All officers to enroll on iGoT and complete the course
		DDG (Research & Statistics)	1			

Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
		Educational Empowerment	1,3			
		WAQF & NAWADCO	1,2,3			
		JS&FA	2			
		Skills	2,3			
Functional	Vigilance	All Divisions	Section Officer and Above	<ul style="list-style-type: none"> Administrative Vigilance: ISTM 	<ul style="list-style-type: none"> Classroom 	Batch size- 25 Officers
Functional	Service rules - CCS service and conduct rules	All Divisions	All Officers	<ul style="list-style-type: none"> iGoT: Central Government Health Scheme (CGHS) & Central Services (MA) Rules 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course
Functional	Bookkeeping and accounting	All Divisions	Section Officer/ Assistant Section Officer	<ul style="list-style-type: none"> iGoT: Govt Accounting System 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course
Behavioral	Communication Skills	All Officers	All Officers	<ul style="list-style-type: none"> iGoT: Module nos. 2,3,4,5,6,7,8,9,10 by Meghna Yadav for grammar, conversations, and official words 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course



Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
Behavioral	Citizen Centricity	Administration	3,4	<ul style="list-style-type: none"> Workshop on Citizen Centric & Service Delivery Approach: Institute of Secretariat Training and Management (ISTM) 	<ul style="list-style-type: none"> Classroom 	Batch Size- 25 Officers
		DDG (Research & Statistics)	1,2,4			
		Educational Empowerment	1,3,4			
		WAQF & NAWADCO	1,2,3			
		JS&FA	2,3,4			
		Skills	1,3,4			
Behavioral	Communication Skills	All Divisions	All Officers	<ul style="list-style-type: none"> Karmayogi Prarambh Module: Effective Communication 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course
Behavioral	Empathy	All Divisions	All Officers	<ul style="list-style-type: none"> Emotional Intelligence and Leadership: MCTP Classroom course 	<ul style="list-style-type: none"> Classroom 	Batch Size- 25 Officers
Behavioral	Ethical Behaviour	All Divisions	All Officers	<ul style="list-style-type: none"> iGoT: Ethics and Values by Aditya Pratap 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course
Behavioral	Gender Sensitivity	All Divisions	All Officers	<ul style="list-style-type: none"> Stress management, OB, ethics, values, gender sensitization, emotional intelligence, leadership and communication skills, sexual harassment, 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course



Competency Type	Competency	Division	Cluster Requirement	Training Intervention	Mode of Training	Batch Size
				critical thinking, and problem solving: ISTM		
Behavioral	Leadership	All Divisions	Director/Deputy Secretary/ Under Secretary	<ul style="list-style-type: none"> Karmayogi Prarambh Module: Self Leadership 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course
Behavioral	Negotiation	All Divisions	All Officers Director and below	<ul style="list-style-type: none"> Negotiation Mastery: MCTP Online course- Harvard Business School 	<ul style="list-style-type: none"> Online 	All officers to enroll on iGoT and complete the course
Behavioral	Stakeholder Management	All Divisions	Director/Deputy Secretary/ Under Secretary	<ul style="list-style-type: none"> iGoT: Managing Personal Relationships by Art of Living 	<ul style="list-style-type: none"> Online 	All required officers to enroll on iGoT and complete the course
Behavioral	Stress Management	All Divisions	All Officers	<ul style="list-style-type: none"> Program by Art of Living on well-being and meditation 	<ul style="list-style-type: none"> Online/ Physical 	All officers to enroll on iGoT and complete the course Batch size- 25 Officers

9.2 Monitoring and Evaluation Matrix

The performance of all users of the iGoT-Karmayogi platform will be monitored and evaluated on Key Performance Indicators (KPIs). This will include the individual learner, the supervisor, the organization, the peer group, the content provider, the content creator, and the technology service providers etc. A Dashboard and an Annual State of the Civil Services Report will capture the KPIs for all divisions, organizations and agencies of the government and document the outcomes of current initiatives, the targets against goals (including key KPIs from the iGoT-Karmayogi dashboard) along with the roadmap for future Public HR management and capacity building

Responsibility Allocation Matrix

The responsibility allocation matrix mentioned below serves as a guideline for the CBU to effectively and efficiently implement the ACBP plan.

#	Activities	Responsibility of	Reporting and Accountability to	In Consultation of	Approval by	Informed to
1	Organisational Interventions	CBU head	Nodal Officer*	Senior Leadership (Joint Secretary and Director/DS)	Hon'ble Secretary	CBC
2	Institutional Interventions	CBU head	Nodal Officer*	CBU	Hon'ble Secretary	CBC
3	Divisional Trainings	Divisional heads/ POC appointed by divisional head	Nodal Officer*	Division heads	Hon'ble Secretary	CBC

*The CBU Head will delegate the responsibility to various CBU members based on their discretion and will select a suitable Nodal officer.

9.3 Key Process Indicators

KPI of Individual training interventions

1. Feedback survey every quarter for improvement in work-time process management
2. Self-assessment by officers for Problem solving and critical thinking by case study-based questionnaire
3. How many officers mentioned reduction in stress level
4. How many officers are completing the courses according to scheduled calendar
5. Improvement in efficiency and output of Officers
6. Have officers felt Increasing emotional quotient?
7. Have officers opted for any additional training course
8. Have officers felt improvement in inter-ministerial coordination
9. Improvement in drafting skills- quarterly review by reporting officer
10. Improvement in data analytics - quarterly review by reporting officer
11. Improvement in Presentation skills- quarterly review by reporting officer
12. Reduced Turnaround time of files
13. Total training hours spent by every officer's vs allocated training hours

KPI of Long-term Organisational level processes

1. Partnerships/MoUs with at least three entities, towards coordinating workshops, conferences, exposure visits and immersion visits
2. Conduct and document a landscape review of all the stakeholders of the MDO
3. Organisational targets for public grievances redressal
4. Online Inventory Management System: Maintaining the list of all assets and resources online such that their movement across the MDO is tracked in near real-time, along with the need for maintenance, disposal et cetera.
5. Quarterly knowledge transfer sessions
6. Simulation-based training programmes/practice

KPI of Immersion Training Programme and Field visits

On completion of the programme, the officer(s) will be required to debrief and share knowledge gained in the Immersion Programme in debriefing session with peers, junior and senior officers as deemed desirable by Ministry. Officers who complete the programme will be required to make a short presentation covering the following aspects:

- My key learnings from the visit
- How will I apply learnings to my work in the Department

10. Annexures

Annexure:1 Roles, Responsibilities and Activities of each designation

The Ministry of Minority affairs have 6 divisions i.e., Educational Empowerment, Skills, WAQF & NAWADCO, Administration, DDG (Research & Statistics), JS&FA.

As per the details shared by the department, they have a sanctioned strength of 135 officers/staff and 84 Officers/staff² are in position in the Ministry including both full time and contractual staffs.

Sl. No	Additional Secretary/Joint Secretary/Divisional name	Allocation	JD/DS/Dir	US/DD	SO/ASO
1.	Shri K R Meena, Additional Secretary (Educational Empowerment and CVO)	<ul style="list-style-type: none"> Education - (Pre-Matric Scholarship, Post Matric Scholarship, Merit-cum-Means Scholarship, Padho Pradesh, MANF) 	DS- Prasoon Jha	US – Aditya S. Singh	SO – Pranav Mittal ASO – Sachin Kumar
		<ul style="list-style-type: none"> Vigilance 		US – Ravi Chandra	ASO – Tanu Mudgal
		<ul style="list-style-type: none"> Sachar Committee & 15 PP (includes Anglo Indian Community & any other community specific grievance) Dargah Committee, Reservation matters 	Dir- Ravinder Kumar	US – Mohd.Nadeem	SRI – Yasmin Sultana
		<ul style="list-style-type: none"> Jiyo Parsi (including grievances related to the community) 	DS- M L Sharma	DD - Suneel Kumar	SO – Sunil Kumar SRI- Sushil Kumar
		<ul style="list-style-type: none"> CP Grams, Public Grievances Vision@2047 Citizens Charter 	DS- M.L. Sharma	DD – Suneel Kumar	SO –Sunil Kumar
		<ul style="list-style-type: none"> Research & Media 	DS- M L Sharma	DD – Suneel Kumar	SO – Sunil Kumar SRI- Sushil Kumar
2.	Shri C.P.S. Bakshi, Joint Secretary (Skills)	<ul style="list-style-type: none"> Skill Development Schemes - (PM Vikas, Seekho Aur Kamao, Nai Manzil, USTAAD, Hamari Dharohar, Nai Roshni) 	JD – Jagdish Kumar	US – Suresh Yadav	ASO – Princy Jain ASO – Amit Kumar

² Confirmed by CBU members

Sl. No	Additional Secretary/Joint Secretary/Divisional name	Allocation	JD/DS/Dir	US/DD	SO/ASO
		<ul style="list-style-type: none"> PMJVK 	DS – SS Verma	US – Ravi Chandra	ASO – Anil Kumar
		<ul style="list-style-type: none"> NMDFC– (Hunar Haat) 	Dir -Pawan Kumar	AD – Priti Kumar	-----
		<ul style="list-style-type: none"> Haj 	DS – SS Verma	US – S.S. Srivastava	ASO – Saurabh Gupta ASO – Pawan Kumar ASO – Princy Jain (Addl. Charge) ASO – Kanika Arora (Addl. Charge)
		<ul style="list-style-type: none"> Madarasa Education 	JD- Jagdish Kumar	US – S.S. Srivastava	Ravi Katyal (Consultant)
		<ul style="list-style-type: none"> MAEF 	JD- Jagdish Kumar	US – Dhiraj Kumar	ASO – Akhilesh Kumar
		<ul style="list-style-type: none"> Coordination of Court Cases 		US – Mohd Nadeem	ASO – Kanika Arora
3.	Mr.KR Meena (Administration)	<ul style="list-style-type: none"> Establishment (including appointment of consultants) Capacity Building Commission 	DS-Dhruv Chakravarty	US- Vikas Mohan	SO – Sumit Sharma ASO – Kumar Saurav
		<ul style="list-style-type: none"> Special Campaign for Disposal of Pending Matters (SCDPM) 	DS-Dhruv Chakravarty	US- Suresh Yadav	ASO – Akhilesh Kumar
		<ul style="list-style-type: none"> General Administration (incl. Gender Cell) 	Dir – S P S Teotia	US- Dhiraj Kumar	SO – Sumit Sharma ASO – Akhilesh Kumar
		<ul style="list-style-type: none"> Cash 			DDO – Pranav Mittal ASO – Arvin Jay
		<ul style="list-style-type: none"> Azadi ka Amrut Mahotsav (AKAM) 		US – Dhiraj Kumar	SO – Deepak Goyal
		<ul style="list-style-type: none"> Coordination 	DS- Dhruv Chakravarty	US – Ravi Chandra	SO – Deepak Goyal ASO- Poornendu Kumar
4.	Shri Shahnawaz Alam, Joint Secretary	<ul style="list-style-type: none"> WAQF & NAWADCO 	Dir- S.P.S. Teotia	US – Mohd Nadeem	ASO – Kanika Arora

Sl. No	Additional Secretary/Joint Secretary/Divisional name	Allocation	JD/DS/Dir	US/DD	SO/ASO
	(WAQF & NAWADCO)	<ul style="list-style-type: none"> • NCM, NCLM • IT (DBT, NIC, e-office, website) 	DS- Harish Kumar	US- Mohd. Nadeem	ASO – Tanu Mudgal SRI – Yasmin Sultana (for NCM)
		<ul style="list-style-type: none"> • Parliament 	DS-Dhruv Chakravarty	US-Suresh Yadav	ASO – Poornendu
5.	Smt Richa Shankar, DDG (Research & Statistics)	<ul style="list-style-type: none"> • RTI • E- Samiksha • SGOs 	DS- S.K. Khurana	AD- Priti Kumar	SO- Sunita Malik
		<ul style="list-style-type: none"> • Annual Report, Compilation of a comprehensive statistical Handbook, Reports, Data on Minorities • Any other work concerning submission of statistical reports of NITI Aayog and Ministry of Statistics and Programme Implementation. 	DS- S.K. Khurana	DD – Suneel Kumar	SO- Sunita Malik SRI- Sushil Kumar
		<ul style="list-style-type: none"> • Official Language 	DS- S.K. Khurana	DD- Purnima Rao	AD-Seema Nair
6.	Smt. Nirupama Kotru, JS&FA	<ul style="list-style-type: none"> • IFD & Budget, Audit Paras, OOMF, PAC, EFC and SFC of the Department in conjunction with the concerned Joint Secretary and Standing Committee work related to Demands for Grants 	DS – MK Sharvar	US – HK Gurla	ASO – Akshay Kumar

Annexure:2 Associated Organizations (Constitutional and Statutory Bodies)

The Ministry of Minorities has nine associated organizations including constitutional and statutory bodies under its fold. These organizations are Central Waqf council, National commission for minorities, Commissioner for linguistic minorities, Haj committee of India, Maulana Azad educational foundation, National minorities development and finance corporation, Dargah khwaja Ajmer sahib, National waqf development corporation ltd. and state waqf boards. A brief on the associate organizations is as follows:

1. Central Waqf Council

- a. Central Waqf Council is a statutory body under the administrative control of the Ministry of Minority Affairs was set up in 1964 as per the provision given in the Waqf Act, 1954 as Advisory Body to the Central Government on matters concerning the working of the Waqf Boards and the due administration of Auqaf. However, the role of the Council was expanded significantly under the provisions of the Waqf (Amendment) Act, 2013.
- b. The Council has been empowered to advise the Central Government, State Governments and State Waqf Boards. It will now issue directives to the boards/ State Government to furnish information to the Council on the performance of the board particularly on their financial performance, survey, revenue records, encroachment of Waqf properties, Annual and Audit report etc. under section 9 (4) of the act.

2. National Commission for Minorities

- a. With the enactment of the National Commission for Minorities Act, 1992, the Minorities Commission became a statutory body and renamed as National Commission for Minorities.
- b. The first Statutory National Commission was set up on 17th May 1993. Vide a Gazette notification issued on 23rd October 1993 by Ministry of Welfare, Government of India, five religious communities viz; the Muslims, Christians, Sikhs, Buddhists, and Zoroastrians (Parsis) were notified as minority communities. Further vide notification dated 27th Jan 2014, Jains have also been notified as minority community.
- c. **Functions of NCM:** As per Section 9(1) of the NCM Act, 1992, the Commission is required to perform following functions:
 - a) Evaluation of the progress of the development of minorities under the Union and States
 - b) Monitoring of the working of the safeguards for minorities provided in the Constitution and in laws enacted by Parliament and the State Legislatures
 - c) Making recommendations for the effective implementation of safeguards for the protection of the interests of minorities by the Central Government or the State Governments

3. Commissioner for Linguistic Minorities (CLM)

- a. The CLM interacts with the linguistic minority groups and the States/UTs on all the matters pertaining to the issues concerning the implementation of the Constitutional and the nationally agreed Scheme of Safeguards for linguistic minorities.
- b. Article 350-B of Constitution provides for a Special Officer for Linguistic Minorities, who is known as the Commissioner for Linguistic Minorities in India (CLM) to investigate all the matters relating to the Safeguards provided for the linguistic minorities in India under the Constitution and reporting to the

President upon those matters at such intervals as the President may direct and the President causes all such reports to be laid before each House of the Parliament and sent to the Government/Administrations of States/UTs concerned.

4. Haj Committee of India

- a. The Haj Committee of India commonly known as Central Haj Committee (CHC) has been established under the Haj Committee Act 2002, for making arrangements for the pilgrimage of Muslims for Haj, and for matters connected therewith. It is a body corporate having perpetual succession.

5. Maulana Azad Education Foundation

- a. The Foundation was established on the occasion of Maulana Abul Kalam Azad's birth centenary celebrations. The Foundation is a voluntary, non-political, non-profit making social service organization, established to promote education amongst educationally backward sections of the Society.
- b. It is fully funded by the Ministry of Minority Affairs, Govt. of India. The Hon'ble Minister of Minority Affairs is Ex-Officio President of the Foundation. It was registered under the Societies Registration Act, 1860 on 6th July 1989.

6. National Minorities Development and Finance Corporation (NMDFC)

- a. The National Minorities Development & Finance Corporation (NMDFC) was incorporated on 30th September 1994, as a company not for profit, under Section 25 of the Companies Act 1956 (now Section-8 of Companies Act,2013).
- b. The prime mandate of NMDFC is to provide concessional finance to the Minorities for self-employment/ income generation activities.
- c. Under NMDFC programme, preference is given to Artisans & Women.

Grants-in-Aid Scheme to State Channelizing Agencies of National Minorities Development & Finance Corporation (NMDFC):

- d. The National Minorities Development and Finance Corporation (NMDFC) implements its schemes primarily through the State Channelising Agencies (SCAs) nominated by the respective State Government/UT Administrations.
- e. The SCAs identify beneficiaries, channelize concessional credit, and make recoveries from the beneficiaries. The concessional credit schemes of NMDFC viz., Term Loan, Education Loan, Micro Finance & Virasat are implemented through the State Channelizing Agencies (SCAs) nominated by the respective State Governments/UT Administrations.

7. Durgah Khwaja Saheb Ajmer

- a. Dargah Khwaja Saheb is the only Dargah in India, the management of which is governed by an Act of Parliament known as Dargah Khwaja Saheb Act, 1955.
- b. It is administered through a Dargah Committee, a statutory body, constituted by the Ministry of Minority Affairs, Government of India, under the provisions of Section 5 of the Dargah Khwaja Saheb Act, 1955.
- c. The functions of the Dargah Committee be it administrative, financial, community service etc have been explicitly and elaborately spelt out in the provisions of the Act.

8. National Waqf Development Corporation Ltd. (NAWADCO)

- a. National Waqf Development Corporation Limited (NAWADCO) was established as a Company registered under the Companies Act 1956 by the Government of India, Ministry of Minority Affairs, with the specific mandate to develop Waqf properties in Urban and Rural India to enhance the revenue capacity of State

Waqf Boards/ Waqf Institutions through mobilization of internal and external resources for a pious and charitable cause.

9. State Waqf Boards

- a. The State Waqf Boards are Institutions established by the State Governments in view of the provisions of Section 9(1) the Waqf Act, 1954.
- b. These State Waqf Boards work towards management, regulation, and protection of the Waqf properties for the benefit of Muslim community in India by constituting separate District Waqf Committees (Board), Mandal Waqf Committees and Committees for the individual Waqf Institutions.

Annexure:3 Schemes Undertaken by Ministry of Minority Affairs

Ministry has adopted a multi-pronged strategy for development of minority communities with focus on educational empowerment; infrastructure development; economic empowerment; fulfilling special needs; and strengthening of minority institutions. The welfare and development schemes of the Ministry focus on poor and deprived sections of the minorities. Majority of schemes have devised the eligibility criteria on economic basis to ensure that the benefits reach to poor and deprived sections.

The educational schemes cover scholarships for all levels, fellowships, and interest subsidy to promote higher education and support for providing superior quality coaching to enable minorities prepare for Government and private jobs.

The schemes undertaken by the Ministry of Minority affairs are detailed under:

1. Pradhan Mantri Jan Vikas Karyakram (PMJVK):

- a. Pradhan Mantri Jan Vikas Karyakram (PMJVK) earlier known as Multi-sectoral Development Programme (MsDP) is a Centrally Sponsored Scheme identified as Core of the Core schemes under National Development Agenda by the NITI Aayog.
- b. The PMJVK Scheme is being implemented with the objective of developing socio-economic infrastructure and basic amenities in identified Minority Concentration Areas (MCAs) for improving the quality of life of the people in these areas and reduce imbalances as compared to national average.
- c. Proposals under PMJVK are formulated at the Block/District/Town level in the State/UT. Projects recommended by the State Level Committee on PM's New 15 Point Programme are referred to the Ministry for consideration of the Empowered Committee on PMJVK. The State Governments/UT Administrations are responsible for operation of the assets from their resources.
- d. The types of projects sanctioned under PMJVK scheme are mainly Residential Schools, New School Buildings, College Buildings, Student Hostels, Additional Class Rooms, Laboratories, Computer Rooms, Smart Classes, ITIs, Polytechnics, Skill Training Centres, Working Women Hostels, Hospitals, Health Centers, Anganwadi Centers, Drinking Water Projects, Common Service Centers, Sadbhav Mandaps, Sanitation Projects, Market Sheds, Hunar Hubs, Sport Facilities etc. as proposed by the State Govts/UT Administrations based on the requirement of the Minority Concentration Areas.
- e. Implementation of the programme is the responsibility of the concerned State Governments/UT Administrations/Central Government Organizations.

2. PM VIKAS

- a. Pradhan Mantri Virasat Ka Samvardhan (PM VIKAS), is a skilling initiative from MoMA focussing on the skilling, entrepreneurship and leadership training requirements of the minority and artisan communities across the country. The scheme is intended to be implemented in convergence with the 'Skill India Mission' of Ministry of Skill Development & Entrepreneurship and through integration with the Skill India Portal (SIP).
- b. The scheme has the following components aiming to benefit approximately 9 lakh candidates the 15th Finance Commission Cycle:

- i. **Skilling and Training Component-** Traditional Training sub-component (earlier known as USTTAD and Hamari Dharohar) primarily covers training in need-based courses for minority artisan communities and their family members who are engaged in traditional arts and crafts including languishing art forms. The objective is to generate means to create better livelihood opportunities, assist in establishing linkages with domestic and global markets, facilitate credit linkages and self-employment, as well as to preserve and enrich heritage of Indian arts and crafts. The component aims to benefit 1 lakh artisans.
 - ii. **Non-traditional Skilling sub-component (earlier known as Seekho aur Kamao)** would seek to impart skill training, particularly to minorities and artisan families, in NSQF compliant job roles in sectors having linkages with arts and crafts, job roles complementing their existing work, and establish employment linkages for them. The component aims to benefit 5 lakh youth.
 - iii. **Leadership and Entrepreneurship Component (earlier Nai Roshni)** - This component seeks to promote leadership development and basic entrepreneurship primarily among youth from minority communities and artisan families through focused modules. The Entrepreneurship sub-component within this component, aims to exclusively handhold women trained in leadership and basic entrepreneurship on an intensive entrepreneurship training. Further, it intends to select aspiring women entrepreneurs, from amongst those trained, to become Business Mentors (to be known as 'Biz Sakhis' in the scheme) and promote establishment of individual or group enterprises for the same. This component aims to cover 2 lakh women for the 60-hour leadership training, out of which 1 lakh shall undergo a 100-hour entrepreneurship training. 10,000 out of these women shall further undergo 240-hour training and shall be equipped to become business correspondents (Biz Sakhis)
 - iv. **Education Component (earlier Nai Manzil)** - This component aims to provide education bridge program to school dropouts from minority and artisan communities for pursuing open schooling in class 8th, 10th, and 12th and provide them certification through National Institute of Open School (NIOS) or any other institution(s) approved by MoMA. The component aims to benefit 1 lakh youth.
- c. For the implementation of PM VIKAS scheme, the Ministry aims to select art & craft clusters in Minority Concentrated Areas (MCAs). The scheme shall also aim to converge with other Ministries like Ministry of Tourism, Ministry of Women & Child Development, Ministry of Panchayati Raj, Ministry of Education along with Ministry of Skill Development & Entrepreneurship to ensure holistic development of minorities in the identified clusters.
- 3. Scholarship:**
- a. This Ministry is implementing the three Scholarship Schemes for educational empowerment of students belonging to the six centrally notified minority communities namely, Pre-Matric Scholarship Scheme; Post Matric Scholarship Scheme; and Merit-cum-Means based Scholarship Scheme.
 - b. To improve transparency in the implementation of the Scholarship Schemes, a new and revamped version of National Scholarship Portal (NSP-2.0) has been launched by the Government during 2016-17 for various Ministries of Government of India including Ministry of Minority Affairs.
 - c. All the above Scholarship Schemes of this Ministry are implemented through this portal. The scholarships are transferred into the bank accounts of students through Direct Benefit Transfer (DBT) mode.
 - d. **Pre-Matric Scholarship Scheme:**

- i. The Pre-Matric Scholarship Scheme for students of the Minority Communities, was approved on 30th January 2008.
- ii. It is a Central Sector Scheme with 100% Central Government funding. The students studying in India in a government/ recognized private school, in Class I to X, who secure 50% marks in the previous final examination and whose parents'/guardians' annual income does not exceed Rs. 1.00 lakh are eligible for award of the pre-Matric scholarship under the scheme. Under the scheme, 30 lakh fresh scholarships are awarded every year in addition to the renewals.
- iii. 30% of the scholarships have been earmarked for girl students. Scholarship ranging from Rs. 1,000/- to Rs. 10,700/- is awarded to every selected student.

e. Post Matric Scholarship Scheme:

- i. The Post Matric Scholarship Scheme was launched in November 2007. It is a Central Sector Scheme.
- ii. Post Matric Scholarship is awarded for studies in a government/recognized private higher secondary schools/colleges/Universities including residential higher secondary schools/colleges of India. Scholarship ranging from Rs. 2,300/- to Rs. 15,000/- is awarded to every selected student.

f. Merit-Cum-Means Based Scholarship Scheme:

- i. The Merit-cum-Means based Scholarship Scheme is a Central Sector Scheme, launched in 2007. Scholarships are awarded for pursuing professional and technical courses at undergraduate and post-graduate levels, in institutions recognized by appropriate authority.
- ii. Under the scheme, 60,000 fresh scholarships are proposed to be awarded every year in addition to the renewals. 30% of these scholarships are earmarked for girl students, which may be utilized by eligible boy students, if an adequate number of eligible girl students are not available.

4. Maulana Azad National Fellowship:

- a. The Maulana Azad National Fellowship (MANF) scheme for Minority Students was launched on 11th April 2009 as a Central Sector Scheme (CSS).
- b. The objective of the Scheme is to provide 1000 fresh fellowships, besides renewal fellowships in the form of financial assistance to students from six notified minority communities, to pursue higher studies such as M.Phil. and Ph.D.

5. Padho Pardesh (Scheme of Interest Subsidy on Educational Loans for Overseas Studies for the Students Belonging to the Minority Communities):

- a. The objective of the Scheme is to award interest subsidy on educational loan for studying abroad to meritorious students belonging to economically weaker sections of six notified minority communities.
- b. The scheme provides them better opportunities for higher education abroad and enhances their employability.

6. Naya Savera (Free Coaching and Allied Scheme for Minority Students/Candidates):

- a. The "Free Coaching and Allied Scheme" of the Ministry of Minority Affairs for candidates belonging to minority communities was launched on 17th July 2007.
- b. The objective of the scheme is to assist students/candidates belonging to the notified minority communities through coaching, for qualifying in competitive examinations for admission in technical/professional courses, and for recruitment to Group 'A', 'B' & 'C' services, and other equivalent

posts under the Central and State Governments including public sector undertakings, banks, railways, etc.

7. Nai Udaan:

- a. The Nai Udaan Scheme of Ministry of Minority Affairs to promote Minority Students who clear the Preliminary examination conducted by Union Public Service Commission (UPSC), Staff Selection Commission (SSC), State Public Service Commissions (SPSCs) etc., and whose annual family income does not exceed Rs 8 lakhs.
- b. The objective of the Scheme is to provide financial support to the minority candidates who clear the preliminary examinations conducted by Union Public Service Commission, Staff Selection Commission and State Public Service Commissions.

8. Scheme for Education of Madarsas and Minorities (SPEMM):

- a. Ministry of Minority Affairs is implementing a centrally sponsored Umbrella Scheme for Providing Education to Madarsas/Minorities (SPEMM) which comprises of 2 sub schemes namely Scheme for Providing Quality Education in Madarsas (SPQEM) and Infrastructure Development in Minority Institutions (IDMI) w.e.f. 01.04.2021.
- b. This scheme is under Review.

9. Qaumi Waqf Board Taraqqiati Scheme (QWBTS):

- a. The scheme is intended to help streamlining record keeping, introduce transparency, and to computerize the various functions/processes of the Waqf Boards.
- b. For this purpose, a web-based software application namely Waqf Management System of India (WAMSI) was developed by NIC for keeping the centralized database covering the following four modules: Registration of Waqfs, Mutawalli returns assessments, Leasing details of properties and Litigation tracking.

10. Shahari Waqf Sampatti Vikas Yojana:

- a. Under the scheme, interest free loan up to Rs. 2.00 crores for a project are advanced through Waqf Boards for construction of financially viable buildings on the Waqf land, such as commercial complex, marriage halls, hospitals, cold storage etc. The loan is repayable in 16 half yearly instalments with a moratorium of one year.

Annexure:4 Detailed Competency Need Analysis

Detailed CNA Insights

The detailed analysis of the responses from the CNA is given below:

S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
1.	Domain Competency	Administration	1	NA	
			2	NA	
			3	NA	
			4	NA	
		DDG (Research & Statistics)	1	NA	
			2	<ul style="list-style-type: none"> Knowledge of Socio Economic and Developmental parameters for minorities 	<ul style="list-style-type: none"> A
			3	<ul style="list-style-type: none"> Knowledge of Minorities Acts and its subordinate bodies. 	<ul style="list-style-type: none"> A
			4	NA	
		Educational Empowerment	1	<ul style="list-style-type: none"> Knowledge of Socio Economic and Developmental parameters for minorities WAQF & NAWADCO Service matter knowledge 	<ul style="list-style-type: none"> A A
				<ul style="list-style-type: none"> Knowledge of Socio Economic and Developmental parameters for minorities Haj service matter knowledge 	<ul style="list-style-type: none"> A A
			3	NA	
			4	NA	
			1	<ul style="list-style-type: none"> NCM Service matter knowledge 	<ul style="list-style-type: none"> A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)		
		WAQF & NAWADCO		<ul style="list-style-type: none"> Knowledge of Minorities Acts and subordinate bodies 	<ul style="list-style-type: none"> A 		
			2	<ul style="list-style-type: none"> NCM Service matter knowledge Knowledge of Minorities Acts and subordinate bodies 	<ul style="list-style-type: none"> A A 		
			3	<ul style="list-style-type: none"> NCM Service matter knowledge Knowledge of Minorities Acts and subordinate bodies 	<ul style="list-style-type: none"> A A 		
		JS&FA	1	NA			
			2	NA			
			3	NA			
			4	NA			
		Skills	1	<ul style="list-style-type: none"> Project implementation under PMJVK 	<ul style="list-style-type: none"> A 		
			2	<ul style="list-style-type: none"> Project implementation under PMJVK 	<ul style="list-style-type: none"> A 		
			3	NA			
			4	NA			
		2.	Functional Competency	Administration	1	<ul style="list-style-type: none"> E-office RTI Act 2005 GeM GFR 2017 HRMS Rules Procurement and tender writing (RFP) Budgeting Financial Management Establishment Rules & General Administration Matters of Government Departments NIC applications 	<ul style="list-style-type: none"> I A A A A A A A I A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> MS office PFMS Service rules – CCS service and conduct rules Parliamentary matters Legal matters/court matters Project management Vigilance Cabinet note, EFC, office order, noting, drafting 	<ul style="list-style-type: none"> A I I A A A A A
			2	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 GeM GFR 2017 Budgeting Financial Management Vigilance Cabinet note, EFC, office order, noting, drafting Establishment Rules & General Administration Matters of Government Departments NIC applications MS office Service rules - CCS service and conduct rules Parliamentary matters Legal matters/court matters Project management Personnel management 	<ul style="list-style-type: none"> A A A A A I I A I A A A A I I
			3	<ul style="list-style-type: none"> E-office GeM RTI Act 2005 GFR 2017 	<ul style="list-style-type: none"> A A B B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • HRMS rules • PFMS • Procurement and tender writing • Establishment Rules & General Administration Matters of Government Departments • Budgeting • Bookkeeping and accounting • Financial management • Vigilance • Cabinet note, EFC, office order, noting, drafting • NIC applications • MS office • Service rules - CCS service and conduct rules • Parliamentary matters • Legal matters/court matters • Data analytics 	<ul style="list-style-type: none"> • B • B • A • I • B • B • B • B • A • A • A • I • B • B • B
			4	<ul style="list-style-type: none"> • E-office • RTI Act 2005 • Cabinet note, EFC, or office order, Noting and drafting • NIC applications • MS office • Parliamentary matters • Legal matters/court matters • Bookkeeping and accounting 	<ul style="list-style-type: none"> • A • B • A • I • B • B • B • B
			1	<ul style="list-style-type: none"> • E-office • RTI Act 2005 	<ul style="list-style-type: none"> • I • A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
		DDG (Research & Statistics)		<ul style="list-style-type: none"> GFR 2017 HRMS Rules Financial management Establishment Rules & General Administration Matters of Government Departments Cabinet note, EFC, office order, noting, drafting NIC applications MS office Service rules - CCS service and conduct rules Parliamentary matters Legal matters/court matters 	<ul style="list-style-type: none"> A A A A I I I A A A
			2	<ul style="list-style-type: none"> E-office RTI Act 2005 HRMS Rules Financial management Vigilance Cabinet note, EFC, office order, noting, drafting NIC applications MS office Service rules - CCS service and conduct rules Parliamentary matters PFMS Data analytics 	<ul style="list-style-type: none"> A A A I A I A A I I A I
			3	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 Project management Budgeting Vigilance 	<ul style="list-style-type: none"> A B B B B B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • Cabinet note, EFC, office order, noting, drafting • NIC applications • MS office • Knowledge of Public private partnership • Service rules - CCS service and conduct rules • Parliamentary matters 	<ul style="list-style-type: none"> • A • A • A • B • B • B
			4	<ul style="list-style-type: none"> • Vigilance • Cabinet note, EFC, or office order, Noting and drafting • NIC applications • MS office • Translation skills • Knowledge of rules regarding implementation of OL policy 	<ul style="list-style-type: none"> • B • A • I • A • I • I
		Educational Empowerment	1	<ul style="list-style-type: none"> • E-office • RTI Act 2005 • GFR 2017 • HRMS rules • Establishment Rules & General Administration Matters of Government Departments • Budgeting • Financial management • Vigilance • Cabinet note, EFC, office order, noting, drafting • NIC applications • MS office • Service rules - CCS service and conduct rules 	<ul style="list-style-type: none"> • I • A • A • A • A • A • A • A • A • A • A • I



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Parliamentary matters Legal matters/court matters 	<ul style="list-style-type: none"> A I
			3	<ul style="list-style-type: none"> E-office PFMS Project management GFR 2017 Bookkeeping and accounting NIC applications MS office Vigilance Parliamentary matters Legal matters/court matters Service rules - CCS service and conduct rules Data analytics 	<ul style="list-style-type: none"> A B B B B A A I I B B B
			4	<ul style="list-style-type: none"> E-office Bookkeeping and accounting NIC applications MS office Parliamentary matters 	<ul style="list-style-type: none"> A B A A B
		WAQF & NAWADCO	1	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 GeM GFR 2017 HRMS rules Procurement and tender writing Establishment Rules & General Administration Matters of Government Departments Budgeting NIC applications MS office 	<ul style="list-style-type: none"> A A A A A A I A A I I



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Service rules - CCS service and conduct rules Parliamentary matters Legal matters/court matters Knowledge of public private partnership Project management 	<ul style="list-style-type: none"> A A A A A
			2	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 GeM GFR 2017 HRMS rules Procurement and tender writing Establishment Rules & General Administration Matters of Government Departments Budgeting Financial management Vigilance Cabinet note, EFC, office order, noting, drafting NIC applications MS office Knowledge of Public private partnership Service rules - CCS service and conduct rules Legal matters/court matters 	<ul style="list-style-type: none"> A A A A A A A A I I A I A A I I
			3	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 GFR 2017 HRMS rules 	<ul style="list-style-type: none"> A B B B B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Establishment Rules & General Administration Matters of Government Departments Budgeting Bookkeeping and accounting Financial management Vigilance Cabinet note, EFC, office order, noting, drafting NIC applications MS office Knowledge of Public private partnership Service rules - CCS service and conduct rules Parliamentary matters Legal matters/court matters 	<ul style="list-style-type: none"> I B B B B A A A B B B
		JS&FA	1	<ul style="list-style-type: none"> E-office PFMS GFR 2017 HRMS rules Budgeting Financial management Cabinet note, EFC, office order, noting, drafting NIC applications MS office Parliamentary matters Knowledge of Delegation of Financial Power Rules 	<ul style="list-style-type: none"> I A A A A A I I I A A
			2	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 GeM GFR 2017 	<ul style="list-style-type: none"> A A A A A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • HRMS rules • Procurement and tender writing • Establishment Rules & General Administration Matters of Government Departments • Budgeting • Bookkeeping and accounting • Financial management • Vigilance • Cabinet note, EFC, office order, noting, drafting • NIC applications • MS office • Knowledge of Public private partnership • Service rules - CCS service and conduct rules • Parliamentary matters • Legal matters/court matters • Knowledge of Delegation of Financial Power Rules 	<ul style="list-style-type: none"> • A • A • A • I • I • I • A • I • A • A • I • I • I • I • I • I
			3	<ul style="list-style-type: none"> • E-office • PFMS • GFR 2017 • HRMS rules • Establishment Rules & General Administration Matters of Government Departments • Budgeting • Financial management • Vigilance • Cabinet note, EFC, office order, noting, drafting • NIC applications • MS office 	<ul style="list-style-type: none"> • A • B • B • B • I • B • B • B • A • A • A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Service rules - CCS service and conduct rules Parliamentary matters Knowledge of Delegation of Financial Power Rules 	<ul style="list-style-type: none"> B B B
			4	<ul style="list-style-type: none"> E-office Bookkeeping and accounting NIC applications MS office 	<ul style="list-style-type: none"> A B A A
		Skills	1	<ul style="list-style-type: none"> E-office GFR 2017 Cabinet note, EFC, office order, noting, drafting NIC applications MS office Parliamentary matters 	<ul style="list-style-type: none"> I A I I I A
			2	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 Establishment Rules & General Administration Matters of Government Departments Cabinet note, EFC, office order, noting, drafting NIC applications MS office Legal matters/court matters 	<ul style="list-style-type: none"> A A A A I A A I
			3	<ul style="list-style-type: none"> E-office PFMS RTI Act 2005 GeM GFR 2017 Procurement and tender writing 	<ul style="list-style-type: none"> A B B B B A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Establishment Rules & General Administration Matters of Government Departments Cabinet note, EFC, office order, noting, drafting NIC applications MS office Service rules - CCS service and conduct rules Parliamentary matters Legal matters/court matters 	<ul style="list-style-type: none"> I A A A B B B
			4	<ul style="list-style-type: none"> E-office Bookkeeping and accounting NIC applications MS office 	<ul style="list-style-type: none"> A B A A
3.	Behavioral Competency	Administration	1	<ul style="list-style-type: none"> Leadership Decision making Communication skills Empathy Stakeholder management Critical thinking Time management Stress management Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Innovation Ability to give feedback 	<ul style="list-style-type: none"> A A A S A A S S S S S S A A S
			2	<ul style="list-style-type: none"> Leadership Decision making Communication skills 	<ul style="list-style-type: none"> I I A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • Empathy • Critical thinking • Stakeholder management • Time management • Stress management • Gender sensitivity • Conflict resolution • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Innovation 	<ul style="list-style-type: none"> • S • I • I • S • S • S • I • S • S • S • A • I
			3	<ul style="list-style-type: none"> • Leadership • Decision making • Communication skills • Empathy • Critical thinking • Stakeholder management • Negotiation • Time management • Stress management • Conflict resolution • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Innovation • Ability to give feedback 	<ul style="list-style-type: none"> • B • B • A • S • B • B • B • S • S • S • S • S • S • S • B • B • B
			4	<ul style="list-style-type: none"> • Decision making • Communication skills • Time management 	<ul style="list-style-type: none"> • B • A • S



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Negotiation Stress management Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Empathy Critical thinking Citizen centricity Stakeholder management Conflict resolution 	<ul style="list-style-type: none"> B S S S S S B S B S B B
		DDG (Research & Statistics)	1	<ul style="list-style-type: none"> Leadership Decision making Communication skills Empathy Stakeholder management Time management Stress management Conflict resolution Citizen centricity Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Ability to give feedback 	<ul style="list-style-type: none"> A A A A A S S S S S S S S A A
			2	<ul style="list-style-type: none"> Leadership Decision making Communication skills 	<ul style="list-style-type: none"> I I A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Empathy Critical thinking Time management Gender sensitivity Rule consciousness Innovation Negotiation Citizen centricity Innovation Ethical behavior Attention to detail Result orientation Ability to give feedback 	<ul style="list-style-type: none"> S I S S S I I S I S S A I
			3	<ul style="list-style-type: none"> Leadership Decision making Communication skills Empathy Critical thinking Stakeholder management Time management Negotiation Stress management Conflict resolution Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Innovation Ability to give feedback 	<ul style="list-style-type: none"> B B A S B B S B S B S S S B B B
			4	<ul style="list-style-type: none"> Communication skills Empathy Critical thinking 	<ul style="list-style-type: none"> B S B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • Time management • Stress management • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Ability to give feedback • Conflict resolution 	<ul style="list-style-type: none"> • S • S • S • S • S • S • S • B • B • B
		Educational Empowerment	1	<ul style="list-style-type: none"> • Leadership • Decision making • Communication skills • Empathy • Critical thinking • Stakeholder management • Time management • Negotiation • Stress management • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Ability to give feedback 	<ul style="list-style-type: none"> • A • A • A • S • A • A • S • A • S • S • S • S • S • S • A • A
			3	<ul style="list-style-type: none"> • Leadership • Communication skills • Empathy • Critical thinking • Stakeholder management 	<ul style="list-style-type: none"> • B • A • S • B • B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Stress management Time management Negotiation Citizen centricity Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Innovation Ability to give feedback 	<ul style="list-style-type: none"> S S B S S S S S B B B
			4	<ul style="list-style-type: none"> Communication skills Empathy Time management Negotiation Stress management Citizen centricity Gender sensitivity Rule consciousness Ethical behavior Attention to detail Ability to give feedback 	<ul style="list-style-type: none"> B S S B S S S S S S B
		WAQF & NAWADCO	1	<ul style="list-style-type: none"> Leadership Decision making Communication skills Empathy Critical thinking Stakeholder management Time management Negotiation 	<ul style="list-style-type: none"> A A A S A A S A



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • Conflict resolution • Stress management • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Innovation • Ability to give feedback 	<ul style="list-style-type: none"> • A • S • S • S • S • S • S • A • A • A
			2	<ul style="list-style-type: none"> • Leadership • Decision making • Communication skills • Empathy • Critical thinking • Stakeholder management • Time management • Negotiation • Stress management • Conflict resolution • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behaviour • Attention to detail • Result orientation • Innovation • Ability to give feedback 	<ul style="list-style-type: none"> • I • I • A • S • I • I • S • I • S • S • S • S • S • S • A • I • I
			3	<ul style="list-style-type: none"> • Leadership • Decision making • Communication skills • Empathy • Critical thinking • Stakeholder management 	<ul style="list-style-type: none"> • B • B • A • S • B • B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • Time management • Negotiation • Stress management • Conflict resolution • Citizen centricity • Gender sensitivity • Stress management • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Innovation • Ability to give feedback 	<ul style="list-style-type: none"> • S • B • S • S • S • S • S • S • S • S • S • B • B • B
		JS&FA	1	<ul style="list-style-type: none"> • Leadership • Decision making • Communication skills • Empathy • Critical thinking • Stakeholder management • Time management • Stress management • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Ability to give feedback 	<ul style="list-style-type: none"> • A • A • A • S • A • A • S • S • S • S • S • A • A
			2	<ul style="list-style-type: none"> • Communication skills • Time management • Gender sensitivity • Citizen centricity • Rule consciousness • Ethical behavior • Attention to detail 	<ul style="list-style-type: none"> • A • S • S • S • S • S • S



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> Result orientation Innovation Ability to give feedback 	<ul style="list-style-type: none"> S I I
			3	<ul style="list-style-type: none"> Decision making Communication skills Empathy Critical thinking Time management Negotiation Stress management Conflict resolution Citizen centricity Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Innovation Ability to give feedback 	<ul style="list-style-type: none"> B A S B S B S B S S S S S B B B
			4	<ul style="list-style-type: none"> Communication skills Empathy Critical thinking Time management Negotiation Stress management Citizen centricity Gender sensitivity Rule consciousness Ethical behavior Ability to give feedback 	<ul style="list-style-type: none"> A S B S B S S S S S B



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
		Skills	1	<ul style="list-style-type: none"> Decision making Stress management Citizen centricity Communication skills Empathy Leadership Critical thinking Time management Conflict resolution Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation 	<ul style="list-style-type: none"> A S S A S A A S A S S S S A
			2	<ul style="list-style-type: none"> Leadership Decision making Communication skills Empathy Critical thinking Stakeholder management Time management Negotiation Stress management Conflict resolution Gender sensitivity Rule consciousness Ethical behavior Attention to detail Result orientation Innovation 	<ul style="list-style-type: none"> I I A S I I S I S I S S S S A I
			3	<ul style="list-style-type: none"> Leadership Decision making Communication skills Empathy 	<ul style="list-style-type: none"> B B A S



S. No.	Competency Type	Division	Cluster	Competency Requirements	Beginner (B)/ Intermediate (I)/Advanced (A)/ Standard (S)
				<ul style="list-style-type: none"> • Critical thinking • Time management • Negotiation • Stress management • Conflict resolution • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Result orientation • Innovation • Ability to give feedback 	<ul style="list-style-type: none"> • B • S • B • S • B • S • S • S • S • S • B • B • B
			4	<ul style="list-style-type: none"> • Communication skills • Empathy • Critical thinking • Time management • Negotiation • Stress management • Citizen centricity • Gender sensitivity • Rule consciousness • Ethical behavior • Attention to detail • Ability to give feedback 	<ul style="list-style-type: none"> • A • S • S • S • B • S • S • S • S • S • B • B

Annexure:5 CBU Formation Letter

F.No. 33025/2/2022-Estt.
GOVERNMENT OF INDIA
MINISTRY OF MINORITY AFFAIRS

11th Floor, Pt. Deendayal Antyodaya Bhawan,
CGO Complex, Lodhi Road,
New Delhi - 110 003

Dated: 23rd December, 2022

OFFICE MEMORANDUM

Subject: Constitution of In-house Capacity Building Unit in Ministry of Minority Affairs - reg.

In order to identify the capacity needs of its officials, an In-house Capacity Building Unit, consisting of the following Officers, is hereby formed in this Ministry:

S.No.	Name and Designation	Panel
i.	Shri Dhruv Chakravarty, Deputy Secretary	Head of CBU
ii.	Shri Suresh Yadav, Under Secretary	Member
iii.	Shri Ravi Chandra, Under Secretary	Member
iv.	Shri Aditya Shekhar Singh, Under Secretary	Member
v.	Shri Sumit Sharma, Section Officer	Member Secretary

2. The above Unit will work with the inputs and support of a domain experts appointed by the Capacity Building Commission (CBC).


(Suresh Yadav)
Under Secretary to the Government of India

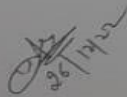
To,

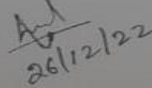
Officers concerned.

Copy to:

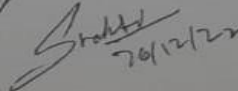
- Sr. PPS to Secretary (MA)
- Secretary (Capacity Building Commission)

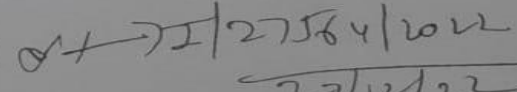
O/C

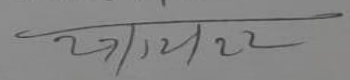

26/12/22


26/12/22




26/12/22


27/12/22


27/12/22

Annexure:6 Kick-off Meeting Minutes

Meeting Minutes

Annual Capacity Building Plans Kick Off Meeting with Ministry of Minority Affairs

1. Kick off meeting for Ministry of Minority Affairs was held on 22nd December, 2022 at IST 03:00pm. The meeting was participated by:
 - a. Sh. Mukhmeet Singh Bhatia, Secretary, Ministry of Minority Affairs
 - b. Sh. R. Balasubramaniam, Member (HR), CBC
 - c. Joint Secretaries, Director/Deputy Secretary and other Key Officers, Ministry of Minority Affairs
 - d. Consultants from CBC

2. Secretary, Ministry of Minority Affairs appreciated the initiative of formation of ACBP. He focused on the need to change the mindset.
 - a. It was expressed in the meeting to provide maximum focus on behavioural competency assessment with continued focus on functional and domain knowledge.
 - b. Ministry of Minority Affairs has extended full support to the initiative.

3. Sh. R. Balasubramaniam shared the objectives of Mission Karmayogi, CBC, and its approach to creation of Annual Capacity Building Plans. The focus is to enhance competencies of individual and evolve a harmonious understanding of Ministry of Minority Affairs key priorities, functions, and challenges.
 - a. Elucidated the vision of ACBP from Karamchari to Karmayogi.
 - b. Rule based to Role based approach
 - c. India is the first country to institutionalize capacity building for civil servants
 - d. CBC has agreed in the meeting to encompass all the associate offices of Ministry.

4. Capacity building interventions that may be implemented in the short term
 - a. Modules for GFR/procurement training etc. on iGOT]

5. An Induction audio-video module about the ministry of minority affairs and flagship programmes of ministry will be prepared. Ministry has committed to provide content/information for the induction AV.

Key action points:

- a. Formal order for CBU creation to be released by Ministry
- b. Finalisation of Visioning exercise with Secretary by CBC team and scheduling the visionary workshop within two weeks post CBU formation
- c. Post CBU formation CBC consultants to coordinate with JS (CBU nodal officer) to prepare interview calendar as per agreed timelines shared in meeting today. The timeline to complete the ACBP is recalled as January end.
- d. Presentation and relevant documents will be shared with department by CBC.
- e. Director/DS will be appointed as Nodal officer as part of the CBU for coordination of meetings and dates will be provided by the nodal officer.

Annexure:7 Visioning Exercise Meeting Minutes

Meeting Minutes

Annual Capacity Building Plans Visioning Exercise with Ministry of Minority Affairs

1. Visioning Exercise with Hon'ble Secretary of Ministry of Minority Affairs was held on 6th January, 2023 at IST 11:00am. The meeting was participated by:
 - a. Sh. Mukhmeet Singh Bhatia, Secretary, Ministry of Minority Affairs
 - b. Sh. Srinivas Danda, Joint Secretary (Admin)
 - c. CBU Members, Ministry of Minority Affairs
 - d. Consultants from CBC

2. **Key action points:**
 - a. JS (Admin) will pass a formal order to Ministry officials and staff for supporting CBC consultants during CNA and questionnaire.
 - b. CBC will provide Dr. Balu's interview video regarding Mission Karmayogi to be provided to Ministry Officials/staff. (Sent on WhatsApp group by CBC)
 - c. CBC will coordinate with Ministry for organizing orientation programme for IGOT.
 - d. Ministry will inform CBC consultants regarding involving NMDFC for ACBP preparation.
 - e. CBC to coordinate with Ministry to collate and prepare induction module
 - f. CBC to provide few copies of ACBP documents (process manual, approach paper etc) to Ministry.
 - g. Ministry has kindly invited consultants for their annual retreat on 11th January, 2023. Time and Venue to be confirmed.
 - h. The action plan decided during the meeting is as below –
 - i. 06th Jan 2023 – Questionnaire sent to CBU for review
 - ii. 09th Jan 2023 – Inputs (if any) received and to be incorporated by GT / If no changes, CBU to release questionnaire to Ministry officials
 - iii. 11th Jan 2023 – Deadline for completion of questionnaire, 6 PM
 - iv. 13th Jan 2023 – Analysis of inputs received to be shared with CBU
 - v. 18th Jan 2023 – CBU to review and revert with any inputs / changes.
 - vi. 25th Jan 2023 – Prepare and share training and non-training interventions

Annexure:8 Letters received from CBU

F.No. 22011/1/2017-Estt. (Pt.-1)
GOVERNMENT OF INDIA
MINISTRY OF MINORITY AFFAIRS

11th Floor, Pt. Deendayal Antyodaya Bhawan,
CGO Complex, Lodhi Road, New Delhi.

Dated: 23rd December, 2022

OFFICE ORDER No. 106/2022

The following transfer/postings are ordered with effect from 26.12.2022 and until further orders:-

N o.	Joint Secretary	Allocation	Director/DS	US	SO/ASO
1	Educational Empowerment	<ul style="list-style-type: none"> Education - (Pre-Matric Scholarship, Post Matric Scholarship, Merit-cum-Means Scholarship, Padho Pradesh, MANF) 	DS – Prasoon Jha	US-Aditya S. Singh	SO- Pranav Mittal ASO-Sachin Kumar
2	Skills	<ul style="list-style-type: none"> Skill Development Schemes - (PM Vikas, Seekho Aur Kamao, Nai Manzil, USTAAD, Hamari Dharohar, Nai Roshni) NMDFC-(Hunar Haat) IT (DBT, NIC, e-office, website) 	Director- Pawan Kumar	US –Suresh Yadav AD - Preeti Kumar	ASO- Princy Jain ASO- Amit Kumar ASO - Tanu Mudgal

Syad



3	Haj and NCM	<ul style="list-style-type: none"> Haj & Madarasa WAQF & NAWADCO Coordination of Court Cases NCM, NCLM, Sachar Committee & 15 PP (includes Anglo Indian Community & any other community specific grievance) Dargah Committee, Reservation matters 	Director- Moina Benazir DS- Sami Ahmed Khan DS- A.K. Pandey	US - Shubendu Shekhar Srivastva US- Md. Nadeem US- Md. Nadeem	ASO-Saurabh Gupta ASO-Pawan Kumar ASO- Kanika Arora SRI- Yasmin Sultana
4	Administration and CVO	<ul style="list-style-type: none"> Coordination, Parliament & Vision@ 2047, Citizens Charter, CP Grams, Public Grievances Establishment (including appointment of Consultants) PMJVK General Administration (including Cash & Gender Cell), Azadi ka Amrut Mahotsav (AKAM) MAEF. Vigilance 	DS- Dhruv Chakravarty Director - S P S Teotia DS- Prasoon Jha	US- Suresh Yadav US- Vikas Mohan (Estt) US-Ravi Chandra US- Dheeraj Kumar (GA, AKAM & MAEF) US - Ravi Chandra	SO- Deepak Goyal ASO- Poornendu Kumar SO- Sumit Sharma (Estt.) ASO – Safdar (Estt) ASO Poornendu Kumar ASO- Anil Kumar SO - Shri Pranav Mittal (DDO) SO – Sumit Sharma (GA) ASO-Arvin Jay (Cash) ASO- Akhilesh (GA & MAEF) ASO - Safdar (Vig)


Synergy

3. PPS to JS (CPSB)/ PS to JS (SD)/ PA to DDG (RS)/ PS to JS & FA, MoMA.
4. All Directors / Deputy Secretaries, MoMA.
5. All Under Secretaries / DD, MoMA.
6. All Section Officers, MoMA.
7. Sr. Tech. Director (NIC)
8. Notice Board (e-Office)
9. Office Order Folder.
10. Hindi Section – *For Hindi translation.*

Syrdp

Annexure 9: Final Secretary Presentation: ACBP Plan

Annual Capacity Building Plans (ACBP)
Ministry of Minority Affairs



1

Overview of Ministry

Vision:
• Empowering the minority communities and creating an enabling environment for strengthening the multi social, multi ethnic, multi cultural, multi lingual, and multi religious character of our nation.

Mission:
• To ensure the socio-economic inclusion of the minority communities through affirmative action and provide opportunities to their young citizens for equal opportunity to participate actively in building a vibrant nation.
• To facilitate an enabling state for minority communities in education, employment, economic activities and to ensure their upliftment.

Identified Domains:

- Administration
- Educational Empowerment
- Skills
- MS and NCM*
- SDG: Research and Statistics
- Internal Finance Decision (IFD)

*NDCN, National Commission for Minorities

2

Highlights

- Co-created ACBP with the department
- Conducted one workshop with all the Officials/staff of the Ministry before rolling out questionnaire
- 91% of officials/staff has responded to the survey questionnaire. Survey questionnaire responses were collected from 77 out of a total strength of 84 officials.
- Identified quick wins- Individual and Organizational (including both training and non-training interventions)
- Reviewed and validated key findings with the CBU

3

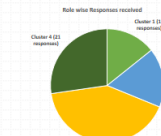
Competency Need Assessment : Key Summary

- Average years of experience of the officials in the Ministry is 4.7 years
- All officials have attended 1 or more trainings conducted mainly Level B, Level C and Level D trainings by RTM
- The most used technical skills are MS Office, E-Office
- The top five behavioural competency gaps identified by CNA are Time Management, Communication skills, Rule consciousness, Ethical behaviour and Attention to detail

4

Summary of Responses Received

Role wise Responses received



Cluster Key - Designations

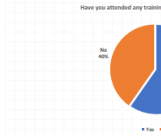
Cluster -1	Director, Deputy Secretary (Total 12)
Cluster -2	Under Secretary
Cluster -3	AO, SO, Consultant
Cluster -4	Private Secretary, PS, Steno TP

Total 77 Responses Received

5

Attended Past Trainings

Have you attended any trainings conducted in the past?



1. Total 77 Responses Received
2. Attended trainings conducted by RTM

6

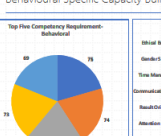
Highlights: Role Based Competency Analysis

- The Requirement of Budgeting is only mentioned by Director rank officers.
- The Requirement of RTI Act, 2005 is mentioned by Under Secretary rank officers.
- All the consultants in the Ministry have mentioned the requirement for Gender sensitivity training.
- All Officers/staff want trainings for Time Management and Communications skills
- All Officers/staff want trainings for MS Office, NIC applications and E-office

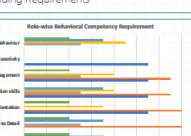
7

Behavioural Specific Capacity Building Requirements

Top Five Competency Requirement- Behavioural



Role-wise Behavioural Competency Requirement

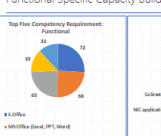


1. Total 77 Responses Received
2. Ministry has only two women consultants

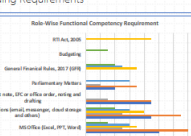
8

Functional Specific Capacity Building Requirements

Top Five Competency Requirement- Functional



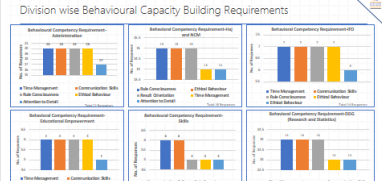
Role-wise Functional Competency Requirement



1. Total 77 Responses Received

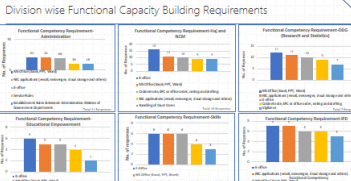
9

Division wise Behavioural Capacity Building Requirements



10

Division wise Functional Capacity Building Requirements



11

Quick Wins : Training Interventions

Behavioural Interventions

- ICWT Karnataka Parvathi Model Stress Management
- The Art of communication and Negotiating (ICWT)
- Self Managing Personal Subordinates for Art of Living
- ICWT Ethics and Values for Public Trust
- Cultural Workshop by Street Theatre (Street UP)
- Gender Mainstreaming: Gender at workplace (ICWT)
- Following Gender Champions Guidelines by SSC for Academic Institutions

Functional Interventions

- Desktop Course - Self Module
- Knowledge Parvathi Module: Preparation of Cultural Notes

Domain specific Interventions

- Phone and Ministry induction course
- Phone is Indified
- Field Extension Programme at MS and Multiple Cities
- Foundation Streetlight for development of understanding of Inclusion and Social Inclusion activities only in Ministry Commissioned areas
- Field Extension Programme for understanding of Inclusion of Minority Concentrated areas
- Field Extension Programme for development of understanding of educational scheme for Inclusion at Minority Educational schools

12

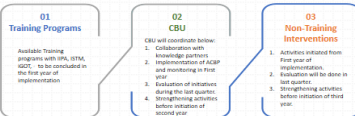


Quick Wins : Non-Training Interventions

- Behavioural Interventions**
1. Knowledge sharing through monthly dot sessions amongst staff.
 2. Supervisor program - establish program to map officials with as per designation with higher ups to promote non-work camaraderie and increase engagement.
 3. Adherence to Time: Informal celebrations/rewards for adherence to timeliness in office. Framework can be designed on frequency, levels and divisions.
- Domain specific interventions**
1. Taxonomy of Domain specific Terms

13

Implementation Roadmap



14

ACBP Plan : Review Process followed by ACBP team

1. Kick-off workshop with all officials/ staff and CBU team regarding ACBP process and CNA questionnaire
2. Meeting with CBU for co-creating and validating CNA questionnaire
3. Meeting with CBU for validating inputs received through questionnaire
4. Reviewing and validating the identified Quick-wins (training and non-training interventions) with CBU members

15

Activities concluded so far

Sr. No.	Activity	Status	Date
1	Kick-off Meeting with Secretary	Completed	28 December 2022
2	Meetings with Joint Secretaries, CBU and other identified officers	Completed	01 and 09 January 2023
3	Capacity Need Analysis	Completed	09 January 2023
4	Identification of Capacity Gaps	Completed	10 January 2023
5	Mapping of Identified Gaps with Institutions	Completed	25 January 2023
6	Identifications of Quick Wins	Completed	01 February 2023
8	Induction Training Module	Process Initiated	21 February 2023
10	Evaluation of first draft of ACBP and Roadmap for Implementation	Under Progress	24 March 2023
11	Inputs shared by Ministry on First draft of ACBP	Not Initiated	31 March 2023

16

Activities concluded so far

Sr. No.	Activity	Status	Date
1	Kick-off Meeting with Secretary	Completed	28 December 2022
2	Meetings with Joint Secretaries, CBU and other identified officers	Completed	01 and 09 January 2023
3	Capacity Need Analysis	Completed	09 January 2023
4	Identification of Capacity Gaps	Completed	10 January 2023
5	Mapping of Identified Gaps with Institutions	Completed	25 January 2023
6	Identifications of Quick Wins	Completed	01 February 2023
8	Induction Training Module	Process Initiated	21 February 2023
10	Evaluation of first draft of ACBP and Roadmap for Implementation	Under Progress	April 2023
11	Inputs shared by Ministry on First draft of ACBP	Not Initiated	April 2023

17

Thank you!



18

Annexure:10 Meeting minutes: Review of training need analysis report with CBU

Meeting Minutes

Review of Training need analysis report with Ministry of Minority Affairs

1. Review meeting for the as is assessment report of training needs of the employees and identification of potential interventions with Capacity Building unit of Ministry of Minority Affairs was held on 19th April,2023 at IST 11:30am. The meeting was participated by:
 - a. Sh. Dhruv Chakravarty, Deputy Secretary, Ministry of Minority Affairs
 - b. Sh. Ravi Chandra, Under Secretary, Ministry of Minority Affairs
 - c. Sh. Sumit Sharma, Section Officer, Ministry of Minority Affairs
 - d. Sh. Suresh Yadav, Under Secretary, Ministry of Minority Affairs
 - e. Sh. Aditya Shekhar Singh, Under Secretary, Ministry of Minority Affairs
 - f. Sh. Chandan Sangal, Consultant
 - g. Dr. Bhavika Sheokand, Consultant
2. Key action points:
 - a. CBU provided detailed feedback for the submitted as is assessment report of training needs of the employees and identification of potential interventions. The suggested changes were highlighted and noted in the report.
 - b. Few Recommendations were made by the CBU for ACBP plan:
 - i. CBU can identify pool of internal resources for inducting the new joiners.
 - ii. Organisational capacity building requirements were mentioned as stability of an employee for few years in one division
 - iii. Knowledge sharing sessions amongst staff outside office premises can also be recommended as a non-training behavioral intervention.
 - iv. It is recommended for creating a Women room in Ministry of Minority affairs, in line with other Ministries
 - v. It is recommended for adopting an annual training calendar for Recreational activities for the staff of Ministry.
 - vi. Information about Jiyo Parsi scheme should be added in citizen centric goals of Ministry.
 - c. CBU has raised technical issues while operating the iGoT dashboard. Consultants will coordinate with CBC to raise the issue.
 - d. Once technical issues on iGoT are resolved, Ministry will issue an office memorandum regarding the data of employees who have registered on iGoT and completed the online trainings on iGoT.
 - e. The action plan decided during the meeting is as below –
 - i. CBU will share recent copy of office order for work allocation of divisions/officials.
 - ii. CBU will share the updated organogram of Ministry.



- iii. CBU agreed to approve the as is Assessment report based on the previous work allocation order shared in December 2022.
- iv. Consultants will update the Training need assessment and interventions report and ACBP plan according to the updated work allocation of divisions and Ministry.
- v. CBU will share a summarize information for citizen centric goals of Ministry.
- vi. Consultants will share draft ACBP plan to CBC and CBU for their review.
- vii. CBU will share office order for tentative schedule of parliament sessions. No mandatory training will be scheduled during the month when parliament sessions are undergoing.
- viii. Consultants will be writing to CBU for coordinating cultural workshop. Tentatively a meeting to discuss the same will be scheduled in the week starting 24th April,2023.

Annexure:11 Updated work allocation order received from CBU

**F.No. Estt-22012/1/2023-Estt-MoMA
GOVERNMENT OF INDIA
MINISTRY OF MINORITY AFFAIRS


11th Floor, Pt. Deendayal Antyodaya Bhawan,
CGO Complex, Lodhi Road, New Delhi.

Dated: 18th April, 2023

OFFICE ORDER No. 62 / 2023

In continuation of the allocation of work among AS/JSs/DDG vide Office Order No. 57/2023 dated 12.04.2023, the allocation of work among Dir/DS/US/ASOs stands revised with immediate effect and until further orders as per the Annexure.

2. Notwithstanding the above, Shri Ravi Chandra, Shri Suresh Yadav, Shri Vikas Mohan and Shri Dhiraj Kumar, Under Secretaries will continue to handle the additional work allocated to them vide Office Order No. 43/2023 dated 22.03.2023 till 31.05.2023 or until further orders. Similarly, Shri Md. Nadeem, Under Secretary will continue to handle the work related to Haj as allocated vide Office Order No. 26/2023 dated 20.02.2023, until further orders.
3. This issues with the approval of the Competent Authority.


(Vikas Mohan)

Under Secretary to the Government of India

Copy to:

1. OSD to Hon'ble Minister (Minority Affairs)
2. Addl. PS to Hon'ble Minister of State (Minority Affairs)
3. Sr. PPS to Secretary (MA)
4. PPS to AS (KRM)/JS (CPSB)/ PS to JS (SD)/ PPS to JS (SA)/PS to DDG (RS)/ PS to JS & FA, MoMA.
5. All Directors/ Deputy Secretaries, MoMA.
6. All Officers/ Officials – through e-Office portal
7. NIC, MoMA
8. Office Order Folder
9. Hindi Section – For Hindi translation



WORK ALLOCATION
(18.04.2023)

Annexure

Sl. No	Additional Secretary/Joint Secretary	Allocation	JD/DS/Dir	US/DD	SO/ASO
1.	Shri K R Meena, Additional Secretary	• Education - (Pre-Matric Scholarship, Post Matric Scholarship, Merit-cum-Means Scholarship, Padho Pradesh, MANF)	DS- Prason Jha	US – Aditya S. Singh	SO – Pranav Mittal ASO – Sachin Kumar
		• Vigilance		US – Ravi Chandra	ASO – Tanu Mudgal
		• Sachar Committee & 15 PP (includes Anglo Indian Community & any other community specific grievance) • Dargah Committee, Reservation matters	Dir- Ravinder Kumar	US – Mohd.Nadeem	SRI – Yasmin Sultana
		• Jiyo Parsi (including grievances related to the community)	DS- M L Sharma	DD - Suneel Kumar	SO – Sunil Kumar SRI- Sushil Kumar
		• CP Grams, Public Grievances • Vision@2047 • Citizens Charter	DS- M.L. Sharma	DD – Suneel Kumar	SO –Sunil Kumar
		• Research & Media	DS- M L Sharma	DD – Suneel Kumar	SO – Sunil Kumar SRI- Sushil Kumar



2. Shri C.P.S. Bakshi, Joint Secretary	• Skill Development Schemes - (PM Vikas, Seekho Aur Kamao, Nai Manzil, USTAAD, Hamari Dharohar, Nai Roshni)	JD – Jagdish Kumar	US – Suresh Yadav	ASO – Princy Jain ASO – Amit Kumar
	• PMJVK	DS – SS Verma	US – Ravi Chandra	ASO – Anil Kumar
	• NMDFC–(Hunar Haat)	Dir -Pawan Kumar	AD – Priti Kumar	-----
	• Haj	DS – SS Verma	US – S.S. Srivastava	ASO – Saurabh Gupta ASO – Pawan Kumar ASO – Princy Jain (Addl. Charge) ASO – Kanika Arora (Addl. Charge)
	• Madarasa Education	JD- Jagdish Kumar	US – S.S. Srivastava	Ravi Katyal (Consultant)
	• MAEF	JD- Jagdish Kumar	US – Dhiraj Kumar	ASO – Akhilesh Kumar
	• Coordination of Court Cases		US – Mohd Nadeem	ASO – Kanika Arora

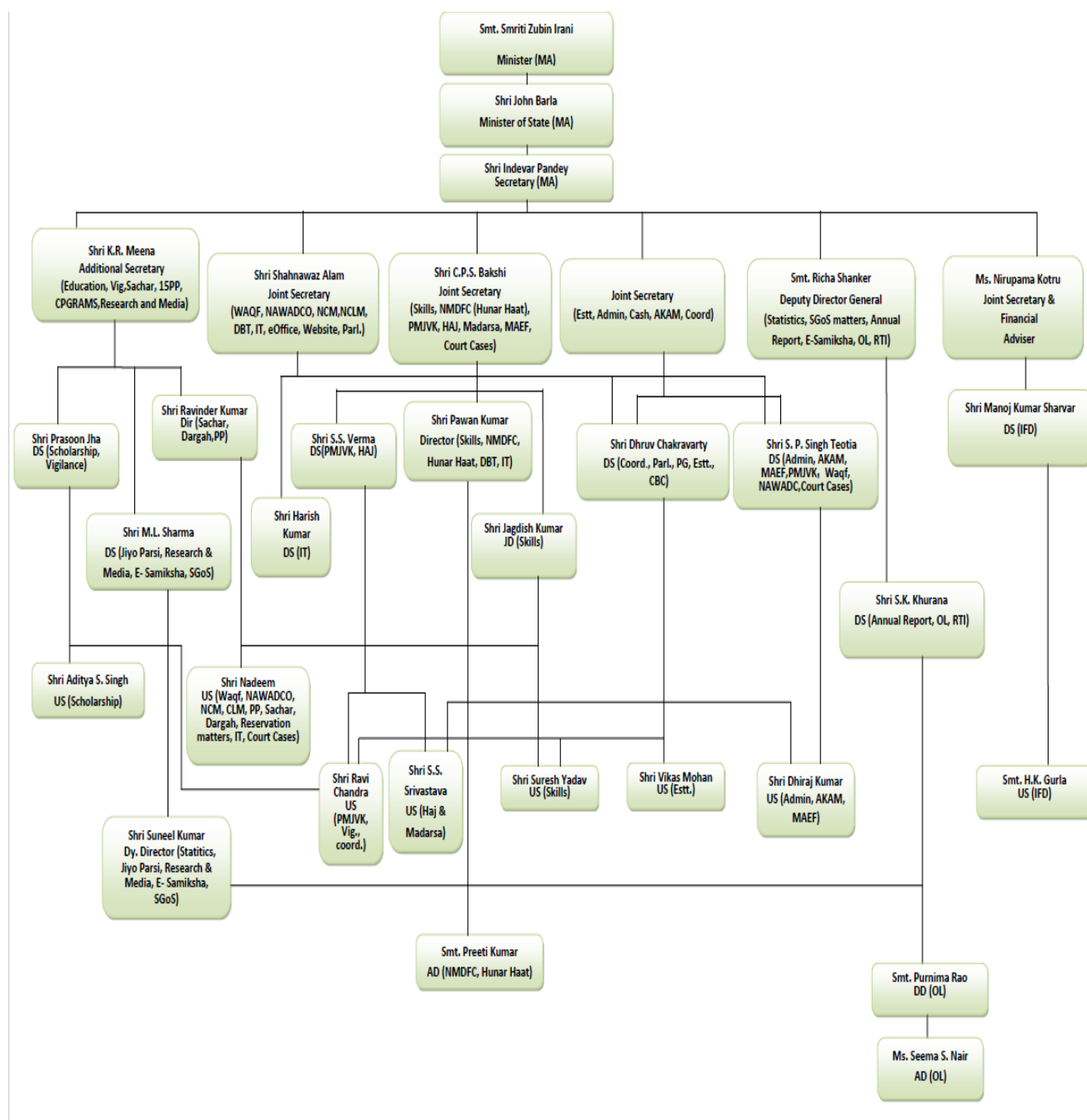


3. Shri Srinivas Danda, Joint Secretary	<ul style="list-style-type: none"> Establishment (including appointment of Consultants) Capacity Building Commission 	DS-Dhruv Chakravarty	US- Vikas Mohan	SO – Sumit Sharma ASO – Kumar Saurav
	<ul style="list-style-type: none"> Special Campaign for Disposal of Pending Matters (SCDPM) 	DS-Dhruv Chakravarty	US- Suresh Yadav	ASO – Akhilesh Kumar
	<ul style="list-style-type: none"> General Administration (incl. Gender Cell) 	Dir – S P S Teotia	US- Dhiraj Kumar	SO – Sumit Sharma ASO – Akhilesh Kumar
	<ul style="list-style-type: none"> Cash 			DDO – Pranav Mittal ASO – Arvin Jay
	<ul style="list-style-type: none"> Azadi ka Amrut Mahotsav (AKAM) Coordination 	DS- Dhruv Chakravarty	US – Dhiraj Kumar	SO – Deepak Goyal
			US – Ravi Chandra	SO – Deepak Goyal ASO- Poornendu Kumar
4. Shri Shahnawaz Alam, Joint Secretary	<ul style="list-style-type: none"> WAQF & NAWADCO 	Dir- S.P.S. Teotia	US – Mohd Nadeem	ASO – Kanika Arora
	<ul style="list-style-type: none"> NCM, NCLM IT (DBT, NIC, e-office, website) 	DS- Harish Kumar	US- Mohd. Nadeem	ASO – Tanu Mudgal SRI – Yasmin Sultana (for NCM)



		<ul style="list-style-type: none"> Parliament 	DS-Dhruv Chakravarty	US-Suresh Yadav	ASO – Poornendu
5.	Smt Richa Shankar, DDG	<ul style="list-style-type: none"> RTI E- Samiksha SGOs 	DS- S.K. Khurana	AD- Priti Kumar	SO- Sunita Malik
		<ul style="list-style-type: none"> Annual Report, Compilation of a comprehensive statistical Handbook, Reports, Data on Minorities Any other work concerning submission of statistical reports of NITI Aayog and Ministry of Statistics and Programme Implementation. 	DS- S.K. Khurana	DD – Suneel Kumar	SO- Sunita Malik SRI- Sushil Kumar
		<ul style="list-style-type: none"> Official Language 	DS- S.K. Khurana	DD- Purnima Rao	AD-Seema Nair
6.	Smt. Nirupama Kotru, JS&FA	<ul style="list-style-type: none"> IFD & Budget, Audit Paras, OOMF, PAC, EFC and SFC of the Department in conjunction with the concerned Joint Secretary and Standing Committee work related to Demands for Grants 	DS – MK Sharvar	US – HK Gurla	ASO – Akshay Kumar

Annexure:12 Updated organogram received from CBU



Annexure:13 ACBP Review meeting

Meeting Minutes

Review of ACBP Report with Ministry of Minority Affairs

1. Review meeting to discuss the ACBP report with Capacity Building unit of Ministry of Minority Affairs was held on 11th July 2023 at IST 03:00pm. The meeting was participated by:
 - a. Sh. Dhruv Chakravarty, Deputy Secretary, Ministry of Minority Affairs
 - b. Sh. Ravi Chandra, Under Secretary, Ministry of Minority Affairs
 - c. Sh. Sumit Sharma, Section Officer, Ministry of Minority Affairs
 - d. Sh. Chandan Sangal, Consultant
 - e. Dr. Bhavika Sheokand, Consultant
 - f. Ms. Upasana Aggarwal
 - g. Sh. Ankit Batheja
 - h. Ms. Nikita Surana
2. Key action points:
 - a. CBU provided detailed feedback for the submitted ACBP report and training calendar. The suggested changes were highlighted and noted in the report.
 - b. CBU has highlighted the following during the discussion:
 - i. Challenges in obtaining the desired level of support from the Induction Module Agency. CBC has noted the feedback.
 - ii. CBU has raised technical issues while operating the iGoT dashboard. CBC will coordinate with Ministry to raise the issue
 - iii. Once technical issues on iGoT are resolved, Ministry will provide the data of employees who have registered on iGoT and completed various online courses on iGoT to CBC team.
 - c. The action plan decided during the meeting is as below :
 - i. CBU will share the updated organogram of Ministry
 - ii. Consultants will update the ACBP report basis the feedback received from Ministry
 - iii. Consultants will be writing to CBU for coordinating cultural workshop.
 - iv. A review meeting with the Additional Secretary (AS) and Joint Secretary (JS) of the Ministry will be scheduled to review the ACBP plan.
 - v. Meeting with iGoT team will be scheduled